



# **It's easy to teach – if you know how**

## **How to teach people aged 50+ Guide for English Teachers**

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## When is the right time for studying?

The answer is easy – all life long!

It is supported by scientific research which shows that:

- Frequent taking up activities which stimulate our brains increases the cognitive reserve and can efficiently delay the cognitive disintegration of the brain. Mental activeness is the core of the life-long efficiency of the brain. Mental stimulation involving the new, the challenge and the variety can improve the brain functioning immediately and also it can increase the cognitive reserve. It will enable longer normal functioning of the brain.<sup>1</sup>
- Everyday share of knowledge that we derive from e.g. books can reduce the stress level up to 68%. Within just 6 minutes of reading the pulse slows down and the muscles tension reduces. No other activity involved in the conducted research was as efficient as reading in lowering the stress level. Listening to favorite music lowered the stress by 61%, a mug of good tea – 54% and a walk – 42%<sup>2</sup>

## Why is it worth learning foreign languages in the adult age?

Learning foreign languages when being a senior is possible and can bring measurable effects not only in the area of language competence but also in areas identified with realizing other learning objectives. Seniors' motivation for taking up activity in this area is pursuing self-realization by meeting the cognitive, emotional and social needs.<sup>3</sup>

Despite the fact that reaching native speaker's language competence level for a person learning at the senior age is almost impossible, learning languages makes the risk of dementia lower. The research shows that people learning a foreign language have increased some of the brain areas (e.g. hippocampus)<sup>4</sup>

Why does bilingualism protect brain from cognitive disintegration? The researchers say that it is because of the permanent necessity to decide which language to use. The frontal lobes of the brain, which are responsible for focusing, ignoring disruptive factors and making decisions are constantly used.<sup>5</sup>

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<sup>1</sup> A. Fernandez, E. Goldberg, P. Michelon, *Fitness mózgu*, Wyd. PWN 2015, s. 131

<sup>2</sup> R. Kotarski, *Włam się do mózgu*, Wyd. Altenberg 2017, s. 273

<sup>3</sup> A. Jaroszevska, *Nauczanie języków obcych seniorów w Polsce*, Wyd. Impuls 2013, s.41

<sup>4</sup> R. Kotarski, *Włam się do mózgu*, Wyd. Altenberg 2017, s. 275

<sup>5</sup> A. Fernandez, E. Goldberg, P. Michelon, *Fitness mózgu*, Wyd. PWN 2015, s. 133

## Characteristics of memory

Research on memory psychology resulted in many technical terms. Thus, before discussing the influence of ageing on the memory abilities we should introduce some of them. According to the conviction of nonprofessionals memory is a homogeneous ability which means that everything is memorized the same way. This assumption is wrong since physiological measurement showed that different types of memory (e.g. words, images, movements) engage anatomically different areas of the brain. Furthermore, psychologists have discovered that these memory systems also work differently. What follows, when the researchers discuss *verbal* or *visual* memories, they may be certain that they are anatomically and functionally different systems.

The easiest way to categorise memory is to divide it according to the time it preserves. This way we differentiate:

- STM – Short Term Memory
- LTM – Long Term Memory

STM – enables temporary storage of events and objects seen in the recent past i.e. no more than a few minutes earlier and usually a much shorter period (the last few seconds). STM is not permanent and the engram disappears very quickly without much effort. The popular working memory model by Baddeley and Hitch explains what the purpose of the impermanent storage is and how it functions.

Working memory – is defined as temporary storage of information necessary for such activities as learning, concluding, understanding. Thus typical tasks engaging the working memory are those where we have to keep in our memory a small amount of material and at the same time perform other cognitive operations on the stored material or the freshly gained (e.g. while listening to someone talking, it is important to remember what the person has just said in order to understand what they are saying now).

Engrams (memory tracks) disappear from the short term memory simply because most of stored information is only important in a given situation. Then it becomes useless.

However, there is some information that needs to be remembered for a longer period of time. Long term memory serves this purpose – it's a permanent information warehouse. We still are not able to answer the questions if its capacity is limited and if or how much information disappears from it. In case of people suffering from amnesia none of "necessary" and "every day" information is lost. Those people do not forget their mother tongue, their names, the name of their capital city or hygienic activities. It probably results from the fact that these pieces of information are very important for them or/and they are so frequently repeated that they make permanent and strong engrams. However, some information disappears from the LTM (e.g. telephone numbers or addresses of people we no longer keep in touch with). The

lost memories are either irrelevant and displaced or not important and rarely used.

According to another division we can differentiate:

- episodic memory
- semantic memory

Episodic memory consists of individual experiences (basically a similar concept is the autobiographical memory which refers to the events of one's life).

Semantic memory refers to objects independent from personal experience. It stores facts (general or academic knowledge).

Another division differentiates:

- explicit memory
- latent memory

It refers to the difference between a memory which is consciously recalled (e.g. recalling the date of a famous battle) and a memory which can be recalled but it was not consciously memorized (e.g. a film)

Also worth mentioning is - prospective memory

That is remembering what we should do in the future.

It is the knowledge of one's own memory – its effectiveness and most efficient ways of memorizing.

## Motivation – a key to effective learning

Motivation is a term which comes from Latin “movere” ( ) meaning “move” or “lift”. It is a state of readiness to take a specific action, here – willingness to learn. It is also the process of emerging, maintaining and directing the action. It maintains a specific behaviour which leads to achieving specific goals.

The process takes place when two conditions are fulfilled:

- achieving the goal must be perceived as useful
- probability of achieving the goal must be higher than zero.

We differentiate two types of motivation:

- internal
- external

**Internal motivation** - It is a tendency to take and continue the action because of its contents i.e. personal satisfaction or pleasure.

The feature of this motivation is curiosity connected with the need of self-determination and effectiveness of the action.

**External motivation** - It is a tendency to take and continue the action because of consequences . It is connected with the feeling that the cause and the control of the action is external and does not depend on us.

Motivation is considered by many psychologists as the most important factor in effective learning.

However too strong motivation can paralyse the action because of the emotional tension. People solve problems best and achieve best results with the medium level of motivation and worse when the motivation is too low or too high.

The effects of learning are the resultant of the teacher's knowledge and their interpersonal communication skills (teacher – student), student's personality, their motivation and their earlier experience and knowledge.

**Motivation in any age results in being:**

- self-confident
- active
- interested
- composed
- persistent in following the goals
- cheerful
- taking on new challenges
- inquisitive
- not discouraged by defeats
- willing to act
- smiling
- having right self-esteem

At the beginning of our project “It's easy to teach if you know how” we asked the seniors from France, Spain and Poland about the cause of learning English.

The most important answers were:

- For pleasure
- For travelling abroad

This way the balance between the internal and external motivation has been preserved in our project.

## What motivates seniors to learn foreign languages?

In order to answer the above question partnership organizations conducted surveys among seniors who learn English. We also asked about the barriers which limit them.

### Summary statement of the questionnaires for Seniors from Spain, Poland and France.

The study involved:

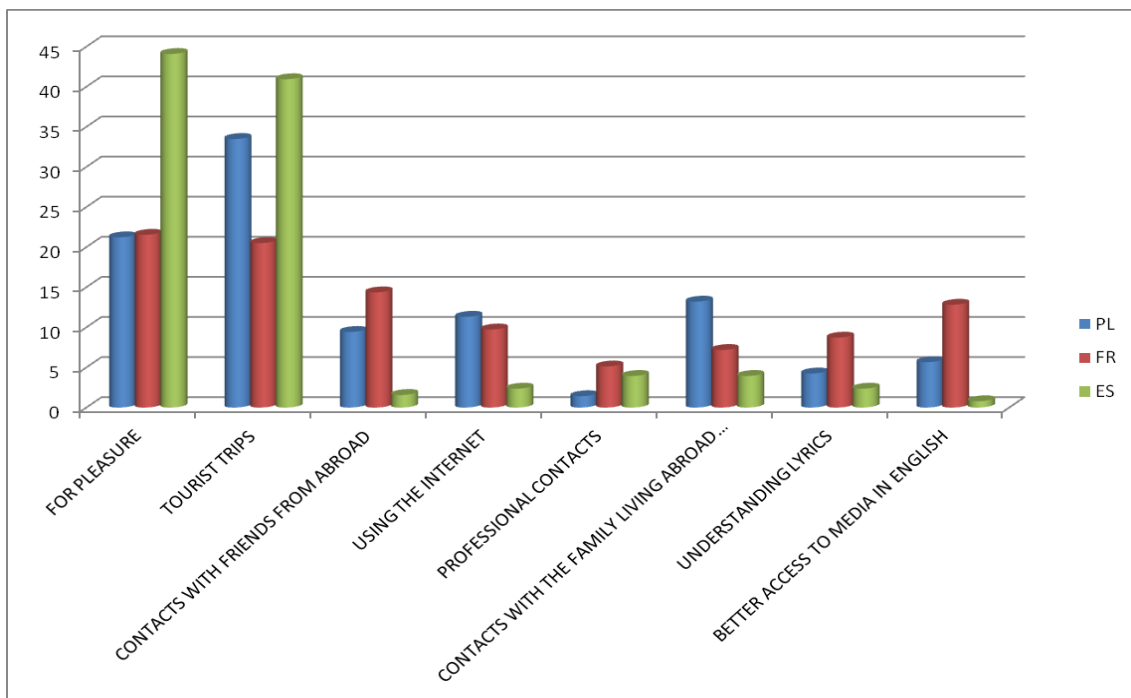
- 40 Seniors from Poland
- 17 Seniors from France
- 37 Seniors from Spain

### Seniors answered two questions:

1. What are the reasons I want to learn English?
2. What factors make my learning a foreign language difficult ?

The answers that seniors have chosen:

#### 1. What are the reasons I want to learn English?

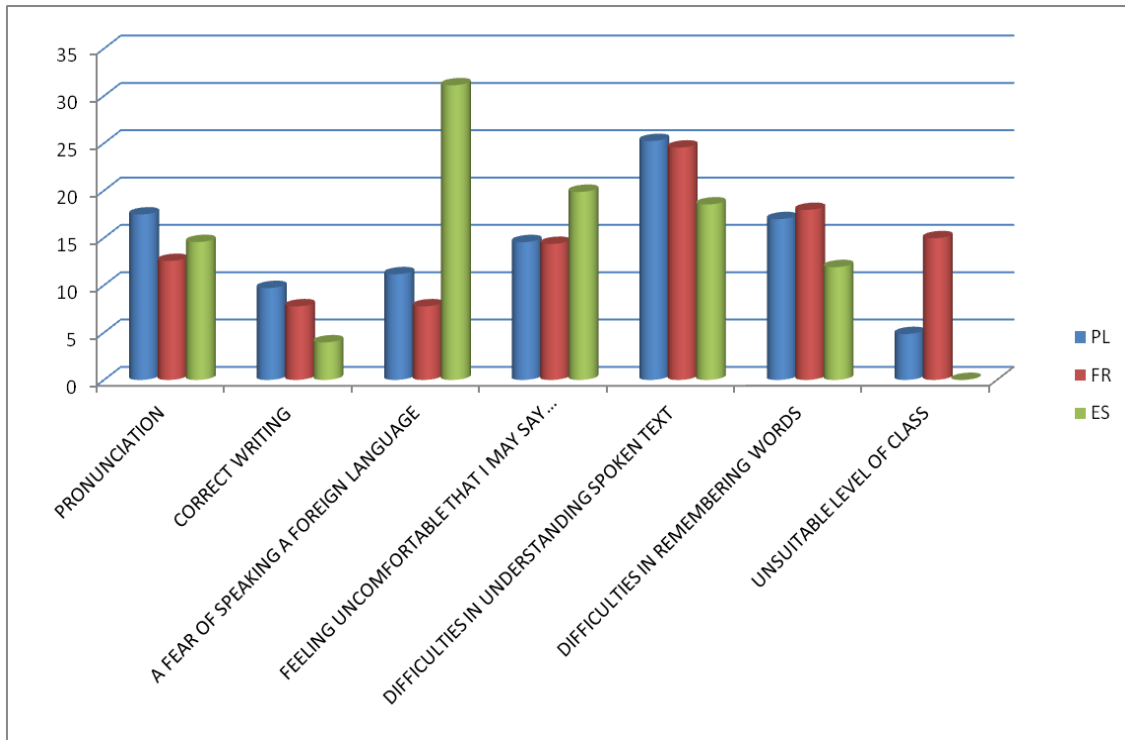


The most important reasons indicated by Seniors as a reason for learning English are:

- FOR PLEASURE
- TOURIST TRIPS



## 2. What factors make my learning a foreign language difficult ?



The factors that make learning English the most difficult for Seniors are:

- DIFFICULTIES IN UNDERSTANDING SPOKEN TEXT
- FEELING UNCOMFORTABLE THAT I MAY SAY SOMETHING WRONG
- DIFFICULTIES IN REMEMBERING WORDS
- A FEAR OF SPEAKING A FOREIGN LANGUAGE (Important for Seniors in Spain)

The seniors also indicated other difficulties they experience. Other factors that make learning English difficult for Seniors are:

- Having trouble for making oneself understood.
- Very few opportunities for speaking English in real conditions.
- Too many people in class.

In 2010 -2011, Anna Jaroszewska carried out a research among 50+ people learning foreign languages in the third age universities and in the courses organized by different organisations and language schools in Poland.<sup>6</sup>

2145 people answered the questions.

What factors make adult people learn foreign languages?

<sup>6</sup> A. Jaroszewska, Nauczanie języków obcych seniorów w Polsce, Wyd. Impuls 2013

- Willingness to learn the foreign language a senior used to learn earlier
- Realizing passions or dreams
- Free time occupation
- Maintaining or making new social contacts
- Family reasons and practical need of foreign language knowledge
- Travelling abroad
- Maintaining or developing intellectual efficiency

What are the needs and requirements of 50+ learners?

- Teaching should be preceded by a thorough diagnosis of expectations, psychophysical abilities and needs of the learner
- The course should be conducted on the basis of a well-adjusted textbook
- Learners have a strong need to develop the competences of communication in typical daily situations (museum, market, station lessons or role-playing)
- The content of the course should be consistent with the seniors interests
- The emphasis placed on speaking and listening skills rather than on reading and writing skills.

# Lessons scenarios

## **TITLE: Me and my family**

LESSON PLAN by Ewa Kazak

**TARGET GROUP:** senior students 60+; level – beginners and false beginners

**TIME:** 2x45mins

### **LESSON OBJECTIVES:**

- revision of **to be, Present Simple (live, like...), can/can't;**
- revision of vocabulary connected with: family members eg. mother, father, sister, brother, son, daughter, child, children, husband, wife; likes/dislikes (gardening, swimming, reading, gardening) and actions that the students can/can't do (ride a bike, dance, sing, take pictures etc.);
- presenting new vocabulary – members of family (grandmother, grandfather, grandson, granddaughter, nephew, niece, parents, father-in-law, sister-in-law etc.)
- students practise listening and speaking skills (concentrate on meaning and pronunciation of „old” and „new” vocabulary), reading skills (a handout with a text), writing skills (putting down new vocabulary, completing exercises and family tree, writing a short note about a member of family)

### **METHODS:**

- elements of communicative approach (interactions), audiolingual and audiovisual (instructions are given in the target language, language forms occur within a context, use of visual aids)
- students work individually, in pairs and in groups.

### **TOOLS:**

- flashcards, pictures, memory cards,
- handouts with a text, exercises and family tree.

### THE COURSE OF THE LESSON:

1. Warming-up (5 mins); brainstorming – teacher presents a picture of a family on the whiteboard; students give examples of words (family members) they already know.
2. Presentation of new family vocabulary (flashcards) – 10 mins. Students make notes.
3. Completing a family tree (students working in pairs use all family words they know) – 10 minutes.
4. Students get a handout with exercise 1 - matching family members of different sex (eg. wife – husband, brother – sister) – 10 mins. They practise reading the matchings aloud. Students work in pairs.
5. Teacher presents a text about Ann and her family (students underline new vocabulary, both teacher and students explain new words and expressions; students take notes) – 10 mins.

Break – 5 mins

6. Teacher reads short parts of the text (1 or 2 sentences) again. Individual students practise reading aloud. - 10 mins.
  - Memory game with chosen family members (9 pairs of cards) – 10 mins. Student work in groups of 2 or 3.
  - Students come back to point B of the handout with the text about Ann and her family. They choose info about one of the members of her family and write a short note about them. They read the notes aloud. (15 mins)
  - Game (revision of verbs) – repeating in a circle phrases with can/can't or/and I like doing... Example: the first student says – **I can ride a bike**, the second student repeats what the first student said and adds their own idea – **I can ride a bike, I can swim...** - 10 mins.
  - Setting homework – write 10-15 sentences about yourself and one member of your family. - 5 mins

## THE OUTCOME OF THE LESSON:

- Students revised some vocabulary (family, gerund forms of some verbs used in **I like/he likes** constructions, verbs used with phrases **I can/I can't**) and grammar constructions appropriate to the Present Simple.
- Students learnt some new family words (they can recognize and explain them).
- They had a variety of activities for all four skills (listening, speaking, reading and writing), they can write and read a short note about a family member. They can react to a question about themselves or a family member (communication aspect).
- The materials (flashcards, memory game cards, text, matching and family tree exercises) were relevant to the students' language skills.

### **TEACHER'S OPINION** (Ewa Kazak, Poland):

*It was one of our last lessons at the end of sixty-hour English course, so I decided that it would be a combination of what the students already know and some new material. The lesson was planned as a kind summing up of what the students had learnt since October 2016.*

*It is a mixed-ability group of 10 seniors (half of them started as total beginners, the other half were false beginners). Some of them have various audio and visual problems, so I have to prepare good quality handouts (clear pictures, bigger fonts) and I use many repetitions, especially in case of pronunciation of new and old vocabulary (repeating in a circle).*

*The students had been informed that they would be talking about their families. Generally, there were no problems with warming-up activity (the students were sometimes using their notes to find a proper word).*

*Using visuals like flashcards and pictures is very helpful in case of elderly students. I used them as well as memory cards, (here - family tree) and various exercises in which the students have to circle, underline or match elements. I seldom give them typical grammar exercises because*

*accuracy is not what they want to achieve. We mainly concentrate on communication, even if it is somehow limited to single words.*

*In this lesson they were completing the matching exercise and family tree in pairs. Students feel safer if they can cooperate with a colleague or work in small groups (memory game).*

Every time I present a new text my senior students think it is going to be a big challenge. This time I prepared a text with mainly well known vocabulary and grammar constructions (revision) with some new elements (eg. **working with machines, fix all kinds of equipment, kindergarten**).

The biggest problem ever in case of new material is pronunciation. That is why we repeat new things many times (chorally and individually) and we practise reading short passages aloud.

The second part of this handout (part B – under the text) turned to be the most difficult task, although the students were shown that they can use the text as an example and they can copy some elements. This task had to be completed individually. Five of the students needed my help, they could not write the note themselves. Five other students managed to finish the task (they made some minor mistakes).

When I was planning this lesson I provided that this part might be a kind of barrier for some of the participants. But I think that every lesson should contain a variety of tasks with various levels of difficulty (due to seniors' slightly different levels of language, diverse styles and speed of learning and various personalities).

We managed to complete most of the tasks within the time limits. But I decided to come back both to the text and ex. B during our next lesson to make sure all my students feel safe about them.

Senior students need constant repetitions – I sometimes come back to previously learnt vocabulary and constructions (I have several sets of flashcards and word cards, and I use simple games like memory and bingo). Language is all about communication, and it requires participation on the part of the learner. For some adults this is the most difficult aspect of language learning. Most of my senior students feel safe and comfortable when they work in pairs or small groups, not individually, that is why I plan a lot of cooperative tasks and games (I think it works).

**TEACHER'S OPINION** (María Victoria Guadamillas Gómez, Spain):

The lesson was developed with a group of 18 students. Two students have an intermediate level of English. The other students are beginners or false beginners.

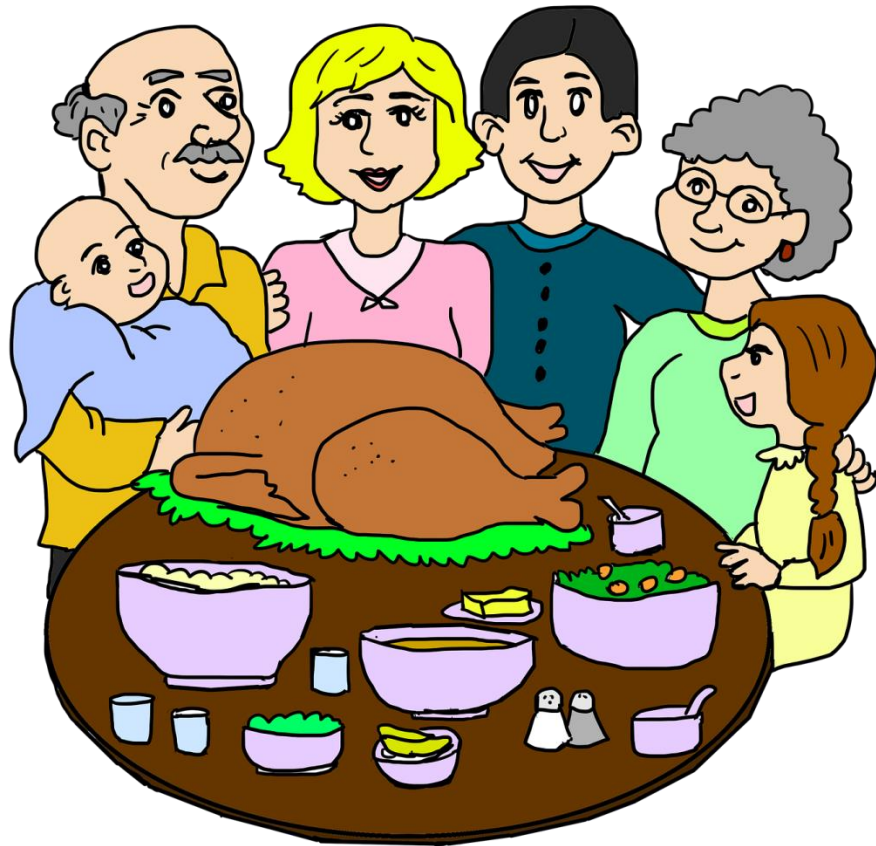
They enjoy it, particularly talking about their grandsons or granddaughters. Some difficulties were encountered because some of them did not have a big family. Using visual materials was very helpful. We also observed that doing some activities in pairs (family tree) or in groups was something they enjoyed.

As it was observed in other lesson plans, seniors have a short-term memory, and as in other lesson plans several repetitions were needed.

As a positive outcome, we can highlight that the playful context/activities developed in this unit helped them to familiarise with the topic.

## Materials and handouts:

### 1. Warming-up



### 2. Flashcards

<http://www.kids-pages.com/folders/flashcards/Family.htm>



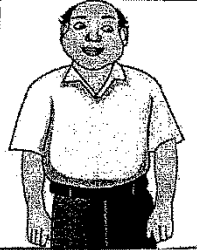












B. Choose one of the members of Ann and Robert's family and write a short note about them:

- Olivia, 32 years old, a music teacher, can play the piano, married to Steven:
- Steven, English, aged 35, an engineer, works in a factory, likes cycling:
- Sara, 8 years old, a schoolgirl, likes singing and dancing, speaks a little Polish:
- Mark, 3 years old, in a kindergarten, loves playing with building blocks, can't speak Polish.

## 6. Memory game cards

	father		grandson
	grand-children		grand-daughter
	Grand-mother		Grand-father
	mother		baby
	parents		

## **TITLE: Going to the doctor**

LESSON PLAN by María Victoria Guadamillas Gómez

**TARGET GROUP:** senior students 60+; level – beginners and false beginners

**TIME:** 2x45mins

### **LESSON OBJECTIVES:**

- To learn how to ask and answer simple questions when visiting the doctor
- To use and understand vocabulary related to illnesses, remedies and feelings
- To express main illnesses, symptoms and feelings at the Doctor's

### **METHODS:**

Communicative approach will be followed by using drama, role-play and visual materials to support learning

### **TOOLS:**

Tools appropriate to students' level prepared by the Teacher, realia

### **THE COURSE OF THE LESSON STEP BY STEP:**

Warm-up: The lesson will start by revising/introducing the parts of our body. Students will play "Victoria says"; e. g. "Victoria says –touch your head".

Materials: parts of the body slide

Timing: 15 minutes

Presentation: Students will read and listen a brief conversation with the doctor. In pairs, they will repeat and use the conversation.

(Whole group) As a second activity in this phase, the teacher will present vocabulary and expressions to use at the Doctor's. For this part of the session a power point will be needed, so that students can easily understand and remember words and phrases by associating the image with the text. The vocabulary is divided into symptoms, illnesses, remedies and checks.

Materials: power point with the different expressions

Timing: 30 minutes

Production: (Pairs) Students will be given a new dialogue between the doctor and the patient. They will read the dialogue in pairs.

Materials: power point with the dialogue

Timing: 15 minutes

Practice: (Pairs) Student A will be given a card with a symptom and Student B a card with a remedy. They will follow the previous dialogue to build a new one with the information given. Then, students will act out the dialogue.

Materials: same slides in the power point can be printed

Timing: 30 minutes

### **THE OUTCOME OF THE LESSON:**

-To be able to understand simple questions and expressions in a conversation with the doctor

-To be able to use and understand vocabulary and expressions related to remedies and illnesses

-To be able to orally express main illnesses, symptoms and feelings at the Doctor's

**TEACHERS' OPINION:** (María Victoria Guadamillas Gómez, Spain)

*Students at José Saramago (University of Castilla-La Mancha) found some problems related to words pronunciation. On the whole, materials were useful for the purpose and can be adapted to beginners and intermediate students.*

**TEACHER'S OPINION** (Ewa Kazak, Poland):

*Health issues are one of the most important topics often used by senior students. This time I prepared a set of materials based on Woodward English sources*

*([www.youtube.com/watch?v=Zm1KKcqQ7DM](http://www.youtube.com/watch?v=Zm1KKcqQ7DM),*

*/www.woodwardenglish.com/health-problems-vocabulary/).*

*Guided by the tips given by our Spanish colleague, I prepared a body parts multiple choice test (this was a repetition for my students), cards with names of symptoms and diseases, and a short dialogue about health problems. I obtained these materials from the mentioned sources, which were accompanied by a video with a text that was read very clearly (this is important for students at the beginner's level). I spent quite a lot of time on correct pronunciation and repetition of new words. The material also has a short and easy text describing a health problem. This text is a model for individual writing. I am planning to return to this topic as part of repetition of the words, phrases and short dialogues. The students were involved in the lesson.*

## **TITLE: Your hobby and interests.**

LESSON PLAN by Ewa Kazak

**TARGET GROUP:** senior students 60+; level – A1/A1+

**TIME:** 2x45mins

### **LESSON OBJECTIVES:**

- revision of **to be, Present Simple (like/love/hate...)**
- gerund formation: verb+-ing,
- frequency expressions like: once a week, every Sunday...
- revision of vocabulary connected with actions: swim, drive, paint, sing, take pictures...
- presenting new vocabulary – hobbies and interests,
- students practise listening and speaking skills (concentrate on meaning and pronunciation of „old” and „new” vocabulary), reading and writing skills (putting down new vocabulary, completing exercises and writing a short report),
- students communicate with simple questions/answers about their hobbies.

### **METHODS:**

- elements of communicative approach (interactions), audiolingual and audiovisual (instructions are given in the target language, language forms occur within a context, use of visual aids)
- students work individually, in pairs and in groups.

### **TOOLS:**

- pictures, memory cards, youtube materials
- handouts with a text and exercises





Exercise 1: Match the verbs with their definitions:

1. swim	a) to move your body while listening to music
2. email	b) to make music with your mouth
3. draw	c) to write a message using the Internet
4. drive	d) to make pictures with a pencil
5. dance	e) to move through water
6. sing	f) to move around in a car

**3. Presentation, production and practice** (25 mins): like/love/hate + (verb+-ing); how is gerund formed?

Examples: take – taking, swim – swimming, cook – cooking, study – studying...

Exercise 2: Write the -ing form of the verbs in the chart.

make, watch, cycle, run, dance, play, sing, hike, do, fly, jog,

Work - working	Live – living	Shop - shopping

Exercise 3: Which sports do you **do, play** or **go**?

Fishing, tennis, swimming, football, gymnastics, jogging, karate, hiking, judo, golf, aikido, chess.

you do - .....

you play - .....

you go - .....

Add some more activities e.g. You can play musical instruments.

Exercise 4: Read the text and **correct the mistakes**. (10 mins)

Paula is my granddaughter. She is berry smart and she likes read. She also love drawing pictures of animals. It wants to make children's books when she grows up. She hates swim because she is afraid of water. She never doesn't come to the beach. I love the seaside and I hope she will goes there with me one day.

Additional exercise: Match the beginning of the sentence from column A and its ending from column B.

Column A	Column B
1. John loves driving his car. He hates	a) love travelling.
2. Susan has a horse. She	b) books so much?
3. My parents are in Italy now. They	c) love sleeping.
4. Do you really like reading	d) hates black coffee.
5. Peter wants some milk. He	e) walking
6. I usually wake up at 10 a.m. I really	f) loves riding it.

Break – 5 mins

#### 4. Presentation, production and practice – part two (30 mins)

- a video from [www.oxfordonlineenglish.com](http://www.oxfordonlineenglish.com)

<https://www.youtube.com/watch?v=hoyhPZDp3dE>

How to talk about your free time activities/hobbies (more vocabulary).

- listening for gist,
- listening for details
- questions about hobbies/free time activities (homework assignment)

#### A memory game (15 mins).

In this game each student is given an activity card showing a hobby. The students walk around to find two other students with matching cards (e.g. swimming, a swimming pool, a swimsuit). When the group is ready (all the students found their partners with matching cards) the students listen to each group and try to remember what each group says. Then they complete a table with the information they remember, scoring 1 point for each correct answer.

The teacher prepares the cards using photos e.g. from old magazines.

Example of activity cards for the memory game:



Complete the table:

Activity (card 1)	Card 2	card 3
swimming	a swimming pool	a swimsuit

### THE OUTCOME OF THE LESSON:

1. Students revised and learnt some vocabulary (hobbies/ free time activities/interests), gerund forms of some verbs used in **like/love/enjoy/hate** constructions, grammar constructions appropriate to the Present Simple, expressions of frequency.
2. They had a variety of activities for all four skills (listening, speaking, reading and writing), they can write and read a short report about their hobbies. They can ask answer a question about their free time activities (communication aspect).

### **TEACHER'S OPINION** (Ewa Kazak, Poland):

*Hobby and different ways of spending free time is one of the universal topics that are eagerly accepted by senior students, because they like to share their experiences. A large number of visual materials and cards with words needed for lessons (presenting different hobbies) allowed for multiple and various use in dialogues and exercises. The listeners of the group in which I conducted this lesson are on a mix ability level, some have a lot of trouble remembering and repeating words and phrases, so introducing different exercises makes it easier to return to these phrases. A certain difficulty was the introduction of elements of videos from youtube (not all listeners kept up with the repetition of the material, that's why we repeated short films). In general, the idea with the material from youtube has been accepted by our students. There are still problems with presenting and creating their own dialogues (communicative approach, interactions).*

## **TITLE: Fashion and clothes**

### **LESSON PLAN by Maja Huminiłowicz**

**TARGET GROUP:** senior students 60+; level – elementary

**TIME:** 2x45mins

#### **LESSON OBJECTIVES:**

- revision of: **the alphabet; Present Simple (Do you like?) and Present Continuous (What are you wearing?)**
- revision of vocabulary connected with: fashion and clothes, colours
- presenting new vocabulary – clothes and accessories
- students focus on spelling and writing (warm-up, acronym game, handouts) and speaking skills (answering questions in Present Simple and Present Continuous in the board game)

#### **METHODS:**

- individual work, pair work, group work
- elements of direct and communicative methods

#### **TOOLS:**

- board game, virtual dice (<http://dice.virtuworld.net/>)
- handouts with vocabulary, exercises and a word search.

#### **THE COURSE OF THE LESSON:**

1. A warm-up – teacher asks students to name as many pieces of clothing and colours as possible and writes them down on the whiteboard (10 mins.)
2. Revision of the alphabet – students choose the words from the whiteboard and spell them. (10 mins.)
3. Presentation of new fashion vocabulary (presentation and handouts) Students take notes. (10 mins.)

4. Students complete the names of clothes with lacking vowels (exercise 1 on a handout). After completing the words students name the vowels that they used to complete the words. (10 mins.)
5. Students get handouts with exercise 2 – a word search. They do it in pairs (5 mins.)

Break – 5 mins

6. The teacher describes his/her clothes using Present Continuous sentence „I’m wearing...” He asks students to describe their clothes and ask the question “What are you wearing?” “What is XYZ wearing?” (10 mins.)
7. The teacher describes what he wears in summer (Present Simple) “In summer I wear ...” and asks students to say what they wear in different seasons of the year “What do you wear in winter?” (10 mins)
8. Board game “ Let’s talk”. You can play the game in groups, pairs or individually. The instruction:  
  
**Find your question by rolling your dice twice.** The 1<sup>st</sup> roll determines the number on the top. The 2<sup>nd</sup> roll determines the number on the left. (You can use the virtual dice ). **Answer the question.** Your classmates can ask you follow-up questions. Your classmates can ask you anything if you land on “Ask Any Question” (15 mins.)
9. Acronym game. Teacher asks one of the students to write vertically a chosen “fashion” word on the whiteboard. The student spells the word and asks another student to come and write a “fashion” word horizontally, beginning with one of the letters from the vertical word. After finishing one word, students choose another one. The game lasts 10 mins. The game serves the revision of the vocabulary and alphabet.

### Materials and handouts:

1. Flashcards

<http://www.mes-english.com/flashcards/clothes.php>

<https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-accessories.pdf>

2. Word list - image:

[https://www.allthingstopics.com/uploads/2/3/2/9/23290220/wordbank\\_clothing-63.pdf](https://www.allthingstopics.com/uploads/2/3/2/9/23290220/wordbank_clothing-63.pdf)

3. Word search – image:

[https://www.allthingstoppers.com/uploads/2/3/2/9/23290220/wordsearch\\_clothing.pdf](https://www.allthingstoppers.com/uploads/2/3/2/9/23290220/wordsearch_clothing.pdf)

4. Spelling exercise – image:

[https://www.allthingstoppers.com/uploads/2/3/2/9/23290220/memory\\_game-clothes.pdf](https://www.allthingstoppers.com/uploads/2/3/2/9/23290220/memory_game-clothes.pdf)

5. The board game: below

Permission granted to reproduce for classroom use. © www.allthingstoppers.com

### **THE OUTCOME OF THE LESSON:**

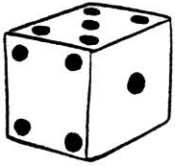
- Students revised spelling and some vocabulary connected with clothes and fashion
- Students learnt some new fashion words
- They used 2 tenses: Present Simple and Present Continuous
- They could answer questions concerning their outfits (worn at the time of speaking or in different seasons of the year)

# Let's Talk

## CLOTHING & FASHION



- Find your question by rolling your die twice. The 1<sup>st</sup> roll determines the number on the top. The 2<sup>nd</sup> roll determines the number on the left. **Talk for one / two minute(s) about that topic.** Your classmates will ask you follow-up questions. Your classmates can ask you anything if you land on "Ask Any Question".



1

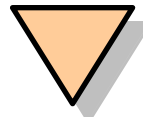
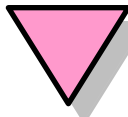
2

3

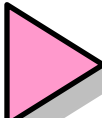
4

5

6



1



Ask any question!

Describe the clothes you like wearing.

What is the person on your right wearing?

What can you wear on your feet?

What is your favourite colour of clothes?

What can you wear on your head?

2



What can you wear to a party?

What is the teacher wearing?

What can you wear on your legs?

Ask any question!

What can you wear when you go for a walk?

What can you wear on your hands?

3



Do you buy clothes on-line?

What do you wear in winter?

Where do you buy clothes?

What is the person on your left wearing?

What are the names of fashion magazines?

Ask any question!

4



What do you wear in summer?

Ask any question!

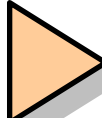
What is the second person on your right wearing?

What can you wear on your head?

What is the second person on your left wearing?

What do you put your socks on?

5



What do you put on your waist?

What do you put your trousers on?

What do people wear on a cold winter day?

Where do you buy clothes?

Ask any question!

Name three kinds of shoes.

6



What is the teacher wearing?

Name clothes that only women wear.

Ask any question!

What is the name of denim trousers that people wear all over the world?

What do you put your cap on?

What do you like wearing at home?



**TEACHER'S OPINION:** (Maja Huminiłowicz, Poland)

*The lesson was prepared to be flexible. A teacher using this scenario in the future can adapt the materials to the level of their students. For example, the list of new words can be shortened, lengthened or changed. The board game can also be adjusted by changing the questions to more difficult or easier (repeating the same questions).*

*The warm-up part of the lesson was very good. The students gave many examples of words connected with fashion. They were also able to spell them correctly. The flashcards were used as a revision also. The students named what they could see on the screen.*

*The lesson was planned rather as a revision of the already known vocabulary – hence the quite long list of words. However, it appeared that it took longer than I planned to repeat the words and take notes due to difficulties with pronunciation.*

*I used the elements of direct method by introducing the question “What are you wearing” and giving the answer “I’m wearing..” The same happened in the third person singular and with the Present Simple question “What do you wear in winter?” Students understood the question by given examples and then answered it themselves. It let them take part in the board game actively. They liked being involved in the conversation. I didn’t have many students in the lesson (7 people) so they played individually. However, with the low level students it’s a good idea to play the game in pairs.*

*The acronym game was a great form of the revision of the lesson. The students were supposed to close all their notes and handouts. They willingly took part in the game. It was apparent that they had great satisfaction in using words they have learnt during the lesson.*

*Due to the fact that the word list took more time than I expected, the points 4 and 5 (two exercises) were treated as home revision.*

*As I have already mentioned at the beginning – the lesson was planned to be flexible and easily adapted to different levels and different groups of seniors. To my mind it well serves this purpose.*

## **TITLE: Booking accommodation**

LESSON PLAN by PhD. M<sup>a</sup> Begoña Ruiz Cordero

**TARGET GROUP:** senior students 60+; level – beginners and false beginners

**TIME:** 1 x 60 mins

### **LESSON OBJECTIVES:**

- To revise to be, to have got and present simple.
- To revise vocabulary connected with: greetings, personal description and the weather.
- To present new vocabulary about:  
Types of accommodation (hotel, hostel, B&B, guest house, campsite)  
Types of rooms (single, double, twin, triple, suite)  
Workers (receptionist, manager, doorman, housekeeper)
- To practise listening and speaking skills with drama (concentrated on basic vocabulary for booking accommodation), reading skills (a handout with a short text), writing skills (putting down new vocabulary, completing exercises and completing a bingo).

### **METHODS:**

- Elements of communicative approach (interactions), drama, audiolingual and audiovisual (instructions are given in the target language, language forms occur within a context, use of visual aids and repetitions)

### **GROUPING:**

- Students work individually, in pairs and in groups.

### **TOOLS:**

- Flashcards, pictures, memory cards.
- Handouts with a short text and exercises

## **THE COURSE OF THE LESSON:**

1. Warming-up (5 mins); brainstorming – teacher reviews basic vocabulary with pictures on the whiteboard; students give examples of words they already know.
2. Presentation of new accommodation vocabulary (flashcards) and useful sentences – 15 mins. Students listen and repeat.
3. Role play (students working in pairs use the words and sentences they know) – 15 minutes.
4. Students get a handout with exercises. They do number 1 – Join the word with the appropriate picture– 5 mins. They practise reading the matchings aloud. Students work in pairs.
5. Students do activity number 2 - Write some useful sentences- Students work individually. 10 mins.
6. The teacher tells them to complete a bingo with the vocabulary they have learnt. We play BINGO. 5 min.
7. We all summarized the whole class repeating all the new words. 5 min.

## **THE OUTCOME OF THE LESSON:**

- Students revised some vocabulary (connected with greetings, personal description and the weather) and grammar constructions appropriate to the present simple.
- Students learnt:
  - Some new vocabulary about accommodation (different types).
  - Simple and basic questions they can ask in a hotel.
  - Different rooms in a hotel.
- They had a variety of activities for all five skills (listening, speaking, reading, writing and communication). They can write and read a short note about booking an accommodation. They can react to a question in a hotel (communication aspect).
- The materials (the flashcards, the memory game, cards, the text and the bingo) were relevant to the students' language skills.

*TEACHER'S OPINION: (Begoña Ruiz Cordero, Spain)*

*It was one of our first lessons at the beginning of our English course 2017-2018, so I decided that it would be a combination of what the students already know and some new material. The lesson was planned as a kind summing up of what the students had learnt the last academic course 2016.*

*It is a mixed-ability group of 24 seniors (half of them started as total beginners, the other half were false beginners). Some of them have visual problems, so I have to prepare good quality handouts (clear pictures, bigger fonts) and I use many repetitions, especially in case of pronunciation of new and old vocabulary (repeating in a circle).*

*The students had been informed that they would be talking about "booking accommodation". Generally, there were no problems with warming-up activity (the students were sometimes using their notes to find a proper word).*

*Using visuals like flashcards and pictures is very helpful in case of elderly students. I used them as well as memory cards, (here – types of accommodation and types of rooms) and various exercises in which the students have to circle, underline or match elements. I seldom give them typical grammar exercises because grammar accuracy is not what they want to achieve. We mainly concentrate on communication, even if it is somehow limited to single words.*

*In this lesson we have used drama (role plays) to simulate a real situation in a hotel where the students have to book a room in a hotel/ hostel/ guesthouse. They were very happy with this activity and they showed enthusiasm because it was like a real situation.*

*After that, they have completed the matching exercise in pairs. Students feel safer if they can cooperate with a colleague or work in small groups (memory game).*

*Every time I present a new topic my senior students think it is going to be a big challenge but I always find the same problem: pronunciation. That is why we repeat new things many times (chorally and individually) and we practise and review vocabulary aloud.*

*The second part of this handout (activities) has been completed individually. Some students needed help but all of them managed to finish the task (they made some minor mistakes).*

*We managed to complete most of the tasks within the time limits and therefore we had time, at the end of the class, to play bingo which was very funny.*

*Finally, I can say that most of my senior students feel safe and comfortable in the English class when they work in pairs or small groups and that is why I plan a lot of cooperative tasks, role plays and games.*


*TEACHER'S OPINION (Ewa Kazak, Poland):*

*This lesson was the first of the materials obtained from our project partners, used in the beginner group, which always requires careful and thoughtful selection of tasks. I used visual materials prepared by a colleague from Spain, I prepared Polish translations, I added some short videos from youtube presenting the hotel ordering by phone. I also prepared cards with short phrases for dialogue between the receptionist and the client, which we later used in short dialogues, practiced in pairs.*

*At the end of the lesson, we played bingo and memory game with cards that were previously used to present new words. The lesson was a big fun for the participants. It was another chance for communication in the real life situation. Communication is still a problem in this group due to the small amount of words (remembering new ones must take a while), and difficulty with pronunciation. I try to encourage my listeners to actively participate in speaking exercises despite mistakes in speaking. This is the only way to break down barriers.*

Materials and handouts:

## ACCOMMODATION

<b>HOTEL – B&amp;B – INN - HOSTEL</b> 	<b>RECEPTION</b>
	<b>RECEPTIONIST</b>
	<b>MANAGER</b>
	<b>DOORMAN</b>
	<b>HOUSEKEEPER</b>


<b>GREETINGS</b>	<b>SALUDOS</b>
<b>GOOD MORNING</b> ☀️	<b>BUENOS DÍAS</b>
<b>GOOD AFTERNOON</b>	<b>BUENAS TARDES (12-18)</b>
<b>GOOD EVENING</b>	<b>BUENAS NOCHES</b>
<b>GOOD NIGHT</b> 🌙	<b>BUENAS NOCHES(DORMIR)</b>

<b>FRASES</b>	<b>ÚTILES</b>
<b>CAN I HELP YOU?</b> <b>¿PUEDO AYUDARLE?</b>	<b>YES, PLEASE</b>
	<b>SI, POR FAVOR</b>
<b>I HAVE A RESERVATION</b>	<b>NO, THANK YOU</b>
	<b>NO, GRACIAS</b>
<b>WHAT IS YOUR NAME?</b> <b>CÓMO SE LLAMA?</b>	<b>TENGO UNA RESERVA</b>
	<b>MY NAME IS.....</b>
	<b>ME LLAMO.....</b>



## ROOMS

## HABITACIONES

<b>SINGLE ROOM</b>	<b>HABITACIÓN INDIVIDUAL</b>
<b>DOUBLE ROOM</b>	<b>HABITACIÓN DOBLE</b>
<b>TWIN ROOM</b>	<b>HABITACIÓN DOS CAMAS</b>
<b>SUITE</b>	<b>SUITE</b>
<b>ROOM NUMBER....</b> <b>THE KEY</b> 	<b>Nº DE HABITACIÓN....</b> <b>LA LLAVE</b>



**HOW LONG WILL YOU STAY?**  
**¿CUÁNTO TIEMPO SE QUEDARÁ?**



**HOW MUCH IS THE ROOM?**  
**¿CUÁNTO CUESTA LA HABITACIÓN?**

<b>THE TOILET, PLEASE</b> <b>EL BAÑO, POR FAVOR</b>		<b>THE RESTAURANT, PLEASE</b> <b>EL RESTAURANTE, POR FAVOR</b>
<b>THE BILL, PLEASE</b>		<b>LA CUENTA, POR FAVOR</b>
<b>A TAXI, PLEASE</b>		<b>UN TAXI, POR FAVOR</b>

## RÉGIMEN

<b>BREAKFAST INCLUDED?</b>	<b>¿DESAYUNO INCLUIDO?</b>
<b>FULL BOARD</b>	<b>PENSIÓN COMPLETA</b>
<b>HALF BOARD</b>	<b>MEDIA PENSIÓN</b>



**WHAT TIME IS.....?**  
**A QUÉ HORA ES .....?**

## ACTIVITIES

### 1. JOIN (UNE)

<b>TWIN ROOM</b>	
<b>HOTEL</b>	
<b>SINGLE ROOM</b>	
<b>HOW MUCH IS THE ROOM?</b>	
<b>THE KEY</b>	



## 2. WRITE (ESCRIBE)

BUENOS DÍAS \_\_\_\_\_

ME LLAMO \_\_\_\_\_

TENGO UNA RESERVA \_\_\_\_\_

UNA HABITACIÓN DOBLE \_\_\_\_\_

UN TAXI, POR FAVOR \_\_\_\_\_

MUCHAS GRACIAS \_\_\_\_\_

## 3. BINGO


## **TITLE: Arrival at a hotel**

LESSON PLAN by María Victoria Guadamillas Gómez

**TARGET GROUP:** senior students 60+; level – beginners and false beginners

**TIME:** 1 hour and 30 minutes

### **LESSON OBJECTIVES:**

- To communicate with simple questions/answers at a reception
- To ask for simple hotel/room details
- To answer simple questions related to personal details/information

### **METHODS:**

- Communicative approach will be followed
- Using drama, role-play and visual materials

**TOOLS:** power point presentation (in attachment), realia

### **THE COURSE OF THE LESSON STEP BY STEP:**

Warm-up: The lesson will start by revising/introducing vocabulary encountered when travelling or staying at a hotel. Besides, some real materials showing check-in/out times will be discussed.

Materials: power point presentation

Timing: 15 minutes

Presentation & Production & Practice:

Different short dialogues will be introduced, initially to the whole group, later, students will work and act out the dialogues in pairs.

\*Students will substitute the personal information by their details, so that communication can be real.

Materials: power point presentation

Timing: 60 minutes

Additional activity:

Two videos (Youtube) can be watched at the end of the session as a complementary activity

**THE OUTCOME OF THE LESSON:**

- To be able to ask and answer simple questions a reception
- To be able to use and understand questions to ask for basic hotel/room information
- To be able to understand and answer simple questions related to personal details/information

***TEACHERS' OPINION:*** (María Victoria Guadamillas Gómez, Spain)

*Students found the lesson very useful, since they frequently travel. The topic was also interesting for them because they could recall past experiences.*

## **TITLE: Paris orientation. Finding your way.**

### **What can you do and see in Paris?**

LESSON PLAN by Diana Smith

**TARGET GROUP:** senior students 60+; level – A2 - B1

**TIME:** 2x45mins

#### **LESSON OBJECTIVES:**

- revision and presenting new vocabulary/expressions connected with asking the way/asking about various places/giving directions/giving info about e.g. events, places of interest etc.
- students practise real communication (listening and speaking skills) reading skills (English to English dictionaries, internet search, translators).

#### **METHODS:**

- elements of communicative approach (interactions),
- audiolingual and audiovisual (instructions are given in the target language, language forms occur within a context, use of visual aids),
- students use elements of multimedia (tablets, phones, translators),
- students work in pairs and in groups.

#### **TOOLS:**

- flashcards, pictures, area websites (e.g. Paris.fr)

#### **THE COURSE OF THE LESSON:**

1. Warming-up (15 mins); brainstorming
  - How do you usually travel around Paris?
  - What is your favourite means of transport?
  - Your favourite event, festival, museum or shopping centre in Paris.
2. Teacher gives tasks to small groups of students: each group has to find info about a chosen means of city transport: bus, metro, tram, RER, SnCF, bicycle, boats, taxis – G7, etc ( 15 mins), the students can use various sources (tablets, mobiles),
3. Presentation – students share the results of their research. They ask and

answer questions about ways of travelling in Paris and tickets (single, return/round trip) - 15 mins.

Break – 5 mins

4. Teacher gives tasks to small groups of students: each group chooses a topic and finds information about one from the list: (a) events in Paris, (b) festivals in Paris, (c) museums in Paris, (d) shopping centres in Paris, (e) hotels in Paris – 20 mins.
5. Presentation – students present their results. They speak about their favourite places and events in Paris. They ask and give information about e.g. events, festivals, how to make reservation at a hotel, how to buy a ticket on-line, they recommend their favorite places and ways to spend time in Paris. - 25 mins.

#### **THE OUTCOME OF THE LESSON:**

- Students revised some vocabulary and phrases (cultural events, festivals, places of interest, means of city transport); short questions and answers about means of transport, tickets, events and grammar constructions appropriate to the Present Simple and the Present Continuous.
- Students learnt some new words (they can recognize and explain them). They made notes.
- They had a variety of activities for listening, speaking and reading skills. They could ask and answer (communicative aspect).
- They used multimedia in searching information, and chose materials relevant to their language skills.

**English to English dictionaries**

**translators**

**websites (e.g. Paris.fr)**

**TEACHER'S OPINION:** (Diana Smith, France)

*The main aim of the lesson was to engage students in looking for and finding relevant information (events, festivals, museums, city transportation). They used their mobiles, tablets and translators to complete the tasks (the equipment that is used in everyday situations).*

*They mainly concentrated on communication, even if it was limited to single words.*

*The lesson could be a challenge for some of the students due to their various level of language performance, individual styles and speed of learning as well as various personalities.*

*Sharing their knowledge on different topics they used real communication, even if they made some vocabulary, pronunciation or grammar mistakes.*

*Generally senior students like working in groups, that is why the majority of the lesson was based on cooperative tasks.*

**TEACHER'S OPINION** (Ewa Kazak, Poland)

*Polish students asked to change the subject of the proposed lesson from Paris to London. That is why we kept to the script prepared by our French partner, but the listeners were looking for information about the London area (events, museums, accommodation, ways of traveling around the city). We have expanded the lesson scenario to plan a flight to London (a group of students found flight suggestions with prices and booking conditions). The division into two-person groups resulted in good cooperation and introduced an element of competition between students. The presentation time planned for 15 + 25 minutes (40 minutes) has been extended to 60 minutes. It was possible due to the shortening of the warming-up exercise and point 4 - division of tasks. We mainly used the website [www.visitlondon.com](http://www.visitlondon.com).*

**TEACHER'S OPINION** (María Victoria Guadamillas Gómez, Spain):

*This unit was adapted. The level was difficult for students in Toledo, and some of them have never been in Paris. We did use the idea of the lesson plan, but we call it How to get there? We use a map of our town (Toledo) and students gave directions in pairs and small group. However, the idea behind the lesson is very good and positive for seniors because they like travelling or visiting different places as tourists. Moreover, and having into account that Toledo is a historical place, sometimes they have opportunities to meet foreigners and practising related vocabulary in an active context increased seniors motivation towards the foreign language.*

*Some students suggested doing a guided visit in English, so they can also learn how to talk about their town in English.*

## **TITLE: Museum choices. Booking tickets. Finding your way to and within a museum. Colors.**

LESSON PLAN by Diana Smith

**TARGET GROUP:** senior students 60+; level – A2 - B1

**TIME:** 2x45mins

### **LESSON OBJECTIVES:**

- revision and presenting new vocabulary/expressions connected with booking tickets/asking about various events/giving info about e.g. types of tickets, events, location (1<sup>st</sup>, 2<sup>nd</sup> floor) etc.
- students practise communication (listening and speaking skills) reading skills (English to English dictionaries, internet search, translators).

### **METHODS:**

- pronunciation, spelling (A,J,K) (B,C,D,E,G) (I,Y)
- elements of communicative approach (interactions),
- audiolingual and audiovisual (instructions are given in the target language, language forms occur within a context, use of visual aids),
- students use elements of multimedia (tablets, phones, translators),
- students work in pairs and in groups.

### **TOOLS:**

- flashcards, pictures, area websites (e.g. Paris.fr)
- museum brochures and websites
- multiple choice quiz

### **THE COURSE OF THE LESSON:**

- Warming-up (15 mins); brainstorming – days and times open, travel,
- Booking a ticket (payment possibilities)
- Teacher gives tasks to small groups of students: each group has to find info about museum expositions, costs, transport via bus, metro, tram, RER, Sncf, bicycle, boats, taxis – G7, etc. ( 15 mins), the students can use various sources (tablets, mobiles),
- Presentation – students share the results of their research. They ask and answer questions tickets - 15 mins.

Break – 5 mins

- Teacher gives tasks to small groups of students: each group chooses a topic and finds information about one from the list: (a) events in Paris, (b) festivals in Paris, (c) museums in Paris, (d) shopping centres in Paris, (e) hotels in Paris – 20 mins.
- Presentation – students present their results. They speak about places they visited in Paris. They ask and give information about e.g. they recommend their favorite places and ways to spend time in Paris. - 25 mins.

### **THE OUTCOME OF THE LESSON:**

1. Students revised some vocabulary and phrases (cultural events, festivals, places of interest, means of city transport); short questions and answers about types of tickets to museums, means of transport, and grammar constructions appropriate to the Present Simple, Past, and future tenses.
2. Students learnt some new words (they can recognize and explain them). They made notes.
3. They had a variety of activities for listening, speaking and reading skills. They could ask and answer (communicative aspect).
4. They used multimedia in searching information, and chose materials relevant to their language skills.

**English to English dictionaries**

**translators**

**websites (e.g. Paris.fr)**



**TEACHER'S OPINION:** *(Diana Smith, France)*

*The main aim of the lesson was to engage students in looking for and finding relevant information about visiting museums, city transportation). They used their mobiles, tablets and translators to complete the tasks (the equipment that is used in everyday situations).*

*They mainly concentrated on communication, even if it was limited to words rather than complete sentences.*

*The lesson could be a challenge for some of the students due to their various level of language performance, individual styles and speed of learning as well as various personalities.*

*Sharing their knowledge on different topics they used real communication, even if they made some vocabulary, pronunciation or grammar mistakes.*

*Generally senior students like working in groups, that is why the majority of the lesson was based on cooperative tasks.*

**TEACHER'S OPINION** *(Ewa Kazak, Poland)*

*This lesson was a continuation of the previous one: Paris orientation (in our case it was London orientation). The use of multimedia resources was a great opportunity to test English. My students worked with great commitment in the classroom. The topic (visiting interesting exhibitions and museums, searching for details) is very useful and practical. The group coped well with questions and answers regarding details of the booking, sale of tickets, opening hours of the museums and exhibitions, means of transport (they used the metro and bus network plan).*

## **TITLE: Films and The Silent Way**

LESSON PLAN by Diana Smith

**TARGET GROUP:** senior students 60+; level – A2 - B1

**TIME:** 2x45mins

**Cinema, DVDs, TV series, V.O.D.**

### **LESSON OBJECTIVES:**

- revision and presenting new vocabulary/expressions connected with booking tickets, transport, selecting and watching films, ratings.
- students practise communication (listening and speaking skills) reading skills (subtitles, internet search, translators).

### **METHODS:**

- pronunciation, spelling of NAMES (A,J,K) (B,C,D,E,G) (I,Y) - elements of communicative approach (interactions),
- audiolingual and audiovisual (instructions are given in the target language, language forms occur within a context of film sequences),
- students use elements of multimedia (tablets, phones, translators), (if possible tv in English with English subtitles)
- students work individually, in pairs and groups.

### **TOOLS:**

- flash cards, Cuisenaire rods via The Silent Way approach
- review of colors, clock and digital time
- give, take, put, fall combined with to/in/on/off/up/down/around
- lists of sound bits to circle when captured during listening to films
- English to English dictionaries
- translators
- THE SILENT WAY  
[https://en.wikipedia.org/wiki/Silent\\_Way](https://en.wikipedia.org/wiki/Silent_Way)
- FILMS to view:  
Charlie Chaplin - Mabel at the Wheel (1914)  
<https://www.youtube.com/watch?v=nBH3Mj2wxaE>  
The Garage - Buster Keaton  
[https://www.youtube.com/watch?v=wV2\\_GbyKVLg](https://www.youtube.com/watch?v=wV2_GbyKVLg)  
<https://eglooinfo.it/>
-

### **THE COURSE OF THE LESSON:**

1. Warming-up (15 mins); brainstorming – numbers, prepositions
2. Observation – imitate then describe movements in films
3. Teacher gives tasks to small groups of students: each group has to reproduce movements in film: the other group describes \
4. Presentation – students share the results of their research. They ask and answer questions - 15 mins.
5. Teacher gives tasks to small groups of students: each group chooses a topic or film then finds information about it- 20 mins.
6. Presentation – students present their results. They speak about movies they have seen or would like to see. They ask and give information about films they chose. - 25 mins.

### **THE OUTCOME OF THE LESSON:**

- Students revised vocabulary and phrases; short questions and answers about tickets to cinemas, means of transport, types of films and grammar constructions appropriate to the Present Simple, Past, and future tenses.
- Students learnt some new words (they can recognize, act out and explain them). They took notes, made drawings or imitated gestures.
- They had a variety of activities for listening, speaking and reading skills. They could ask and answer (communicative aspect).
- They used multimedia in searching information, and chose materials relevant to their language skills.

### **TEACHER'S OPINION:** *(Diana Smith, France)*

*The main aim of the lesson is to engage students in looking for and playing back relevant information about experiencing films, transportation, categories etc. They used their mobiles, tablets and translators to complete the tasks (the equipment that is used in everyday situations).*

*They mainly concentrated on communication, even if it was limited to movements or words rather than complete sentences. Emotions and putting a language into the body is as important as in the mind.*

*The lesson could be a challenge for some of the students due to their various level of language performance, individual styles and speed of learning as well as various personalities.*

*Sharing their knowledge on different topics, they attempted real communication, even if they made some vocabulary, pronunciation or grammar mistakes.*

*Generally senior students like working in groups, that is why the majority of the lesson was based on cooperative tasks for mutual support and accelerated learning.*