

1.1

LEVEL

Elementary

TOPIC

Enrolling on a course

ACTIVITY TYPE

Form filling

LISTENING FOCUS

Listening for specific information

TIME40 minutes
(main activity 15 mins)**KEY LANGUAGE**

address,
 application form,
 course, date of birth,
 evening class,
 interested in, long,
 nationality, occupation,
 postcode, school,
 short, spell, stay,
 surname;

Present tenses, can,
 will

PREPARATION

One photocopy for each student; for the Follow up, one copy of the recording script for every two students

CD 1 track 2

Unit 1 Personal information

Your name, please

Warm up

- Draw a large square on the board and write *Application form* at the top. Ask students what they might need an application form for (bank account, bus pass, etc.). Then put students into pairs and tell them to make a list of all the headings they might see on an application form. Write *First name* and *Surname* at the top of the application form on the board to start them off. When students are ready, tell them to call out their ideas while you write them on the board to complete the application form. Try to cover all the categories covered in the 'Student details' section of the photocopyable sheet.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give examples where necessary.

Main activity

- 1 Tell students that they are going to listen to a foreign student in the UK as she phones a language school to enrol on an evening class. Tell them to put their pens down and simply listen to the telephone conversation between the student and the receptionist. Emphasise that they should not make notes, but just listen. Play the recording.
- 2 Put students into groups. Tell them to exchange any information they can remember about the conversation.
- 3 Give each student a copy of the Student Enrolment Form. Tell students that they are going to listen again. This time they must complete the form as if they are the receptionist who answers the call. First, give them time to study the form and complete any details they can remember.

When students are ready, play the recording. Then tell students to compare their answers. If necessary, play the recording again. Finally, check students' answers.

Answer key*Student details:*

a Silva **b** Maria **c** Mexican **d** Spanish **e** student
f 11/10/1983 **g** 24 Cherry Road **h** CB1 5AW **i** 742980

Course details:

139 long course

- 4 If you wish, play the recording again and have students listen and use their form to guide themselves through the conversation.

Follow up

Put students into pairs and give each pair a copy of the recording script for this activity. Tell them to practise the conversation together. When they finish, tell students to swap roles. Finally, tell students to interview each other using the application form on the board from the Warm up activity as a guide. Explain that this time they must answer with their own personal information. Monitor and provide help where needed.

1.2

LEVEL

Intermediate

TOPIC

Exchanging personal information

ACTIVITY TYPE

Completing student identity cards

LISTENING FOCUS

Listening for specific information

TIME35 minutes
(main activity 20 mins)**KEY LANGUAGE**

to be born, boyfriend, clever, company, computer science, curry, delicious, engineering, guy, pass, plate, salt, university;

Present tenses

PREPARATION

One photocopy (cut up) for each group of four students

CD 1 track 3

Unit 1 Personal information

Nice to meet you

Warm up

- Ask students to raise their hand if they have ever stayed in a youth hostel. Encourage them to explain what a youth hostel is in case any students don't know. If possible, put students into groups to talk about their experiences in youth hostels. Tell them to talk about where they stayed, the people they met, and what they did there. You may wish to tell them about your own experience of youth hostels too, if appropriate.
- Check the Key language. On the board, write any words you think your students may not know. Put students into pairs and tell them to use their dictionaries to identify the part of speech of each word (noun, verb, adjective, etc.). When they finish, review their answers and ask volunteers to explain the meaning of each word. Give examples where necessary.

Main activity

- 1 Explain to students that they will hear a conversation between several people who meet in the kitchen of a youth hostel. Explain that they must listen to the conversation and note each person's first name. When students are ready, play the recording.
- 2 Have students call out the first names of each of the people in the recording, and write them on the board: *James, Peem, Simone, Takeyuki*. Then put students into pairs and tell them to exchange any additional information they can remember about each person.
- 3 Divide students into groups of four. Give each student a different International Identity Card. Give each group a set of cards with the missing words and phrases. Tell them to spread the cards out on the table, face upwards so they can read them. Explain that they are going to listen to the recording again. When they hear a word or phrase that is missing from their own International Identity Card, they should take the word or phrase card and put it in the correct place. Give students a few moments to study the words and phrases on the cards, so they can anticipate which ones to listen for.

When students are ready, play the recording. Finally, check students' answers.

Answer key





James Kent, American, New York University, History
 Peem Thalong, Thai, Ascension University, Engineering
 Simone Clement, French, the Sorbonne, History
 Takeyuki Saito, Japanese, Tokyo University, Computer science

- 4 In the same groups of four, tell students to role play the conversation. Explain they should use the information on their International Identity Card to help them. Encourage them to recreate the conversation as exactly as possible. When they finish, encourage them to repeat the role play but this time to substitute the information on the International Identity Cards with their own ideas. Give students time to practise, then ask groups to volunteer to role play their situation in front of the class.

Follow up

Divide the board into two columns. Write *Advantages of youth hostels* at the top of one column and *Disadvantages of youth hostels* at the top of the other. Put students into pairs and tell them to choose one category. They should list all the arguments they can think of either in favour of or against youth hostels. When they finish, have them write their ideas on the board in the appropriate column. Encourage students to justify their reasons in an open whole-class debate.

Nice to meet you **1.2**

<p>INTERNATIONAL IDENTITY CARD</p>  <p>STUDENT</p> <p>Name <i>James</i></p> <p>Nationality</p> <p>Place of study</p> <p>Subject</p>	<p>INTERNATIONAL IDENTITY CARD</p>  <p>STUDENT</p> <p>Name <i>Peem</i></p> <p>Nationality</p> <p>Place of study</p> <p>Subject</p>
<p>INTERNATIONAL IDENTITY CARD</p>  <p>STUDENT</p> <p>Name <i>Simone</i></p> <p>Nationality</p> <p>Place of study</p> <p>Subject</p>	<p>INTERNATIONAL IDENTITY CARD</p>  <p>STUDENT</p> <p>Name <i>Takeyuki</i></p> <p>Nationality</p> <p>Place of study</p> <p>Subject</p>

Thalong	Clement
Thai	French
Ascension University	the Sorbonne
Engineering	History
Kent	Saito
American	Japanese
New York University	Tokyo University
History	Computer science