



Elders Learning English for Europe

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R 2 : Manual for Language Trainers

Elders learning English for Europe



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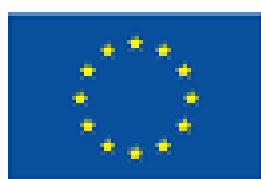
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INTRODUCTION

Dear Trainers!

It is with great pleasure to present you this unique book, created especially for you - trainer/tutor of English language learning for seniors. Your role as guides in the discovery and mastery of English by our senior learners is extremely important and valuable. This publication is designed to help you teach seniors who want to acquire a new language skill in an effective and inspiring way.



Working with seniors in the English language learning process is a unique challenge, but also an extraordinary pleasure. As trainer/tutor, you have the opportunity to influence the lives and minds of our senior learners, opening new horizons for them and enabling them to participate more fully in today's global society. Your knowledge, patience and commitment make a huge difference to the success of their learning.

This book has been carefully prepared to provide you with a variety of tools and strategies to help you teach effective lessons to seniors. It includes practical advice, teaching methods, materials to use in your lessons, as well as inspiring examples and success stories that can serve as motivation for both you and your learners.

Remember that teaching seniors requires sensitivity, flexibility and an understanding of their individual needs. Some of your learners may have previous language learning experience, while others may be starting from scratch. It is therefore important to adapt your approach and teaching methods to your learners' individual skills and preferences.

In this book, you will find lessons covering a wide range of travel-related topics that enable learners to develop practical language skills that are immediately applicable. Each unit is carefully structured to provide learners with relevant vocabulary, key phrases, practical dialogues, and cultural insights. The content is presented in a clear and concise manner, enabling them to grasp the language quickly and apply it confidently in real-world scenarios. Units include a variety of situations that seniors may experience while traveling; some of the examples of units are at the airport, on the plane, passport control, going through customs, baggage reclaim, at the hotel, taxi, at the museum, at a restaurant, at the train station, at the coffee shop, in the city, on the bus, at the clothes shop, at the pharmacy, at the doctor, underground, shopping, at the bank, renting a car, taking a cruise, hop on-hop off, booking a tour, at the police station, giving directions, unexpected situation: getting lost, unexpected situation: traffic, useful expressions, introduce yourself.

We would like to thank you for your work and dedication in developing the language skills of our seniors. Your role is extremely valuable and important to our society.

We hope this book provides you with inspiration, new ideas, and tools that will enable you to teach English to seniors even more effectively.

With the greatest respect,

ELENE team



HOW TO USE ELENE ENGLISH MANUAL FOR ELDERS

How to use the Handbook?

New findings by scientists prove that the common belief that intellectual performance declines with age is wrong. Facts have proven that as long as the method of learning is adapted to a person's intellectual level and characteristics, there is nothing to prevent them from making a fortune in their later years. When learning, adults make use of crystallised intelligence - using acquired experience and habits of thought and strategies for thinking about and organising knowledge. This opens up wider learning opportunities for adults than for children and young people - who do not have such a rich baggage of experience and are often not as proactive as older people.

A major prerequisite for seniors' learning progress is their continued mental activity. Just as physical exercise keeps our bodies healthy, mental exercise ensures long-term learning. Therefore, if we want our seniors to develop their abilities and skills, we must constantly provide them with opportunities for continuous improvement. EL Thorndike's (Predka, E., 2012) research on adult learning shows that an illiterate adult with a low IQ can learn basic school skills faster than he or she attempted to do so when they were 10-12 years old. In another study, Thorndike found that the ability to learn language only drops by about 20 percent between the ages of 22 and 40. He also observed that adult learners showed more interest in learning and thus had a stronger intrinsic motivation to participate in the learning process, resulting in better performance.

Senior adult learners like to be well informed. In adult learning, it is very important to have a precise learning objective, information that precisely defines the scope of the material and how we use the knowledge. This reinforces intrinsic motivation. If it doesn't, our seniors will try to skip parts of the course that they find unnecessary and simply avoid learning.

Senior adults learn the fastest and most productive when they learn things they find purposeful and useful. A demanding task demands a high level of intellectual prowess for a person who, despite his advanced age, has specialised in this work for many years. He or she reads the latest publications, attends training courses, and expands and deepens his or her knowledge.

Adult learning compares acquired knowledge with practice, that is when declarative knowledge (descriptive - how?) is combined with procedural knowledge (what should be done?) and explanatory knowledge (why?). Adults learn more effectively when they can apply their skills, habits and attitudes to the learning process. Changing an established habit is much more difficult than creating a new one.





The ELENE (English Learning for Seniors) textbook is a dynamic tool for trainers/tutors that has been specifically designed to teach English to seniors. This innovative textbook offers numerous recordings, multimedia materials, and online access, making it highly interactive and flexible to use. In this chapter, we will provide you with tips and suggestions on how to use the ELENE textbook effectively to enable you to make the most of its potential in teaching seniors.

The main aim of the ELENE textbook is to provide a comprehensive and effective educational resource that will allow seniors to enjoy learning English, develop their communication skills and participate in a global society.

The extraordinary value of the ELENE textbook stems from its interactive and multimedia nature. It offers a rich array of audio recordings, which are extremely valuable in developing seniors' listening and pronunciation skills. Through authentic recordings, seniors have the opportunity to listen to a variety of accents, natural dialogues and authentic English, which translates into realistic and practical experiences with the language.

The ELENE textbook also includes interactive multimedia exercises, which are available both in print and online. These dynamic exercises allow seniors to interact with a variety of visual and audio materials, such as videos, photos and recordings. Through the use of modern technology, the ELENE textbook engages seniors in the learning process in an innovative and inspiring way.

It is also worth noting that the ELENE textbook offers online access. Thus, trainer/tutor can provide seniors with an e-learning platform where they can use the textbook's materials, exercises, quizzes and other interactive tools. This flexibility allows seniors to access educational content anywhere and anytime, enabling them to learn according to their individual preferences and schedules.

One of the key aspects of learning English for seniors is adapting the pace of learning to their needs and abilities. The ELENE textbook gives trainer/tutor flexibility in lesson design, allowing them to personalise the material according to the seniors' level. This enables seniors to work at their own pace, focusing on the specific aspects of English they want to develop. As a result, learning becomes more rewarding and effective.

The ELENE textbook is not only a collection of educational content, but also an inspiring guide for trainers/tutors. Trainers/tutors can use its content, audio recordings and multimedia exercises creatively, adapting them to the needs of their learners and creating interesting lessons that take into account their interests, experiences and learning objectives.

The ELENE textbook is an indispensable tool for trainers/tutors who teach English to seniors. Its dynamic and interactive approach, rich audio recordings, multimedia materials and online access provide support at every stage of learning. Give seniors

the opportunity to use this state-of-the-art textbook, opening the door for them to participate more fully in the global English language community. Remember to flexibly adapt the pace of learning to the needs of seniors and use the potential of the ELENE textbook to create inspiring and effective lessons.

How can you plan activities according to the ELENE manual? Here is the ELENE manual with some ideas on how to get started with seniors.

Familiarisation with the contents of the handbook

Before using the ELENE handbook, we recommend that you read the contents carefully. Review the table of contents to see what topics and issues are covered in the handbook. Remember that the ELENE Handbook was created with the specific needs of seniors in mind, so it provides topics and examples focused on their life experiences and interests.

Use of audio recordings

The ELENE textbook offers numerous audio recordings that are extremely valuable in developing seniors' listening and pronunciation skills. We recommend using these recordings regularly during lessons. You can play them in class and seniors will have the opportunity to listen to authentic English and improve their listening comprehension skills. In addition, the recordings can also be listened to outside of lessons, such as at home, allowing for additional practice and repetition of the material.

Interactive multimedia exercises

The ELENE textbook also offers interactive multimedia exercises for learning English interactively. Use these exercises on an interactive whiteboard or give seniors access to these materials online. Multimedia exercises allow interaction with different types of visual and audio materials, which can be extremely motivating and engaging for seniors.

Online access and e-learning

The ELENE textbook offers the option to use online materials. Use this option to provide seniors with a flexible approach to learning English. Provide seniors with access to an e-learning platform where they can use ELENE textbook resources, exercises, quizzes and other interactive tools. You may also want to use the online materials during lessons, using screen projection or other devices.



Individual pace of learning

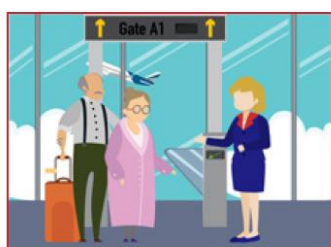
The ELENE textbook is flexible and allows seniors to learn at an individual pace. For seniors, it is particularly important to adapt the pace of learning to their needs and abilities. Design lessons to accommodate different levels of ability, so that seniors can work with the ELENE textbook at their own pace, focusing on the specific aspects of English they want to develop.



ELENE training textbook

The ELENE textbook is an excellent tool for trainers/tutors who teach English to seniors. Its interactive and multimedia format, online access and audio recordings provide excellent support for effective teaching. Make use of the textbook's content, audio recordings and multimedia exercises in a creative and tailored way for your learners. Give seniors the opportunity to learn at their individual pace and provide flexibility with online access. The ELENE textbook opens up new possibilities in teaching English to seniors that can lead to rewarding results.

ELENE is a multimedia course designed to teach English to adults and seniors. The course is divided into 30 thematic units corresponding to relevant topics. This will help Seniors in expanding their knowledge in a practical aspect. The illustration below shows what the ELENE multimedia English textbook looks like, specifically the table of contents.



SITUATED ENGLISH STUDY & LEARN

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START



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Source: <https://mooc.eleneproject.eu>



When accessing the full course, we see that it is divided into 30 chapters-units, and these are:

- At the airport
- On the plane
- Passport control
- Going through customs
- Baggage reclaim
- At the hotel
- Taxi
- At the museum
- At a restaurant
- At the train station
- At the coffee shop
- In the city
- On the bus
- At the clothes shop
- At the pharmacy
- At the doctor
- Underground
- Shopping
- At the bank
- Renting a car
- Taking a cruise
- Hop on-hop off
- Booking a tour
- At the police station
- Giving directions
- Unexpected situation: getting lost
- Unexpected situation: traffic
- Useful expressions
- Useful expressions
- Introduce yourself

An additional strength of the ELENE textbook is the presence of illustrations that accompany each chapter. These colourful and eye-catching graphics are extremely helpful for seniors who do not yet have some knowledge of English. The illustrations in the ELENE workbook are designed to visually represent the topics covered in the text, as well as to support the process of understanding and remembering new words and expressions.

Through pictures, seniors can develop their ability to understand speech in context, even if they do not yet understand all the words. Illustrations can also serve as a conversation starter, allowing seniors to express their thoughts and participate in group activities.



The use of illustrations in the ELENE textbook is particularly important for seniors who prefer visual learning. The pictures can provide a bridge between their existing knowledge and new language content. Through them, seniors can build their vocabulary and grammar, and develop communication skills by observing, comparing and drawing conclusions.

In addition, the illustrations in the ELENE workbook can also inspire creative activities and projects. For example, seniors can describe the pictures, create their own stories based on the depicted scenes, or organise presentations based on selected illustrations. In this way, learning English becomes more engaging and seniors have the opportunity to use their imagination and creativity.

The illustrations in the ELENE textbook enable seniors to navigate the multimedia textbook without having to have a strong command of English. They provide essential support for learners, enabling them to explore content and develop language skills in an accessible and enjoyable way.

In summary, the illustrations in the ELENE textbook play a key role in the process of learning English for seniors. They capture attention, facilitate understanding of the content, develop communication skills and inspire creative activities. Thanks to them, seniors can reap the full benefits of the ELENE multimedia textbook, even if they do not yet have language skills.

Division of the training textbook

The ELENE textbook has been carefully divided into sections and units to provide a logical structure and to make it easier for trainer/tutor to plan lessons and for learner-seniors to navigate the textbook's content.

Each section of the textbook covers a specific topic or language area that is relevant to seniors in the process of learning English. Examples of sections in the ELENE textbook might cover daily activities, travel, health, culture, hobbies or social life. Each section focuses on specific topics and presents them in a way that is tailored to the needs of seniors.

Unities, on the other hand, are smaller subsections within each section that focus on specific aspects of a topic. For example, in the health section, unities might cover topics such as visiting the doctor, healthy habits or self-care. By dividing sections and unities in this way, the ELENE textbook allows for the gradual introduction and development of different language areas, while focusing on specific topics and interests of seniors.

Each section and unit in the ELENE textbook is organised thoughtfully and clearly so that trainer/tutor can easily find relevant material for individual lessons.



The structure of the sections and unities also ensures continuity of learning, allowing seniors to progressively develop their language skills in a focused and coherent way.

An important aspect of the division into sections and unities in the ELENE textbook is also flexibility. Trainer/tutor can adapt the order and pace at which sections and unities are introduced to suit the needs and abilities of their learners. They can choose specific units that are most relevant to a group of seniors, and make connecting links and contexts so that learners can better understand the language in a broader context.

The division into sections and units in the ELENE textbook is crucial for the effective teaching of English to seniors. With this structure, trainer/tutor are able to plan their lessons precisely and seniors can focus on the specific topics and aspects of language that are most important to them.



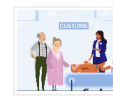
UNIT 1: AT THE AIRPORT



UNIT 2: ON THE PLANE



UNIT 3: PASSPORT CONTROL



UNIT 4: GOING THROUGH CUSTOMS



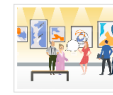
UNIT 5: BAGGAGE RECLAIM



UNIT 6: AT THE HOTEL



UNIT 7: TAXI



UNIT 8: AT THE MUSEUM



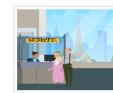
UNIT 9: AT A RESTAURANT



UNIT 10: AT THE TRAIN STATION



UNIT 11: AT THE COFFEE SHOP



UNIT 12: IN THE CITY



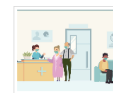
UNIT 13: ON THE BUS



UNIT 14: AT THE CLOTHES SHOP



UNIT 15: AT THE PHARMACY



UNIT 16: AT THE DOCTOR

Source: <https://mooc.eleneproject.eu/>

Adult learning can be linked to working on a computer - any new software must fit in with the one already installed. Any new knowledge or skills must be compatible with those already acquired. In researching the effectiveness of adult learning, it has also been shown that adults learn more effectively at their own pace than under time pressure. This is why the available ELENE multimedia course is such a useful tool, enabling seniors to learn anytime, anywhere and at a pace that suits them.

The division of each unit into sections A, B, C, D helps you to find your way around the material covered and, in addition, enables you to find the information you need. Each section is intuitive. Section A - key vocabulary, which contains the vocabulary for each UNIT. Each word is accompanied by an illustration which enriches the vocabulary presented and helps to remember it. When learning, seniors use all their senses - sight, hearing and, in addition, each senior can recall their own experiences and learn in relation to emotions and experiences acquired in the past.



SECTION A

KEY VOCABULARY

Hand luggage/
Carry-on bag

Land

Flight information
screenbag

Suitcase



Baggage carousel



Passport



Taxi



Aisle seat



Airport

Boarding pass/
Boarding card

Take off



Travel



Airplane



Check-in desk attendant



Baggage/Luggage



Passenger



Window Seat



Overhead bin



Source: <https://mooc.eleneproject.eu>

In addition, it is very easy to find the area in which our trainee is currently interested in - the topics are clearly described and adapted to the practical needs of seniors - e.g. vocabulary related to staying at an airport or on a plane. Seniors can also compensate for their ageing mechanical memory by using logical memory.

Short-term memory deteriorates with age (studies show that people in their 70s score on average 7-10 times lower on memory tests than people in their 20s). For this reason, older people need more repetitions and smaller portions of one-off material and more frequent breaks between 'lesson units'.

In the ELENE textbook, each UNITY is described in detail to provide trainers/tutors and seniors with guidance on its constituent elements and the appropriate use of phrases and vocabulary. Let us examine the example of SECTION B 'What you can hear and see', which refers to the area of what people can see and hear in a given situation.

In Section B, within each UNITY, there are descriptive pictures and illustrations depicting different life situations. For example, a picture might depict a park and the illustrations might show people walking, talking, picnicking or playing team games. The UNITY descriptive text will include phrases and vocabulary that relate to these scenes.

By combining pictures with relevant phrases, seniors can better acquire knowledge and understand how to express themselves in specific situations. By seeing pictures, seniors are able to connect specific words and phrases to a given context more easily. For example, if they see a picture of two people talking in a park, phrases such as "Hi, how are you?" or "The weather is beautiful today" take on a specific meaning for them and become more understandable.

The combination of pictures with phrases and vocabulary in the ELENE textbook helps seniors to learn in a connected and contextual way. This enables a better understanding of English in different situations and at different levels. In addition, this way of presentation allows seniors to develop their communication skills as they are encouraged to use the right phrases and vocabulary in the right context from the beginning.

Through the descriptions, pictures and illustrations in UNITY, seniors learn English not only by learning words, but also by understanding their meaning in specific situations. This enriches the learning process and helps seniors feel more confident and comfortable in everyday communication situations, both in their interactions with others and in discovering and exploring the world in English.



ELENE
Section A Section B Section C Section D Final Step Videos


SECTION B
What you might hear and see




- Can I have your ticket, please?
- May I see your passport, please?
- Do you have any baggage?
- Please place your bag on the scale.
- What is your final destination?
- Would you like a window or an aisle seat?



- Lay your bags flat on the conveyor belt, and use the bins for small objects.
- Please remove your shoes and belts.
- Put your phone in the bin.
- Please step through the scanner.
- Please step to the side.
- Do you have any coins in your pocket?



- Flight IBE3021 is now boarding.
- Flight TP1693 has been cancelled.
- Flight LO407 has been delayed.
- There has been a gate change.
- This is the final boarding call for Turkish Airlines flight 1265 to Warsaw.
- Please do not leave any bags unattended.



- Turkish Airlines flight 1776 to Istanbul is now boarding.
- Please have your boarding pass and identification ready for boarding.
- Passenger Elene, please proceed to the Turkish Airlines desk at gate 12.

⏪ PREV
🏠
NEXT ⏩

Source: <https://mooc.eleneproject.eu>

Long-term memory also changes with age - and this mainly concerns details rather than general principles, regularities and concepts. Structured and logically connected material is easier to assimilate; hence seniors:

- They need to know why they need to learn (what is the purpose of learning),
- They want and need to learn through experience, to learn how to solve problems,
- They learn best when the topic is of direct value to them.

As can be observed - the ELENE multimedia textbook is tailored to the needs and predisposition of seniors in terms of knowledge adaptation and effective English language learning.



SECTION C in the ELENE workbook, entitled 'What you might need to say or ask in this place', is designed to introduce seniors to specific vocabulary and expressions related to a particular place. This section deals with a specific context, for example a restaurant, a shop, a bank, a pharmacy, allowing seniors to learn English in the context of everyday situations.

In this section, UNITY focuses on specific vocabulary that may be used in a particular place. For example, in the section on restaurants, seniors can learn expressions such as "Can I have the menu, please?," "Can I order food?" or "Do you accept credit cards?". These expressions are presented in a clear and accessible way so that it is easy for seniors to pick up new vocabulary and put it into practice.

Presenting basic expressions in a minimalist way aims to focus on the most important aspects of communication. Limiting the content allows seniors to focus on the key phrases and questions that are necessary in a particular setting. This reassures seniors that the knowledge they are gaining is practical and useful in real-life situations, such as during travelling or shopping.

The ELENE training textbook is designed to provide seniors with essential vocabulary and expressions that are useful in specific places. The minimalist approach to presentation enables focus on the essential aspects of communication and ensures that seniors are able to communicate effectively in different situations. Through this section, seniors gain practical language skills and feel more confident during everyday interactions in a given location.



SECTION C

What you might need to SAY or ASK in this place

<i>Greetings</i>	Good Morning Hello! Good afternoon
<i>Thanking</i>	Thank you! Thanks a lot! Thank you very much
<i>Asking a question</i>	Can I ask a question? May I ask something?
<i>Asking questions about your flight</i>	Excuse me, where is the Turkish Airlines check-in desk? Is the flight on time? Is there a delay for my flight? Where is gate 2B?
<i>Asking questions at the check-in desk</i>	How many bags can I check? Will my luggage go straight through, or do I need to pick it up in Istanbul? How much is extra baggage cost? Please mark this bag as fragile.
<i>Leave-taking expressions</i>	Have a good day. Thank you. Have a nice day.



Source: <https://mooc.eleneproject.eu>

SECTION D in the ELENE textbook, entitled 'Basic dialogues at the airport', aims to introduce seniors to basic dialogues that may come in handy when travelling by air and staying at the airport. This is an important language area, as travelling is a common part of seniors' lives, both when visiting family and when travelling as tourists.

This section of UNITY focuses on various aspects related to the airport and travel. It may include descriptions of situations such as checking in luggage, checking in, airport security, questions about your flight or finding the right gates and terminals.

The basic dialogues that are presented in this section allow seniors to practice and understand the English used in these specific situations. For example, they can learn phrases such as "Where is the departure gate?" or "Please show me where the check-in desk is". Through these dialogues, seniors gain confidence and the ability to communicate in practical airport situations.


The basic airport dialogues in **SECTION D** offer seniors realistic examples of dialogues and situations they may encounter while travelling. In this way, they learn

not only airport-related vocabulary, but also relevant phrases, sentences and questions that are important when communicating in this context.

Pronunciation practice and listening comprehension are also an important part of this section. By playing audio recordings, seniors have the opportunity to listen to authentic dialogues and improve their listening comprehension skills. This gives them more confidence and preparation for airport conversations in real-life situations.

SECTION D of ELENE textbook is an excellent tool for seniors who want to prepare for air travel and learn the English that is essential for this type of situation. By providing realistic dialogues and pronunciation practice, this section enables seniors to gain communication skills and confidence when travelling by air.



Section ASection BSection CSection DFinal StepVideos


SECTION D

Basic Dialogues at the Airport

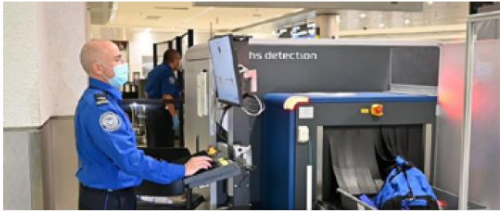
Check-in Desk

Service agent: Good morning. Can I have your ticket, please?
Passenger: Good morning. Here you are.
Service agent: Would you like a window or an aisle seat?
Passenger: An aisle seat, please.
Service agent: Do you have any baggage?
Passenger: Yes, this suitcase and this carry-on bag.
Service agent: Here's your boarding pass. Have a nice flight.
Passenger: Thank you.




Agent: Good afternoon! Where are you flying to today?
Passenger: Istanbul.
Agent: May I have your passport, please?
Passenger: Here you go.
Agent: Are you checking any bags?
Passenger: Just this one.
Agent: Okay, please place your bag on the scale.
Passenger: I have a stopover in Istanbul – do I need to pick up my luggage there?



Security



Security officer: Next!
Passenger: Here's my ticket.
Security officer: Please step through the scanner.
Passenger: (beep, beep, beep) What's wrong?
Security officer: Please step to the side.
Passenger: Certainly.
Security officer: Do you have any coins in your pocket?
Passenger: No, but I have some keys.
Security officer: Ah, that's the problem. Put your keys in this bin and walk through the scanner again please.
Passenger: Okay.
Security officer: Excellent. No problem. Remember to unload your pockets before you go through security next time.
Passenger: I'll do that. Thank you.
Security officer: Have a nice day.



Source: <https://mooc.eleneproject.eu>

The final element of each UNITY in the ELENE textbook is **FINAL STEP - Exercises**. This section offers seniors the opportunity to put their acquired knowledge into practice through a set of various tasks and exercises.

The exercises in the FINAL STEP section are carefully designed to allow seniors to consolidate and test their language skills. Tasks may include filling in gaps in sentences, matching appropriate phrases, translating expressions from English into


their native language, or assembling short dialogues using new vocabulary and grammatical structures.

Exercises in the FINAL STEP section are an important part of the learning process, as they allow seniors to put their acquired knowledge into practice in a variety of contexts. By completing these tasks on a regular basis, seniors have the chance to consolidate new vocabulary, develop grammatical skills, and improve their written and oral skills.

It is worth noting that the exercises in the FINAL STEP section are perfectly aligned with the UNITY and SECTION content, making it possible to test understanding and assimilation of the material at different levels of difficulty. In addition, trainers/tutors can use these exercises as a basis for assessing seniors' progress and identifying areas requiring additional support.

With the FINAL STEP - Exercises section, seniors have the opportunity to systematically practise and consolidate their acquired knowledge. This is important for the effective acquisition of English and the development of communication skills. Exercises in this section are not only a test of progress, but also a motivation to continue learning and developing language skills.







[Section A](#)
[Section B](#)
[Section C](#)
[Section D](#)
[Final Step](#)
[Videos](#)


FINAL STEP

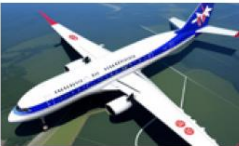
Exercises

Write down the words used for the pictures below.









Fill in the Dialogue below.

Service agent: Good morning. Can I have your ticket, please?

Passenger:

Service agent: Would you like a window or an aisle seat?

Passenger:

☒ ☐

Put a tick next to the statements you say or hear at the security or check-in

☐ Please step through the scanner.

☐ Would you like tea or coffee?

☐ I would like to have a window seat, please.

☐ Can I have the bill, please?



☐ Put your keys in this bin and walk through the scanner again.

☒ ☐



Source: <https://mooc.eleneproject.eu>



Each exercise included in the summary after completion can be checked by clicking on the   green 'tic' icon.

The ELENE textbook has been designed to allow seniors to learn comprehensively and to use a variety of learning techniques. With this layout of each UNITY, seniors are free to use whichever technique best suits their preferences and learning style.

The versatile and multimedia nature of the ELENE course means that seniors can learn in the form, time and medium of their choice. They can use the printed textbook, but also online access, where they have access to additional multimedia materials, audio recordings and interactive exercises. This allows them to learn in the way that is most comfortable and effective for them.

Each UNITY in the ELENE textbook uses a variety of teaching methods, such as reading, writing, listening and speaking. Seniors have the opportunity to develop all these skills through the practical tasks and exercises available in each section. This gives them a comprehensive experience and develops different aspects of English.

The variety of teaching methods used enriches seniors' learning experience in the context of specific sections. The ELENE textbook uses a variety of techniques and tools that are tailored to the specific needs and learning techniques of seniors. Trainer/tutor have the opportunity to adapt their methodology to their learners' preferences and abilities, ensuring effective learning and maximum engagement.

Thanks to the variety of teaching methods used, seniors have the chance to discover and use their strengths in learning English. Whether they prefer to learn through reading, listening, writing or speaking, the ELENE textbook gives them the opportunity to develop their skills in a way that is most comfortable and effective for them.

In summary, the ELENE workbook provides seniors with a variety of techniques and tools that enable them to acquire knowledge in a way that suits their preferences and learning style. This gives them the chance to use the full spectrum of language skills, develop in all aspects of English and enjoy rewarding learning outcomes.



Section A

Section B

Section C

Section D

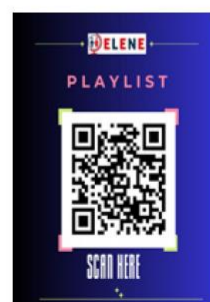
Final Step

Videos

VIDEOS

External Video Links

- <https://www.youtube.com/watch?v=1Wo2mLEmdz8>
- <https://www.youtube.com/watch?v=KbMBGd97EC4>
- <https://www.youtube.com/watch?v=xyJhyoD2Qz4>
- <https://www.youtube.com/watch?v=SYpPoL5RZHA>
- <https://www.youtube.com/watch?v=2InnDJagwT0>



Source: <https://mooc.eleneproject.eu>

In addition to the previously described sections, the ELENE textbook also includes a **video tab**. This is an additional source of materials that can enrich English language learning for seniors. The films suggested in this section are thematically related to a particular field or unit, allowing seniors to expand their knowledge and practice English in the context of real-life situations.

The use of films as an educational tool has many advantages. Firstly, films are attractive and hold the attention of seniors, which promotes greater engagement and motivation to learn. Secondly, films offer authentic communication situations, different accents and speaking styles, which helps in developing listening comprehension and accentuation and intonation skills.

Access to suggested films in a particular area enables seniors to explore topics that interest them and that relate to their life experiences. These can include documentaries, feature films, short educational films or interviews that expand knowledge in an enjoyable and engaging way.

By organising an English course for seniors in this way, all areas of the Kolb cycle are activated. According to this theory, the learning process involves four stages: concrete experience, reflection, abstraction and testing. Through the use of a variety of materials, such as the ELENE textbook, audio recordings, exercises, interactive tasks and videos, seniors have the opportunity to experience English in different


contexts, reflect on their acquired knowledge, create abstract concepts and test their skills in practice.


Thanks to this multifaceted learning methodology, seniors have the opportunity to actively participate in the educational process, which is very important when expanding their knowledge at any age. Covering all areas of the Kolb cycle, the ELENE workbook creates the conditions for the comprehensive development of seniors' language skills and contributes to effective and rewarding English language learning.


ELENE VIDEOS has been developed by Gabriela Ochoa-Dąderska, Volunteer at Fundacja Instytut Badan i Innowacji w Edukacji. Each unit have two type of films. The ones created by INBIE using Artificial Intelligence within ELENE project and others than have been specially selected from different sources available on Internet [external sources].


The **ELENE PLAYLIST** [https://www.youtube.com/@Project_elene/playlists], is a good place for Seniors to start learning English.


Created playlists Sort by


**SITUATION STORIES**
UNEXPECTED SITUATION:
TRAFFIC - CAR ACCIDENT
1 video
View full playlist

**ENGLISH!**
Anna ... in the forest
yesterday at 6.
4 videos
View full playlist

**PRACTICAL VOCABULARY**
AT THE AIRPORT
31 videos
View full playlist

**THE FIRST MEETING**
3 videos
View full playlist

**ELENE CONVERSATION PRACTICE**
32 videos
View full playlist

**ELENE meeting**
4 videos
View full playlist

https://www.youtube.com/@Project_elene/playlists

In summary, the use of films as part of the ELENE textbook for seniors allows them to expand their knowledge, develop their language skills in the context of authentic situations and activate all areas of the Kolb cycle. It is an additional source of material and inspiration that supports learning in an enjoyable and engaging way.

Using the **QRs**, learners and English Language Trainers have access to all units and films. They can use it, download it and re-use it freely. Access to these files is granted by the coordinator of the ELENE project.



In case a link does not work, please contact:

Luis Ochoa Sigüencia
Fundacja Instytut Badan I Innowacji w Edukacji
Czestochowa – Poland
elene@inbie.pl

How to apply the learning material

Understanding that everyone has a preferred way of learning, the ELENE textbook has been designed to accommodate the different preferences and abilities of seniors. The textbook takes into account the fact that many seniors use modern devices such as mobile phones, laptops and tablets, which are an integral part of today's technological world.

On the other hand, it is worth noting that some seniors may not have much experience in using these devices because they have not undergone specialised computer courses. Therefore, it is important that the ELENE multimedia manual is easy to use and intuitive, enabling seniors to navigate through its content with ease.

The ELENE textbook allows you to browse through the individual units as in a traditional book, giving a feeling of familiarity and convenience. However, a definite advantage is that this textbook also offers video files that are attached to each section. These allow seniors to open and play the videos, which further enriches their learning and enables them to improve their listening skills.

Thanks to the ease of use and the availability of multimedia files, seniors can use the ELENE textbook according to their own preferences and technological skills. They can read the text, listen to audio recordings, view illustrations and, if they wish, open video files. This gives seniors the freedom to choose what kind of materials they want to use in their learning process.



The multi-format and interactive nature of the ELENE textbook allows seniors to explore and learn English in a way that is tailored to their individual preferences and abilities. Whether they prefer traditional methods or want to use multimedia, the ELENE textbook provides flexibility and variety to support effective English language learning among seniors.

Differences in learning styles are a natural phenomenon and are due to each person's individual preferences and cognitive styles. Similar to using a mobile phone, some seniors may prefer to read the entire manual before using the device in order to understand all the functions and procedures. This approach is characteristic of a theoretical learning style, where the person focuses on acquiring theoretical knowledge and understanding the principles.

Other seniors may prefer to experiment and discover the functions of the device on their own. Pressing different buttons and observing how the phone reacts may be a more interesting and effective way for them to learn. This reflects a hands-on learning style, where a person learns by doing and direct experience.

Some seniors may choose a more reflective learning style. They may want to read the manual and reflect on what their expectations and goals are for using the device before using it. Through reflection and pondering, they may approach the learning process more consciously.

Another approach is an active learning style, where seniors will want to start using the phone as soon as possible, exploring its features and learning as they go, taking action and exploring the results.

All these learning styles have their advantages and there is no single best approach. Therefore, taking into account the diversity of learning styles, the ELENE textbook offers different formats and tools to meet the different preferences of seniors. This flexibility allows seniors to learn in a way that best suits their individual preferences and learning style.

Recognising and understanding one's own learning style can help seniors to use the ELENE workbook in a way that maximises the effectiveness and satisfaction of the learning process.

Active style (experience)

People with an active learning style are inclined to act and experiment to gain knowledge and understanding. They tend to take action and engage in practical tasks to gain experience and acquire skills.

People with an active style learn through direct engagement with a topic or task. They may prefer practical application of knowledge and skills, and problem solving



in real-life situations. They often benefit from social interaction, discussion and sharing experiences with other trainees.

A characteristic of people with an active learning style is a preference for action over reflection or planning. They prefer to start acting and exploring on the fly, taking on challenges and experimenting. They may feel impatient or bored when they are tied to theoretical concepts and abstract notions for too long.

People with an active learning style may tend to be emotionally involved in the learning process. It is important for them to feel satisfaction from their actions and to see the results of their actions. They may enjoy collaborating with others to exchange ideas and experiences.

Taking into account different learning styles, the ELENE textbook offers interactive tasks and practical exercises that suit the preferences of those with an active learning style. By participating in specific activities and completing tasks, seniors with this style can effectively acquire knowledge and skills related to English language learning.

Reflective style (meditation)

People with a reflective learning style prefer a moment of reflection and analysis before taking action. They are inclined to observe and analyse the behaviour of others and reflect on its effects and causes.

People with a reflective style learn through introspection and reflection on their own experiences. They tend to analyse situations, consider different perspectives and make inferences based on the information they have gathered. They value honesty and authenticity, both in themselves and in others.

A characteristic of people with a reflective learning style is their ability to think critically and consider different options before making a decision or taking action. They prefer to be observers rather than active participants, which allows them to gather information and analyse it in the context of their values and beliefs.

People with a reflective learning style may prefer solitary reflection and time for analysis. They may tend to plan thoughtfully and consider different strategies before taking action. They like to focus on self-development and seeking deeper understanding.

In the context of the ELENE multimedia textbook, a reflective style can be supported by presenting examples, analysing situations and stimulating reflection on different aspects of the English language. Seniors with a reflective style can benefit from content that encourages independent analysis and inference, giving them the opportunity to understand and assimilate material in depth.

Theoretical style (theorist)

People with a theoretical learning style are deeply interested in theory and abstract concepts. They prefer to acquire knowledge by studying ready-made theoretical models presented by a trainer/tutor, trainer or expert.

These individuals have an analytical approach to learning and focus on understanding principles, theories and concepts. They value logical explanations, a systematic approach and precision in communicating information. They are willing to use theory as a basis for problem solving and decision-making.

Those with a theoretical style mainly learn by reading and discussing theory in detail. They appreciate the authority of a trainer or expert and are open to acquiring knowledge from reliable sources. It is important for them to have complete and accurate information that they can use to understand and interpret reality.

In the context of the ELENE multimedia textbook, the theoretical style can be supported by providing clear and logically structured theoretical explanations. Presenting theoretical models, grammatical rules and linguistic concepts in a thoughtful and systematic way will benefit seniors with a theoretical learning style. In addition, referring to authorities and credible sources can strengthen their confidence in the knowledge provided.

Pragmatic style (pragmatist)

The pragmatic style is characteristic of people who learn best through direct application of the knowledge they have acquired in practice. People with this style prefer to learn when they can see a direct connection between the topics discussed and real problems or situations they encounter.

Pragmatists are practical and experimental in their approach to learning. They value the ability to immediately apply new skills, information and techniques to real-world situations. They prefer to learn through practice, action and exploration rather than just theory. They are active and engage in tasks that have practical application.

For those with a pragmatic learning style, it is important to provide them with opportunities to practically apply the knowledge they have acquired. In the case of the ELENE multimedia textbook, this style can be supported by providing interactive tasks and exercises that enable seniors to directly apply their new language skills in different contexts. Providing practical examples and situations in which seniors can use the acquired skills will help them to better understand and assimilate the material.

With the ELENE multimedia course, seniors have the opportunity to learn in a way that is tailored to their preferences and learning style. All four learning styles,





namely active, reflective, theoretical and pragmatic, are taken into account and used to ensure a comprehensive learning process.

For those who prefer an active learning style, the ELENE course allows interactive engagement through listening, repetition and relating knowledge to their own experience. Seniors have the opportunity to listen to the dialogues, repeat after the recordings and apply the acquired phrases in different situations.

For those who prefer a reflective learning style, the ELENE course offers access to videos and materials that can be reviewed at their own pace. Seniors can observe and analyse different situations and then apply their knowledge to practice at their convenience.

The theoretical style is addressed by providing ready-made models and examples of phrases prepared by the course authors. Seniors can learn and assimilate the theoretical foundations of English through the presentation of clear and comprehensible information.

For pragmatists, on the other hand, the ELENE course provides practical application of the skills learnt. Seniors have the opportunity to learn phrases and expressions that are directly linked to real-life situations in which they can use them. This allows them to immediately apply their new language skills in practice.

In summary, the ELENE multimedia course is flexible and adapted to different learning styles. It offers seniors the opportunity to learn through experience, reflection, theory and practice, thus ensuring comprehensive and effective language acquisition.

How to use the ELENE vocabulary?

Vocabulary is an extremely important part of learning English. To communicate effectively in a foreign language, it is essential to acquire a wide range of words and expressions. In this chapter we will look at various techniques and strategies to help you use the vocabulary in the ELENE course effectively.

Vocabulary knowledge

Before starting to learn English, it is important to build a solid vocabulary base. In the ELENE course, you will find a variety of sets of words and expressions, arranged by topic. It is important seniors go through these sets, familiarise themselves with their meanings and memorise them. Seniors can use flashcards or language learning apps to consolidate the vocabulary and repeat them regularly.

Contextual learning

Words and expressions are easier to remember when they are used in a specific context. In ELENE, vocabulary is presented through dialogues, situations and scenarios that may take place in everyday life. These examples help seniors understand how and when to use a word or phrase. Remember that context is the key to successful memorisation and application of vocabulary.

Repetition and systematic practice

Regular repetition and practice are necessary to consolidate new vocabulary. In ELENE seniors will find exercise sections that allow you to apply the words and expressions you have acquired in different contexts. Seniors can use these exercises as an opportunity to repeat and consolidate their knowledge. They can also create their own sentences and situations in which they use the new vocabulary to increase their confidence and fluency in the language.

Creating vocabulary sets

To use ELENE vocabulary effectively, it is useful to create sets of words and phrases by topic or category. Seniors can use notes or the app to organise their vocabulary. These sets will help them easily find and recall words when they need them. They can also create their own sentences or stories using words and phrases from these sets.

Putting vocabulary into practice

Learning vocabulary is not limited to the ELENE course. It is important to use new words and expressions in everyday situations. Seniors should try to use them in conversation, writing, reading and listening. They can also look for additional learning materials such as articles, podcasts, videos or songs to help them apply and expand their vocabulary in different contexts.

Using ELENE vocabulary requires a systematic approach, repetition, practice and application to different situations. Seniors should familiarise themselves with sets of words and expressions, use context, consolidate and repeat vocabulary, create thematic sets, and put new words into practice. Remember that learning vocabulary is an ongoing process, so it is important to regularly expand your vocabulary of words and expressions.





SECTION A

KEY VOCABULARY

Hand luggage/
Carry-on bag

Suitcase



Taxi

Boarding pass/
Boarding card

Airplane



Land



Baggage carousel



Aisle seat



Take off



Check-in desk attendant

Flight information
screenbag

Passport



Airport



Travel



Baggage/Luggage



Passenger



Window Seat



Overhead bin



Source: <https://www.eleneproject.eu>

HOW TO IMPROVE YOUR ICT SKILLS WITH THE ELENE MANUAL

ELENE interactive PDF file

"ELENE - situated English - interactive PDF".

"ELENE - situated English - interactive PDF" is a unique course designed for older learners who want to expand their English vocabulary. This course is designed in the form of thematic situations so that learners can learn the language in the context of real life situations.

Interactive PDF is a new and expanded version of the course that offers up to 30 different learning topics. Each topic focuses on a specific area of vocabulary, allowing learners to expand their knowledge in a variety of areas. Topics include areas such as travel, culture, health, technology, work and many more.

An important element of the course are exercises that help with listening comprehension and reading comprehension. Through these exercises, learners have the opportunity to practice their language skills while expanding their vocabulary. The exercises in the interactive PDF files contain even more vocabulary than previous versions of the course, allowing for even more comprehensive learning.

The authentic texts in the course have been updated to reflect contemporary English and the latest developments and trends. This provides learners with up-to-date and practical content that can be useful in everyday communication situations.

"ELENE - SITUATED ENGLISH - INTERACTIVE PDF" is an excellent tool for older people who want to develop their language skills. The course offers interesting topics, interactive exercises and up-to-date content for effective learning and vocabulary expansion. "ELENE - SITUATED ENGLISH - INTERACTIVE PDF" is structured as follows:

'Section A: Key Vocabulary'

It is a thematic vocabulary list that allows learners to create their own vocabulary. Each unit contains some words that are important to the unit. This section summarises the key vocabulary to be learnt in the unit and helps to make it more comprehensible to learners using images.



Section B - What You Can Hear and See

New Vocabulary Exercises; This section provides learners with key phrases they can hear in situations related to the unit. It also shows some signs, warnings or clues that can be seen in the context of that particular unit.

Section C: What you might need to SAY or ASK



Current English expressions and idioms; This section shows expressions that could potentially be used or heard in contexts related to the unit. It shows some expressions that are commonly heard or spoken when talking in these situations.

Section D: Basic Dialogues in a Selected Situation

These are suggestions for conversations that allow learners to understand and practise vocabulary in a real communication situation; This section presents dialogues that can potentially be referred to or heard in contexts related to the unit. The dialogues provide learners with common expressions also used in everyday life.

Final steps

Interaction and feedback; This section helps learners to practise what they have learned in this chapter. Key vocabulary is presented with pictures and encourages learners to recall it. The exercise section contains sample dialogues for learners to match or complete.

Videos

This section contains external links to videos available online and videos prepared by ELENE consortium for each unit. The videos make the topics more comprehensible with audiovisual material suitable for the language level of the learners. All videos developed within ELENE project are available at: https://www.youtube.com/@Project_elene/playlists .

"ELENE - SITUATED ENGLISH - INTERACTIVE PDF" makes it possible to develop lexical competence in English at levels A1 to A2. With this course, learners have the chance to enrich their vocabulary and gain a solid language foundation.

Use of ELENE - situated English - interactive pdf

Learners start by downloading the PDF to their computer or laptop so that they always have it to hand.

When they use the PDF file, we recommend not opening it in full-screen mode, especially if they want to play the pronunciation recordings in English.

If they are interested in downloading other units of the course, they should scan the QR code labelled 'Elene Course' to access additional material.

If they are keen on watching some course-related videos, they should scan the QR code labelled 'Elene Playlist' to discover a variety of video content.

With these simple steps, they can enjoy the interactive PDFs of "ELENE - Situated English" and make the most of their educational potential.

Full-Screen View "ELENE- situated English - interactive pdf

To use the "ELENE - Situated English - Interactive PDF" interactive PDF effectively, learners should follow the instructions below.

First they should download the PDF to their computer or laptop so that they always have it at hand and they can use it with ease.

When using the PDF file, we recommend that they do not open it in full-screen mode, especially if they want to play the pronunciation recordings in English. This will allow them to comfortably use the various functions and options available in the file.

If they are interested in downloading other units of the course, they should look for the QR code labelled 'Elene Course' and scan it using the QR code scanning app on their smartphone. This will allow them to access additional material and expand their language knowledge.

If they want to view a variety of video content related to the courses, they should scan the QR code labelled 'Elene Playlist'. This will allow them to discover a variety of videos and use them to enhance their learning experience.

Remember that using the 'ELENE - Situated English' interactive PDFs provides convenience and flexibility in learning English. Learner should use these tips to maximise the learning potential of these materials and develop their language skills.



ELENE e-learning platform



Source: <https://www.eleneproject.eu/>

Using the ELENE e-learning platform is easy and intuitive. Here are some steps to help explain how trainee-seniors can make the most of the platform:

Registration and login: learners should start by registering on the ELENE platform, creating their user account. Once registration is complete, they can log in using their unique ID and password.

Course selection

Once they have logged in, they will have access to a list of available courses. They can browse through the available options and select the one that best suits their needs and language level.

Course navigation

Once they have selected a course, they will be able to see the course structure, divided into different sections and thematic units. They can navigate to each section by clicking on its name or number. Also they should check if there are additional materials available within the course, such as PDF files, videos or exercises.

Working with materials

Within each thematic unit they will have access to a variety of materials, such as texts, audio recordings, videos or exercises. They can use these materials to develop their language skills. They can read texts, listen to recordings, watch videos and do activities related to the topic.

Tracking progress



The ELENE platform allows learners to track their progress in their studies. They can see which subject units they have completed and which are still to come. In addition, quizzes and tests are available in some courses to help them assess their acquired skills.

Communication

If learners have questions or need help, the ELENE platform provides the opportunity to communicate with other course participants or instructors. They can use the communication tools available, such as discussion forums, chat or internal mail.

Remember that the ELENE e-learning platform is designed in a way that allows learners to adapt their learning to your preferences and pace. They can learn anywhere and anytime using a variety of multimedia and tools. They can make the most of this platform to develop their language skills and achieve their English learning goals.

ELENE application

Our English learning app is unique for anyone who wants to use the likes to improve their language skills. It consists of several bets that are allowed for degrees and learning according to user needs. The App has been developed by Gabriela Ochoa-Dąderska and Kacper Kotlewski, INBIE Information Technology Team, taking into account the need of analysis carried out to the target group withing ELENE project.



The app utilizes the rule “learn by sinking in”, which that means while the user is overwhelmed by English from all sides it will trick the mind to adopt and learn a foreign language even if he doesn't know such. It is often used by people to learn new things, by surrounding yourself with things that you want to learn you unconditionally force the brain to adapt to new information.

At the beginning of each chapter there is a theoretical part, in which we discuss the most important issues regarding grammar, spelling and pronunciation rules. Then we will move on to the vocabulary part, where we present the most important words and phrases related to a specific subject, in which it is possible to listen to the audio file. If you are still having trouble understanding the vocabulary or situation in the "Video" app play video files in vocabulary learning.

An important element of our application are dialogues in lessons and quizzes. In each division of individual episodes according to themes. In which part you can test your knowledge, test your skills in quizzes and understand the vocabulary of the categories. Get a score after each quiz so you know how you checked the given criteria. All this makes learning English with our program much easier and more effective.

In the PDF solution, there are specially themed pdfs prepared especially for lessons. All methods are accessible and useful to master, and the time of help and assistance brings measurable results. Our application is not only a tool for learning English, but also a way of personal development.

App utilize the rule “learn by sinking in”

The App is personalized for the current user to feel and know all that he should, like:

- which lessons are finished
- which quizzes are finished
- how to find information about X Y Z
- Learn by listening, watching, reading, and use more senses while learning, to remember better all knowledge that you gather

Technologies used

Text to speech - in the case of flashcards, it allows you to read words and listen. It is particularly helpful while learning English that the user can know how to pronounce newly learned words.

webView - allows you to display pages, in our case, it is used to show videos with dialogues.

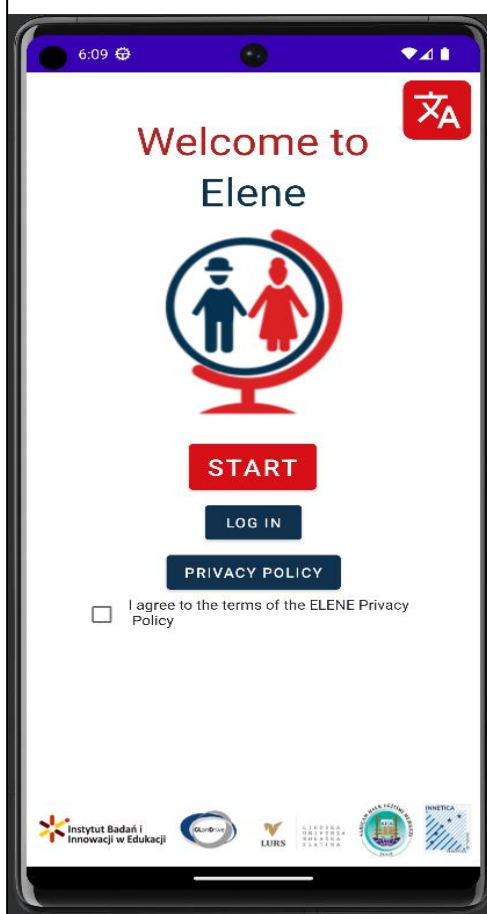
sharedPreferences - a cache of information such as language or user data. It is used to make the app feel more personalized for current users.

translation - string translations, depending on the selected language. It allows translating words from English to the native language of the user so he can understand words in case of not know a particular one.

Application overview

Welcome screen

The elements on first screen



On the main screen (welcome page) we are introduced to the application by the text "Welcome to Elene", we can find the logo there and also the logo of Elene. On the bottom part, we can find all of the partners of the project.

In the top right corner, we have a translation button, It is used to select the user's native language to translate words back from English in case the user will lose himself.

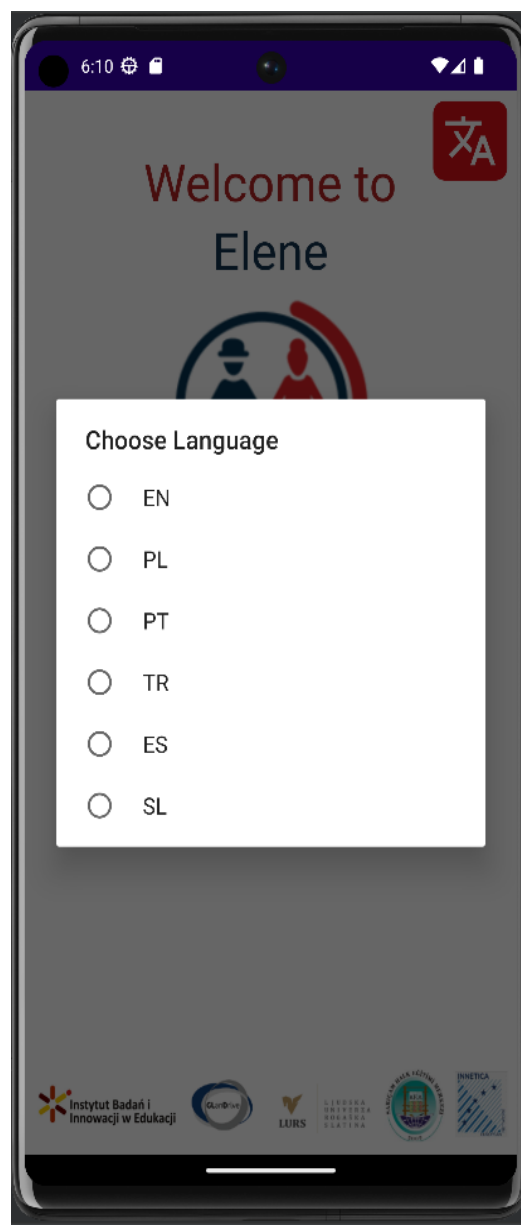
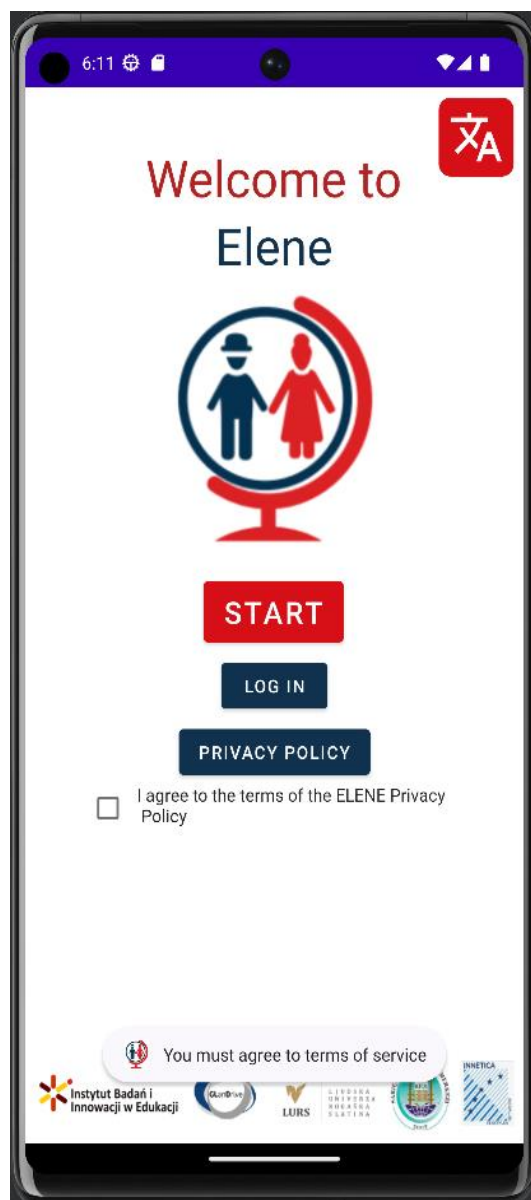
On the middle of the screen is "Start" button that allows entering the main menu of the app, below that is "Log in" button that provides the user with the login section where he can log in. The last button "Privacy Policy" contains information about the app, user data, and law, to inform the user about what he can expect from app privacy.

Bellow all the bottoms there is a check box that blocks the user on the welcome screen until it is not selected, without accepting the privacy policy user is not allowed to move further.

Different states of welcome screen

User blocked by not accepting privacy policy (notification on the bottom on image)

Selecting the native language by user



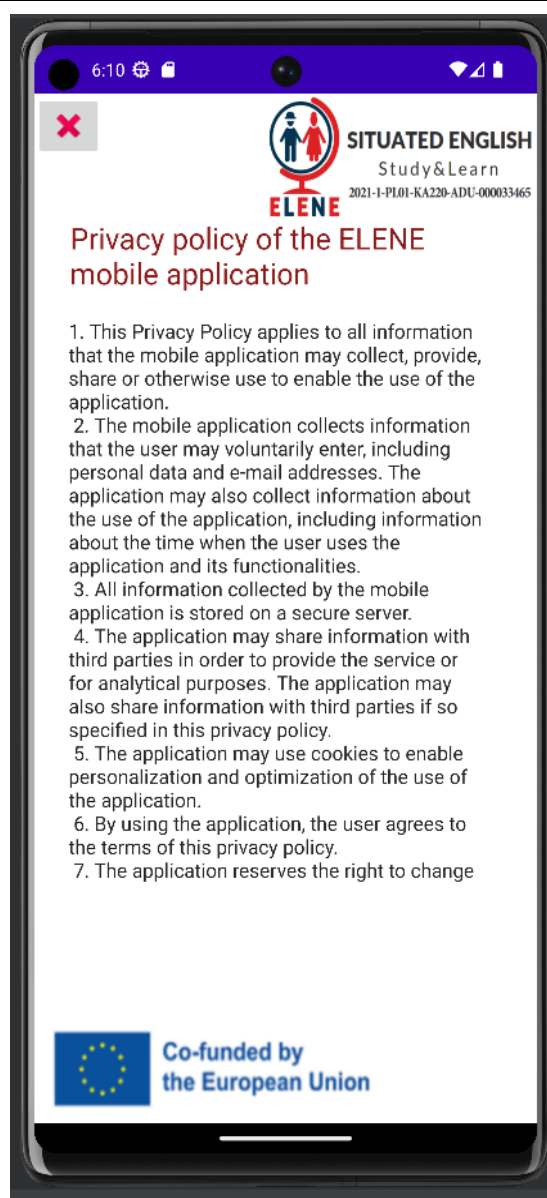
The Privacy Policy screen

This screen introduced user to such information as:

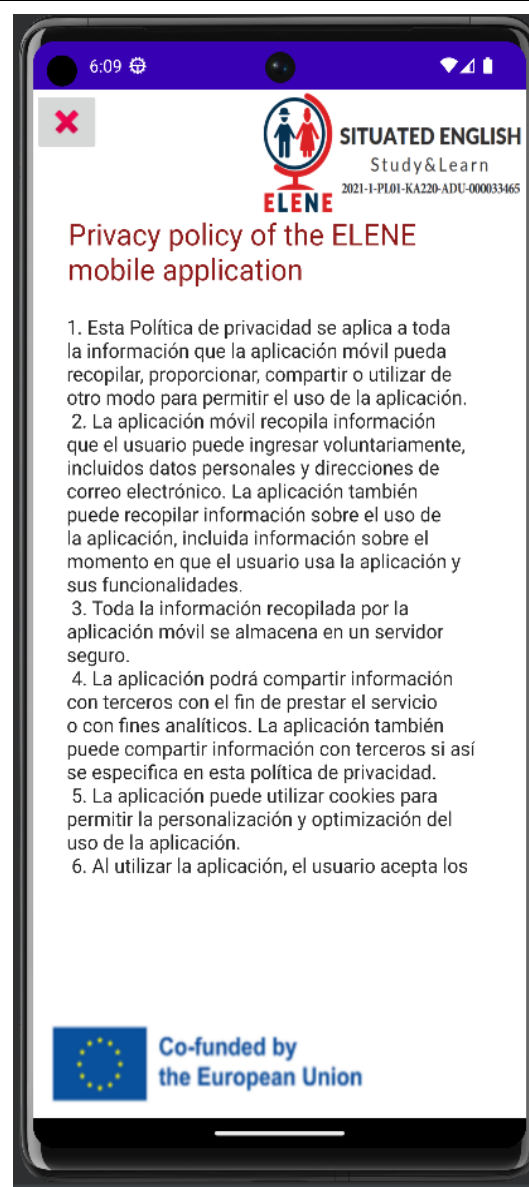
- ID of the project (on top)
- Information about co-funder the European Union (bottom)
- And on the middle there is the privacy policy in selected language



Privacy policy in English



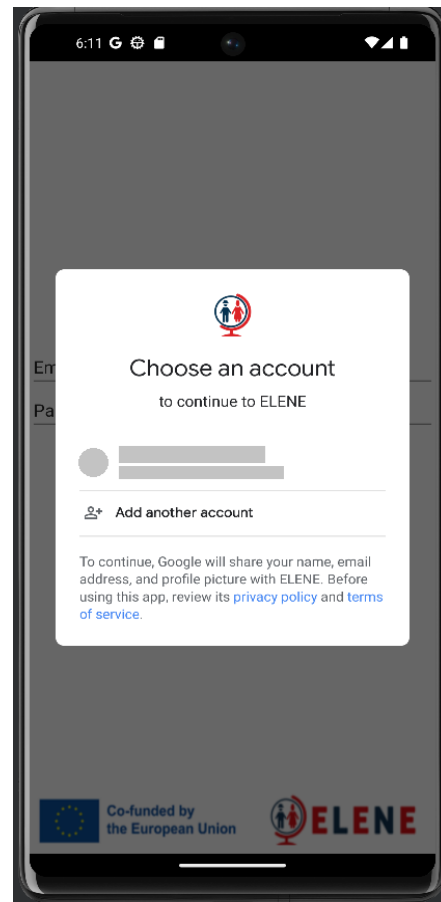
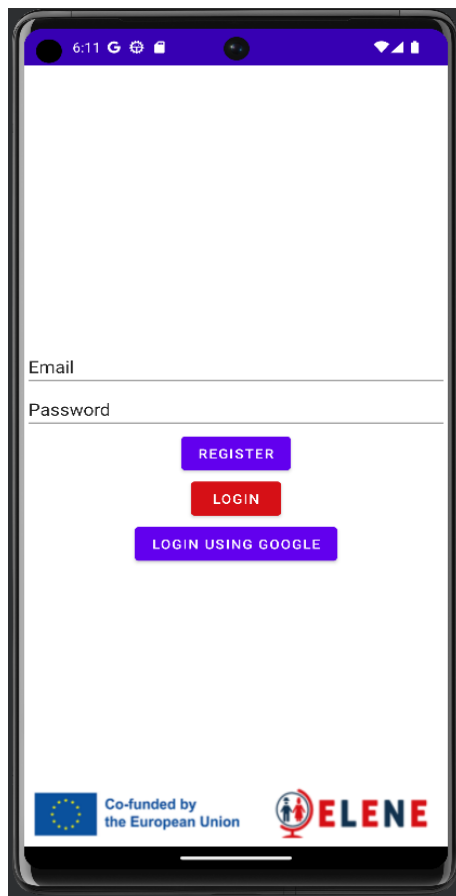
Privacy policy in selected native language



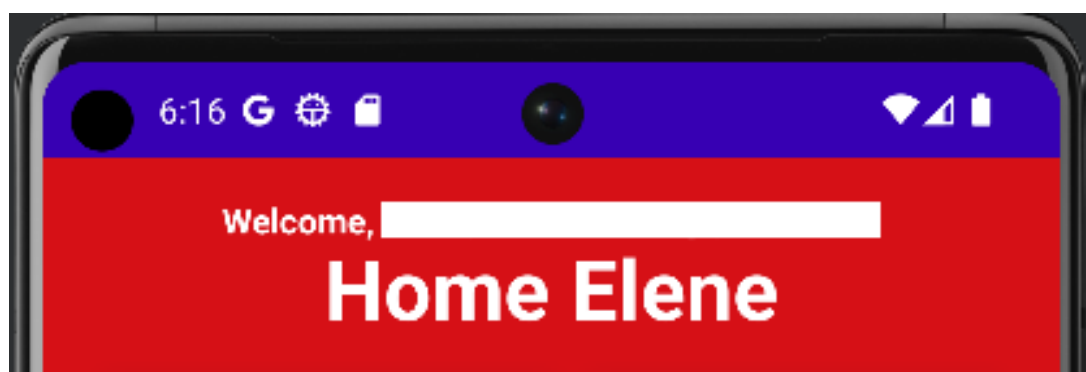
Login screen

The login screen is used to log in by using a Google account or by email and password. It is used to save user data on the cloud so if the user changes their phone and login on a new one he can bring all the data back from the cloud.

On the upper middle part we have space to use email and password method to login to the app. Below that we could find an register button to register using Email and password method, below this is button to login by using such method. On the end we have button to login by google account. On bottom we could find information about Co-founder and logo of both project and app.



After logging in the user will be moved to the main menu section with a welcoming personalized message with the user details like email.





The main menu screen

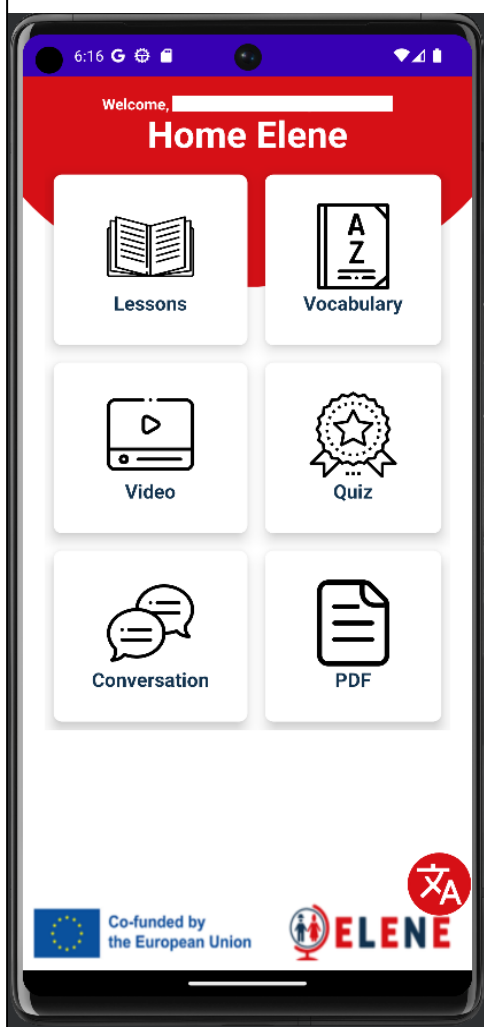
Description of the elements

On the main menu, we can find on the upper part welcoming personalized messages, below that there is Co-founder and logo.

On the right side on the bottom, we can find a button with a translation symbol, it is used to utilize something that we called Quick Translate.

In the middle, we can find 6 tiles with different content inside to discover. The tiles are:

- Lesson - pre-prepared lessons based on the PDF card content from ELENE project
- Vocabulary - words, and images according to the word as well as reading to get familiarized with the word pronunciation.
- Video - the short movies with English words and sentences, very nicely animated and user-friendly.
- Quiz - the section with little tests to check your current knowledge from selected topics
- Conversation - You can find here, conversations examples so you can learn typical user interactions in different situations



The Quick Translate

After holding the quick translate button the English names are changed to selected language as native. Quick Translate is used to translate the words that you can find on the screen to the user's native language.

The translation is not permanent and it is working until the user lifts his finger from the screen, this is to force the user to sink into English and use translation only as a little help if the user will lose themselves.

Lessons

The lesson section is split into two screens:

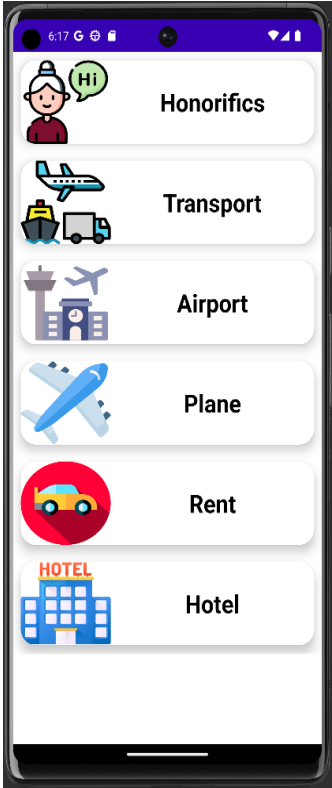
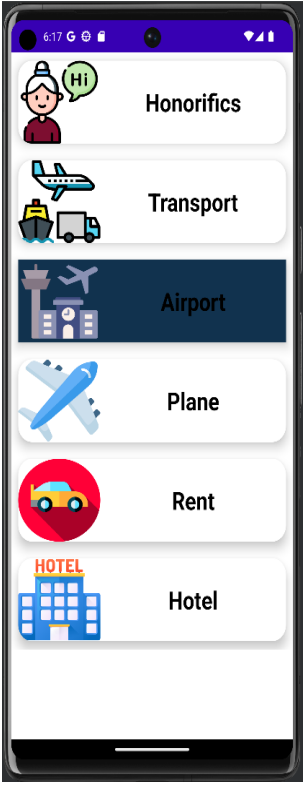
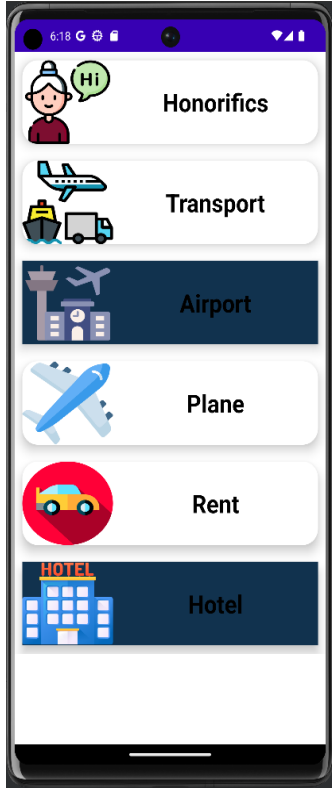
- The lesson menu - it gives a user the opportunity to choose the lesson that wants to learn
- The lesson screen - this screen contains a particular lesson for a selected topic

The lessons menu

On this screen, the user needs to select the lesson that he wants to learn.

The completed lessons are saved and highlighted with the navy colour used in the logo.

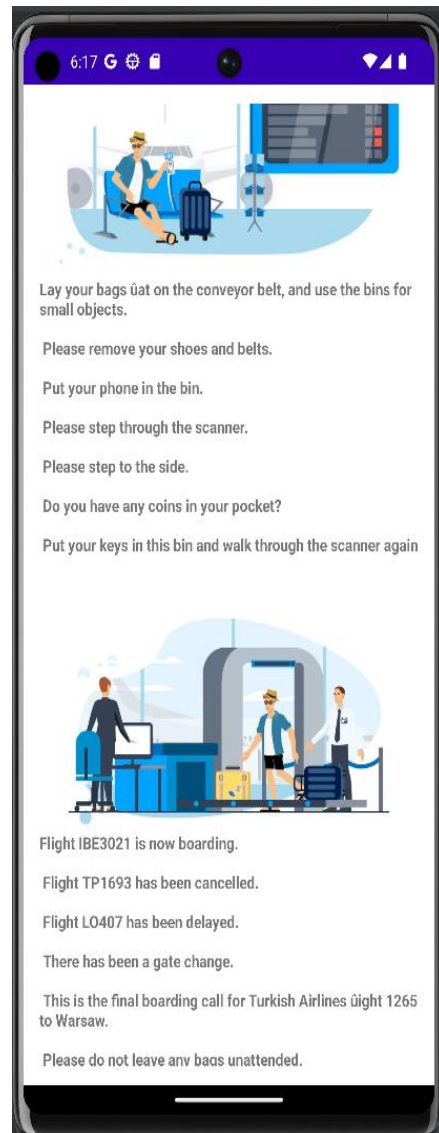
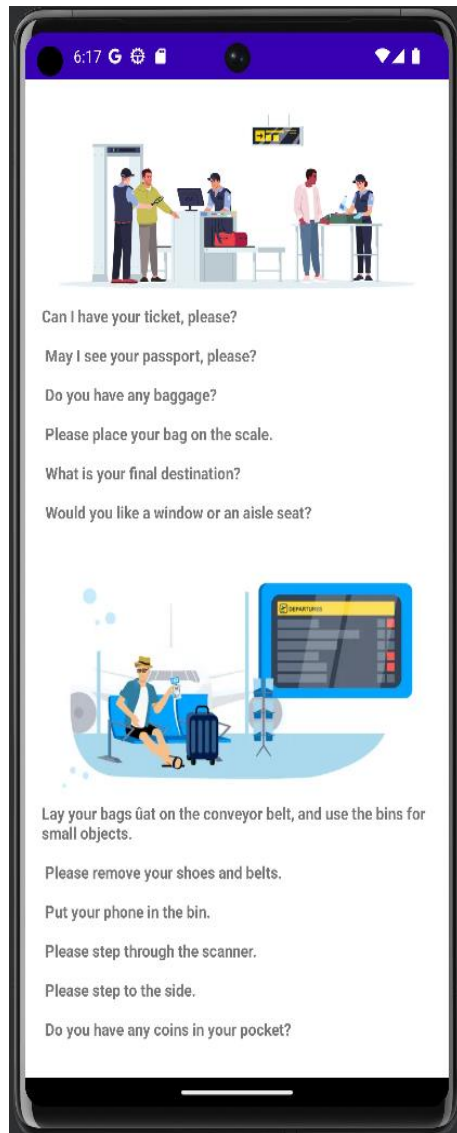


No lesson has been finished	1 lesson has been finished	2 lessons has been finished
		

The lesson screen

This section is focused on giving the user as much information about the topic as we can with a bit of entertainment to not get bored by the wall of text by adding images between texts. Modernistic design grants a feel of luxury, aesthetics, and

clearness that modern users require as well as adults and elders that don't like to be overwhelmed by complicated designs of apps.





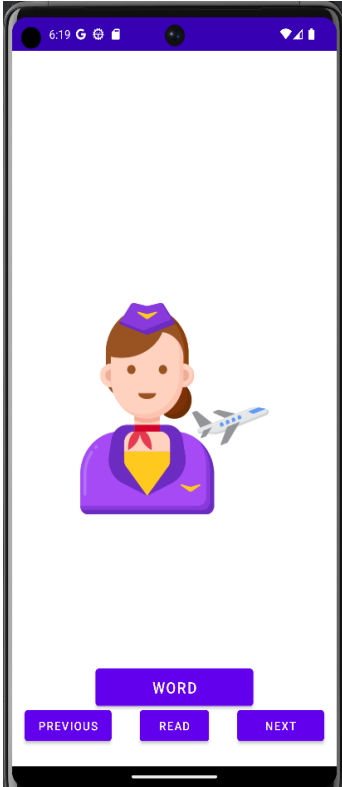
The vocabulary screen

Vocabulary is designed as flashcards for each word, flashcards have 2 sides, the word side, and the graphic side. In the middle of the screen, we have a visible side of flashcards with words or graphics.

On the bottom part, we have a button to reverse flashcards and below that, we can find buttons: "previous"; "read"; "next".

The previous and next button changes flashcard in the queue according to position in the list.

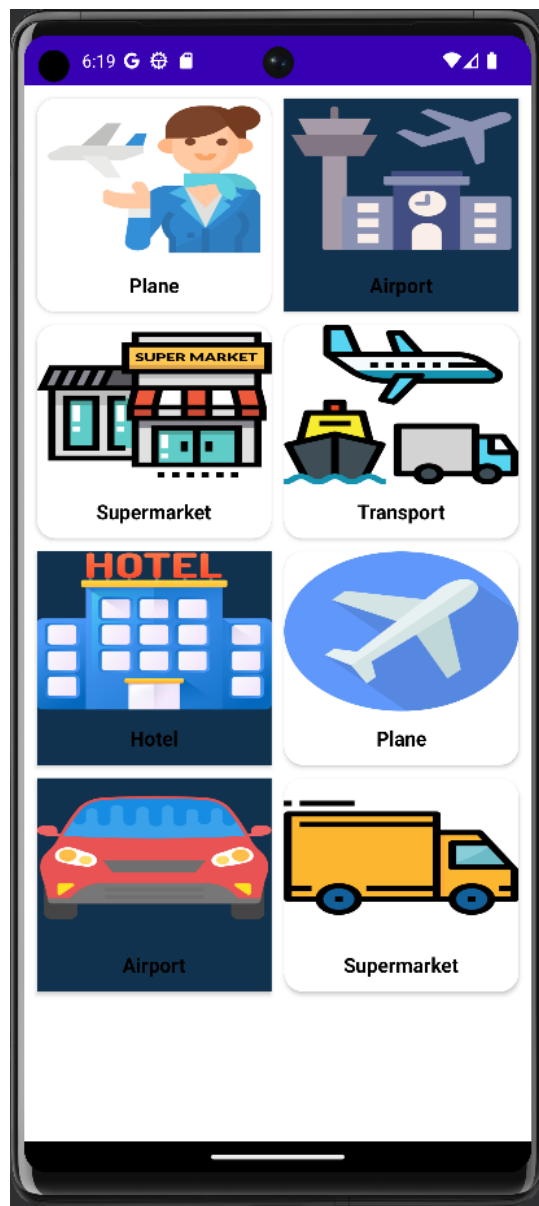
The read button reads words to get familiar with the spelling of each word.

The word side of flashcard in vocabulary	The graphic side of flashcard in vocabulary	New flashcard after next/previous button clicked
 <p>Baggage</p> <p>TRANSLATION</p> <p>PREVIOUS READ NEXT</p>	 <p>WORD</p> <p>PREVIOUS READ NEXT</p>	 <p>WORD</p> <p>PREVIOUS READ NEXT</p>

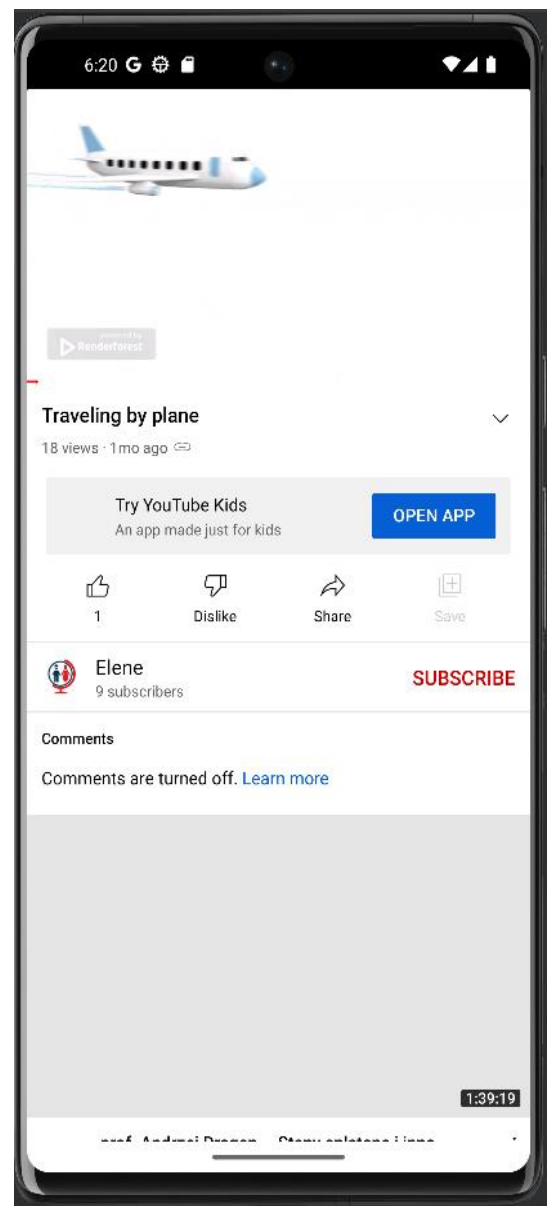
The video

In this screen, we can find the cards with the names of different lessons and images to each, after clicking each tile the app opens the YouTube video that is proper for each topic. The video is very well and modernly designed, well animated, and brings a bunch of knowledge. If you watch one of the videos the watched one will be highlighted with a navy colour to show that video is completed.

The video menu screen with 3 video finished



The video on YouTube on Elene channel



Quiz screen

As in previous screens, the quiz screen is made out of two screens:

- The quiz menu - gives a user opportunity to choose the lesson that wants to be tested from
- The quiz screen - this screen contains a particular quiz for a selected topic

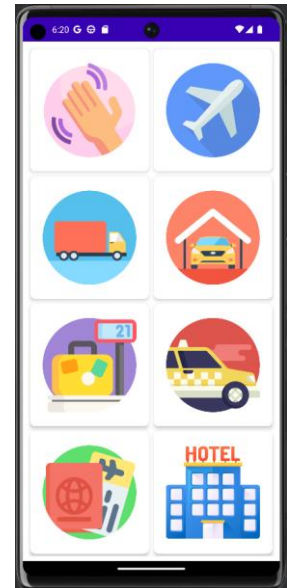
The quiz menu

On this screen, the user needs to select the quiz that he wants to test from.

The completed quizzes are saved and highlighted with the navy colour used in the logo.

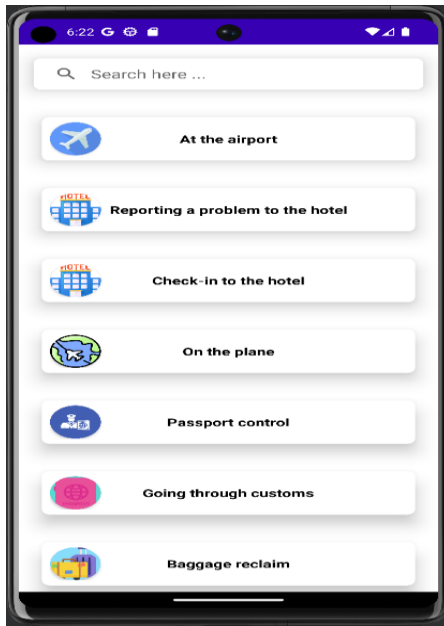
The quiz screen

The quiz gives you a few questions to be answered, there is a time limit for each quiz to limit the cheating opportunity, and the app is focused to learn so the cheating is only to the user's disadvantage. The quiz also doesn't allow you to skip questions by clicking the next button until the user not don't select an answer, there is also a possibility to go to the previous questions. After finish you can see how many answers you get right as well as the questions that you answered wrongly.



Selected answer on the quiz	Popup on the bottom while trying to skip answer	Results of quiz

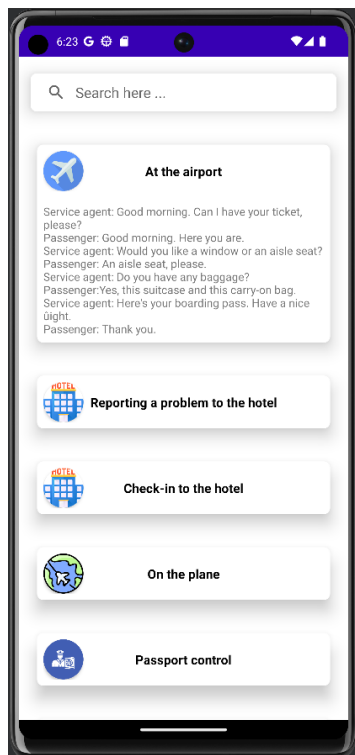
The conversation screen



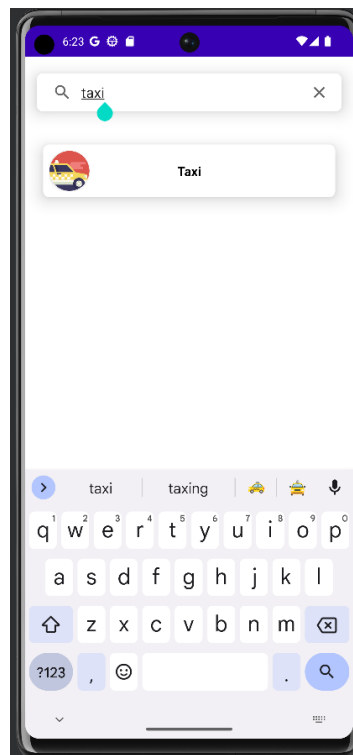
The conversation screen is designed to optimize the finding of the keywords so that the user can find a topic of interest.

The conversation contains a bunch of words and pre-prepared conversations that are easy to follow and can be used in everyday use-cases.

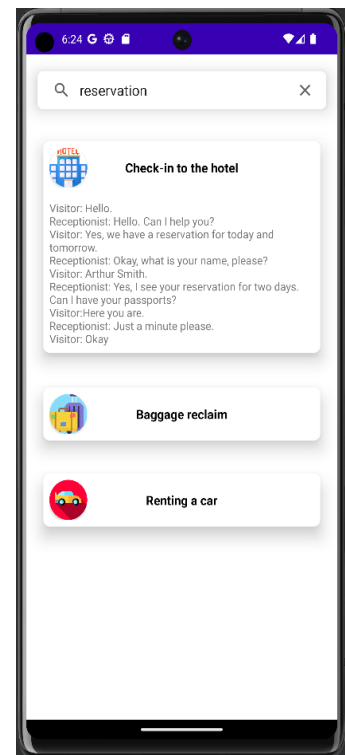
Opened conversation



Searching conversation by word



Opened conversation that was searched by word



The PDF screen



The PDF screen allows you to select one of the lessons, after selecting lesson the PDF will be downloaded and you will do with it anything that you need, there are many exercises to be followed and to be filled out, it is very helpful in a deeper understanding of the topic as well as can be printed and used for educating anyone without the need to install an app for each phone in classes.



METHODOLOGY USED FOR ELENE ENGLISH MATERIALS

The methodology used in ELENE English materials is based on an interactive approach to learning English. It is designed to provide an effective and enjoyable learning experience for users.

Fundamental to the ELENE English methodology is 'situated learning', which means that English is presented in authentic situations and contexts that might occur in real communication situations. This enables the user to see how to use the language in practice and which vocabulary and phrases are most useful in specific situations.

ELENE English materials are organised thematically, enabling systematic learning according to specific areas and topics. Each topic contains a theoretical part, in which grammatical rules, pronunciation and spelling are discussed, and a practical part, in which sample dialogues, texts or tasks are presented.

Interactive exercises that enable the user to actively apply the language skills learnt are also an important element of the ELENE English methodology. These can be quizzes, gap tasks, translations or listening comprehension. These allow the user to check their progress and consolidate the knowledge they have acquired.

The ELENE English methodology also focuses on the development of communicative competence, so great importance is placed on dialogues, role-play and communicative situations. The user has the opportunity to practise conversations in different scenarios, which helps them to gain confidence and fluency in communication.

All ELENE English materials have been carefully designed, taking into account different learning styles and user needs. The methodology promotes effective learning, providing both a solid language foundation and practical communication skills.

Thanks to the methodology used, ELENE English materials are adapted to different levels of proficiency, enabling users to continue learning or improve their language skills at different stages of their education.

Proactive tutoring

The ELENE materials are an excellent support for tutors who work with adult learners in a learning centre or in one-to-one tuition. Tutors can use the materials to support learning objectives and also as an additional resource for homework.

In proactive tutoring, tutors create a learning plan that takes into account the level of the target group and the curriculum they use during training. They can use





a variety of methods, both direct and hybrid, to provide effective support to seniors at each stage of their learning pathway. Proactive tutoring is an ongoing process that aims to support learners with their individual needs and enable them to develop beyond the level they are at.

Ensuring adult learners have the best chance of success is a priority, so proactive tutoring is vital. By creating a personalised learning plan, tutors can identify areas where the learner is doing well and those where he or she needs extra help. Each session gives learners the opportunity to consolidate the knowledge they have gained and to push themselves beyond their limits by introducing new and challenging topics.

With ELENE materials, learners have the opportunity to deepen their knowledge and skills, and tutors can tailor the materials to individual learners' needs. This flexible approach ensures optimal use of time and learning resources, resulting in better outcomes and learner development across a variety of language areas. ELENE Class membership offers participants much more than just access to free sessions available online. It is a unique opportunity to take advantage of the full range of learning platforms that are available around the clock.

One of these platforms is the ELENE MOOC (Massive Open Online Course), which provides participants with a wide range of courses and learning materials. In this way, ELENE Class members are not limited to the sessions themselves, but have the opportunity to continue their learning and deepen their knowledge outside the session schedule as well. This means that learning does not have to end when a session ends, but can continue and develop at their own pace.

ELENE's MOOC platform offers a variety of courses in English, grammar, vocabulary, reading, listening comprehension and many other areas. Participants can choose from a variety of levels and topics, allowing them to tailor their learning to their individual needs and interests.

In addition, the MOOC ELENE platform provides interactive tools such as quizzes, exercises, tests that allow participants to test their skills and monitor their learning progress. Access to the MOOC ELENE platform is available to ELENE Class members 24 hours a day, making learning flexible and available at a time that is convenient for participants.

ELENE Class membership gives participants the opportunity to continue their learning, develop their language skills and benefit from a wide range of learning materials that are available around the clock on the ELENE MOOC platform. It is an innovative approach to English language learning that gives participants complete freedom and control over their educational process.

How to implement proactive tutoring with ELENE materials?

Proactive tutoring is a learner intervention that you direct and structure to intervene with adult learners as soon as learning difficulties arise. This technique actively encourages learners to seek help, rather than internalising their difficulties and allowing the situation to get worse.

Proactive tutoring includes:



- Informing learners about all available options.
- Offering encouragement to increase learners' confidence in the classroom.
- Increase the likelihood of learner's success through counselling.
- Increasing motivation through targeted intervention.
- Identify areas where learners need to improve or recognise their strengths.
- Approach to adult learners before negative situations occur.
- Using assessments to determine learner performance and skills.
- Initiating engagement and showing interest in each learner.
- Creating an individual plan for success and completion of the programme.

The aim of proactive tutoring is to engage with learners and provide practical solutions to guide them through their English language learning programme. A proactive tutor does much more than just hand out schedules and call learners when their motivation level or success in learning is declining.

Implementing proactive tutoring with ELENE materials can benefit learners who want to maximise the potential of these materials. Here are some steps that can help you implement proactive tutoring with ELENE materials:

Get to know the ELENE materials: before starting tutoring, trainers/tutors should familiarise themselves with the ELENE materials and understand their structure, content and the tools and functions available. This will enable better use of these materials in the teaching process.

Personalise the learning plan: trainers/tutors should tailor the learning plan to the individual needs of the learner. Using the variety of topics and resources available in ELENE materials, a learning plan can be constructed that includes the development of grammar, vocabulary, reading, listening comprehension, etc. The plan should consider both the learner's short- and long-term goals.

Define the roles of the trainer/tutor and the learner: in proactive tutoring, it is important to define the roles of the trainer/tutor and the learner. The trainer/tutor acts as a guide and advisor, while the learners are active participants in the learning process. The trainer/tutor should support and motivate the learners and help them understand and use the ELENE materials.



Create interactive lessons: use the various features and tools available in ELENE materials to create interactive lessons. You can use dialogues, exercises, quizzes and other interactive elements to engage learners and help them consolidate the material.

Monitor progress and adapt learning: Monitor learners' progress regularly, tracking their performance on quizzes and exercises. On this basis, adjust further activities and focus on areas where learners need additional support. You can also use the reporting features available in ELENE materials to track learners' progress.

Encourage independent learning: ELENE materials are an excellent tool for independent learning. Encourage learners to use the materials regularly outside of lessons. You can have them complete assignments at home and then discuss them at subsequent tutoring meetings.

Implementing proactive tutoring with ELENE materials requires commitment and flexibility on the part of the trainer/tutor. Appropriate use of these materials, combined with an individualised approach to the learner, can yield significant educational benefits and contribute to effective English language learning.

Benefits of proactive tutoring

Proactive tutoring is a great way to connect with learners while encouraging them to stay on track, seek new challenges and increase their desire to learn.

Benefits of proactive tutoring include (Watermark, 2023):

Supporting learners: proactive tutoring gives learners the opportunity to reach out and receive additional support. Counsellors take a holistic approach to defining and meeting each learner's needs.

- **Minimising delays in achieving goals:** Proactive tutoring helps keep learners on track for graduation, programme completion, course selection, internship applications and more. Counsellors reduce the number of learners who fall behind or drop out.
- **Early start to learning:** Proactive counsellors encourage learners to seek resources from the beginning of their learning path. Rather than waiting until a growing challenge presents itself, learners will feel comfortable seeking help earlier.
- **Improved collaboration:** Learners who experience proactive tutoring are more likely to collaborate with instructors and other peers as they move through courses.
- **Relationship building:** When counsellors get to know their learners, they form trusting relationships that encourage the group to fulfil their potential and know that their learning centre cares about them.

- **Impact on retention:** Proactive tutoring increases learner retention and engages learners with academic material, so they stay on track and find value in their experience.

Teamwork



Collaborative learning is when two or more people learn or try to learn something together. Unlike individual learning, people involved in collaborative learning use each other's resources and skills (asking each other for information, evaluating each other's ideas, monitoring each other's work, etc.). More specifically, collaborative learning is based on a model in which knowledge can be created in a population in which members actively interact, sharing experiences and taking on asymmetric roles (Ochoa Siguencia, L. et al., 2017).

Collaborative learning is an interactive way to build a sense of community, increase understanding and solve problems. Collaboration is essential for engaging participants and encouraging their development. If you are using ELENE materials as a corporate trainer, group leader, human resources professional or trainer/tutor, it is important to understand how to develop a collaborative environment.

Collaborative learning differs in the way each person contributes to the group. In collaborative learning environments, each person in the group creates their own part of the larger group product. In collaborative learning, each member of the group adds their unique knowledge, information, skills and ideas to the overall learning environment. Sharing knowledge and skills expands the understanding and knowledge of the whole group. Everyone can use their new skills and understanding to work together to solve problems and complete products or tasks.

How to implement collaborative learning using ELENE materials?

The ELENE training manual can be used in 'team building exercises'. This will increase fellowship and commitment within a team or group. The team-building exercises available in the ELENE manual aim to create and maintain a foundation of unity. This can improve the overall effectiveness of joint activities. Implementing collaborative learning using ELENE materials can be an interesting and effective way to develop language skills. Here are some steps that can help you implement this method:

Choose the right ELENE materials: browse through the available ELENE materials and select those that suit the level and needs of the participants. Materials should be varied in terms of subject matter, level of difficulty and type of tasks to allow participants a variety of learning experiences.



Organise a group of learners: Create a group of learners that consists of people with similar language level and learning goals. This could be a group of friends, work colleagues or learners at school. It is important that participants have the opportunity to meet regularly and learn together.

Identify learning objectives: Together with the participants, identify the learning objectives they would like to achieve with the ELENE materials. These could be goals related to vocabulary development, improved grammar skills, reading comprehension or fluency in speaking. Setting goals will help keep participants motivated and focused.

Plan regular meetings: Set a schedule for regular meetings of the learning group. This can be once a week or more often, depending on the participants' preferences and availability. The regularity of the meetings will help to maintain continuity of learning and keep participants in touch with the ELENE materials.

Use a variety of tools and resources: ELENE materials offer a variety of tools and resources for collaborative learning. You can use dialogues, exercises, quizzes, videos and other interactive elements to engage participants and enable them to put their learning into practice.

Encourage group activities: Promote group activities that allow participants to exchange ideas, collaborate and support each other. This could be discussing texts or films, working in groups on an assignment, or even organising a mini-presentation. Collaborative learning becomes more engaging and interactive through the active participation of participants.

Monitor progress and adapt learning: Regularly monitor participants' progress and adapt the learning process to their needs. Be flexible and adapt the pace and difficulty level of the material to the participants' skills and interests. Strive to provide an optimal learning experience for each participant.

Motivate and celebrate achievements: Motivate participants and celebrate their achievements. Reward participants' progress, achievements and efforts to keep them motivated and engaged. This could be the awarding of certificates, the organisation of small celebrations or the presentation of awards.

Implementing collaborative learning using ELENE materials requires commitment, collaboration and flexibility. Creating a motivating and interactive learning atmosphere will help participants develop their language skills and achieve their goals.

Here are some engaging, collaborative learning activities that can be used during training or teaching using the ELENE workbook:

- **Beat your partner:** Participants spend one minute creating a difficult question based on the content of the lecture up to this point. Participants ask a question to the person sitting next to them. To take it a step further, ask participants to



write down their questions and hand them in. These questions can be used to create tests or exams. They can also be checked to assess participants' understanding.

- Thinking in pairs/writing in pairs: the instructor asks a question that requires analysis, evaluation or synthesis. Adult learners take a few minutes to think of an appropriate answer. Learners turn to a partner (or small groups) and share their answers. This can be taken a step further by asking learners to find someone who has arrived at an answer different from their own and to convince their partner to change their mind. Learners' answers are shared in larger teams or with the whole class in a follow-up discussion.
- Catching up: Stop at a transition point in the lesson or unit. Ask learners to turn to a partner or work in small groups to compare notes and ask clarifying questions. After a few minutes, open the floor to some questions.
- Fishbowl debate: Ask adult participants to sit in groups of three.
- Assign roles: for example, the person on the left takes one position on the debate topic, the person on the right takes an opposing position, and the person in the middle takes notes and decides which side is the most convincing and presents arguments for their choice. Summarise the discussion by calling on several groups to summarise the discussion.
- Case study: Create four to five case studies of similar difficulty. Ask learners to work in groups of four or five to analyse their case study. Provide 10-15 minutes (or adequate time) to analyse the cases. Go around and answer any questions. Call the groups randomly and ask the learners to share their analysis. Continue until each case study has been discussed.
- Team learning: Begin a unit of the course by giving learners some assignments to complete, such as reading or lab tasks. Consider assigning them to be completed before class. Check learners' understanding of the material with a quick multiple-choice quiz. Ask learners to submit their answers. Assign learners to groups and ask them to check their answers with group members to reach consensus. Have each group submit one quiz with their answers. Record both the individual learners' scores and the final group assessment score (both of which are used to assess each learner's course). Ask them to give a lecture targeting any misconceptions or knowledge gaps that the assessments revealed. Give groups a challenging task, such as solving a problem or applying a theory to a real-life situation.
- Group problem solving: There are a number of teaching strategies that engage learners in working together to solve a problem, including inquiry-based learning, authentic learning and discovery learning. While each has its own unique characteristics.

Benefits of collaborative learning

Collaborative learning promotes teamwork and produces impressive results in terms of products and workplace culture. The method emphasises diversity and encourages people to work together towards a common goal. Its benefits can be seen at both the individual and organisational level. Here are some of the benefits of collaborative learning:

- **Broadens the knowledge base:** A person's knowledge base comes from their background, education and experiences. Working together broadens understanding across the group because it allows individuals to share what they know.
- **Improves relationships:** Collaborative learning builds positive relationships in the workplace, enabling people to get to know each other. Peers and colleagues can interact with new people and see the value each can bring.
- **Increases staff retention:** Employee retention means lower turnover. Environments that encourage collaboration improve retention rates because they increase individual understanding and boost productivity.
- **It offers the practice of receiving feedback:** Feedback is a common tool for improvement, and a person's ability to receive and accept it is critical to individual and organisational success. Collaboration allows people to practice giving and receiving feedback.

Collaborative learning using ELENE materials has many benefits, both for the participants and for the group as a whole. Here are some of the main benefits:

- **Mutual support and motivation:** participation in an ELENE learning group provides mutual support and motivation. Participants have the opportunity to share their progress, successes and difficulties with others with similar goals. Making progress together makes the learning process more motivating and inspiring.
- **Diverse perspectives and experiences:** In an ELENE learning group, participants can benefit from the diverse perspectives and experiences of others. Each participant can bring their own knowledge, cultural contexts and ways of learning, leading to a richer and more comprehensive discussion and exchange of information.
- **Peer learning and learning from each other:** the ELENE learning group creates an environment where participants can learn from each other. They can share their learning strategies, suggestions for materials, and help each other solve problems. Mutual learning leads to an increase in language skills and the development of self-directed learning.



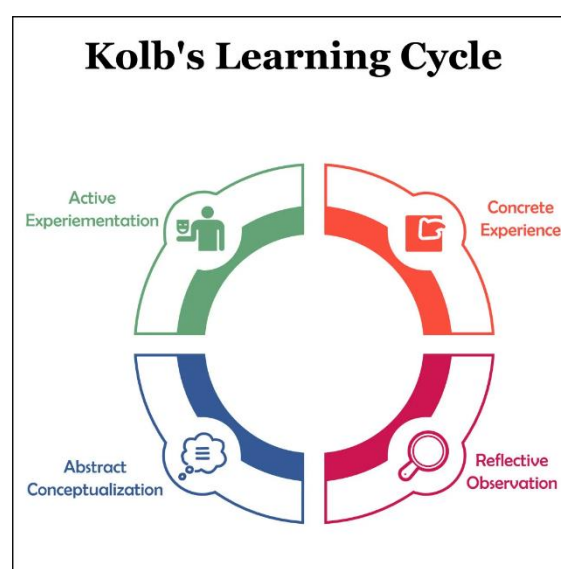
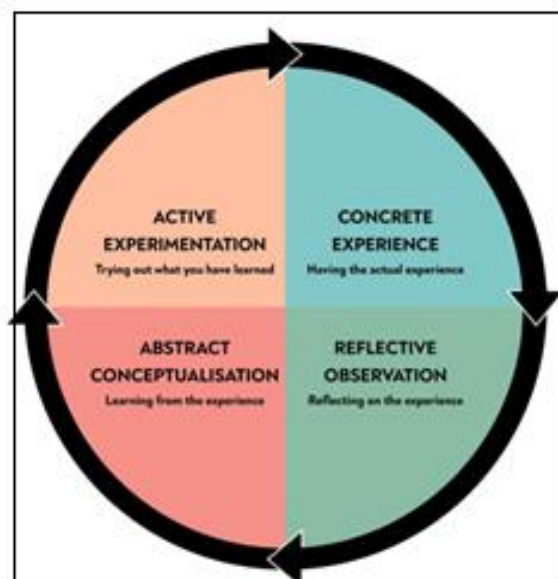
- Interactivity and engaging participants: ELENE materials offer interactive tools and resources that engage participants and encourage active participation in the learning process. An ELENE learning group can use these tools, such as dialogues, quizzes and group tasks, to create interactive and dynamic learning sessions.
- Developing social skills: ELENE collaborative learning fosters the development of participants' social skills. Through collaboration, communication, discussion and mutual support, participants learn to work more effectively in a group, listen to others, express their thoughts and develop communication skills.
- Repetition and consolidation: The ELENE learning group ensures regularity of meetings and repetition in working through the materials. Regular meetings allow for the consolidation of previously acquired knowledge and skills, which contributes to effective retention and recall of information.

Collaborative learning using ELENE materials not only contributes to the development of language skills, but also fosters integration, motivation and satisfaction among participants. It is a dynamic and engaging learning experience that promotes an effective and enjoyable learning process.

Kolb's cycles

Kolb's experiential learning theory operates on two levels: the four-stage learning cycle and the four distinct learning styles. Much of Kolb's theory deals with the internal cognitive processes of the learner. Kolb argues that learning involves the acquisition of abstract concepts that can be flexibly applied to different situations. In Kolb's theory, the impetus for the development of new concepts comes from new experiences.

In 1984, David Kolb created the experiential learning theory (ELT) and it is still one of the most widely used models of learning. ELT is based on the idea that a person learns from direct experience or 'learning by doing'.



Source: (Denis, G., 2023) <https://www.simplypsychology.org/learning-kolb.html>

How to implement Kolb's cycle with ELENE materials?

- Concrete experience - the learner encounters a concrete experience. This may be a new experience or situation, or a reinterpretation of an existing experience in the light of new concepts.
- Reflective observation of the new experience - the learner reflects on the new experience in the light of their existing knowledge. Particularly important are any inconsistencies between experience and understanding.
- Abstract conceptualisation - reflection leads to a new idea or modification of an existing abstract concept (the person has learned from his/her experience).
- Active experimentation - newly created or modified concepts lead to experimentation. The learner applies their ideas to the world around them to see what happens.

Implementing Kolb's Experiential Learning Cycles with ELENE materials is an effective way to organise interactive learning sessions that stimulate experiential learning. Here are the steps on how to implement Kolb's cycles with ELENE materials:

- Experience (Concrete Experience): Start the session with a presentation of concrete material or a task that engages participants in a direct experience. This could include watching an authentic film, listening to a dialogue or participating in a simulation related to the lesson topic.
- Reflective Observation: After presenting the experience, provide time for participants to reflect and discuss what they experienced and noticed. They



can share their observations, insights and emotions about the material. Encouraging learners to share their thoughts and observations can enhance their understanding and engagement.

- **Conceptualisation (Abstract Conceptualisation):** In this stage, introduce a theoretical element that allows learners to see the larger context and understand the assumptions or principles involved in the material. This may include a discussion of grammar, spelling rules or other important aspects of language. ELENE materials offer a theory section for each chapter that can be used for this purpose.
- **Testing (Active Experimentation):** After learning the theory, provide participants with the opportunity to actively experiment and apply their new knowledge in practice. This can be achieved through various tasks such as role-play, written assignments, group discussions or practical exercises. ELENE materials offer a variety of tasks and quizzes that can be used in this phase.
- **Repeating the cycle:** The Kolb cycle is cyclical, meaning that the process should continue through successive learning sessions. Each session should build on previous experiences, allowing participants to progressively deepen their knowledge and skills.

When implementing Kolb cycles with ELENE materials, it is important to give participants enough time to experience, reflect, conceptualise and test. The variety and interactivity of ELENE materials, such as dialogues, quizzes, practical exercises and videos, can help to create a rich and engaging learning environment.

Through the cyclical use of Kolb cycles with ELENE materials, participants will have the opportunity to repeatedly acquire, practice and enrich their language skills, which will contribute to their sustainable development.


Benefits of Kolb's cycle

The learning cycle emphasises reflective observation as a way of analysing and learning from experience. The aim is to transfer this learning to new experiences, completing the cycle.

The benefits of Kolb's learning cycle include (Denis, G., 2023):

- Each stage of the model is associated with a different preferred learning style.
- This model provides a combination of traditional teaching and hands-on learning.
- This model forces the trainer to use more tools than simply transferring his or her knowledge to the learner.

Kolb's Experiential Learning Cycles (Kolb Cycles) offer many benefits in the context of learning. Here are some of the main benefits of implementing Kolb cycles:

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- Participant engagement: Kolb cycles engage participants in the learning process through experiencing, reflecting, conceptualising and testing. This interactive learning method stimulates their curiosity, activity and engagement in the learning process.
 - Practical understanding: through Kolb cycles, participants have the opportunity to experiment practically and apply the knowledge they have acquired to real-life situations. This practical application enables them to better understand and consolidate their new knowledge.
 - Individualisation of learning: Kolb's cycles allow the learning process to be individualised, enabling participants to explore and discover in a way that suits their learning style and pace. Each participant can focus on the aspects that are most important to them and benefit from them to the fullest.
 - Cognitive skills development: Kolb cycles support the development of cognitive skills such as reflection, analysis, critical thinking and problem solving. Participants are encouraged to think analytically and synthetically, which contributes to their intellectual growth.
 - Knowledge transfer: Through a variety of experiences, participants are able to transfer the acquired knowledge and skills to different contexts and situations. This enables them to use the acquired competences flexibly in different areas of life.
 - Fixation and memory: Kolb's cycles, which consist of different phases, help to consolidate information and memory. Through experiencing, reflecting, conceptualising and testing, participants are more likely to assimilate and reproduce the knowledge they have acquired in the long term.
 - Balance between theory and practice: Kolb cycles integrate both the theoretical aspects of learning and practical experience. This enables participants to combine theory and practice and create a holistic understanding of an issue.

The use of Kolb cycles in the context of learning with ELENE materials provides dynamic, interactive and effective learning experiences that foster the sustainable development of participants.

CLIL methodology

CLIL - Content and Language Integrated Learning - refers to Content and Language Integrated Learning based on the simultaneous delivery of subject content and elements of a foreign language.



In terms of language choice, as expected, English is the most widely implemented target language for CLIL in Europe (Dalton-Puffer, 2011). In general, any other foreign language can be used as a teaching resource in CLIL programmes, but English remains the most popular language in all non-English speaking areas (Graddol, 2006, cited in Coyle, Hood, & Marsh, 2010). However, despite official European Union policies promoting multilingualism and linguistic diversity, the implementation of such policies is proving more difficult than anticipated, due to the 'inexorable growth in the use of English' (Coleman, 2006, p. 1). No other language can challenge its position as the international lingua franca or 'killer language', as Coleman (2006) describes it. This also applies to higher education worldwide. Even before the Bologna Process, English was irreplaceable as the language of science, technology and academia, so it is not surprising that most higher education courses at many European universities specify English as the main language of instruction (Gonzalez Ardeo, 2013; Leonardi, 2015).

It is important to stress that CLIL is considered a combination of two parallel courses: a language course and a content teaching course, with an emphasis on developing different language skills to achieve higher-order thinking.

The CLIL approach is praised for many different reasons (Coyle, 2008). It is believed to help prepare learners for internationalisation, a key word for all education systems due to the aforementioned globalisation process. It is also believed to increase the affective dimension as learners feel more motivated to learn languages. It is believed to help improve specific language terminology. It is believed to increase learners' intercultural communicative competence and foster implicit and incidental learning by focusing on meaning and communication. Furthermore, they are believed to trigger a high level of communication between trainer/tutor and learners and between learners themselves. As a result of all the above-mentioned reasons, it is also believed to improve general language competence in the target language, especially oral skills. CLIL is logically more beneficial for their development than traditional language teaching methods, such as LSP.

Bilingual programmes under the CLIL umbrella began their implementation in the Spanish region of Murcia in 2009 and have since gained a foothold not only in this area but also throughout the country (Lasagabaster and Ruiz de Zarobe, 2010).

A few years later, CLIL trainer/tutor in the region were asked to participate in a survey to find out what CLIL approach they were implementing, their satisfaction with the programme and any difficulties they were encountering. One recurring sentiment shared by the vast majority of the 99 trainer/tutor who took part in the survey was that the pace of learner learning seemed to slow down after the first two years of the programme (first and second years of primary school). Based on an extensive reading of research on the role of trainer/tutor in the classroom, particularly in the context of CLIL, it has been discovered that excessive levels of trainer/tutor

discourse appear to be the cause of the slowdown (Mercer, 1995; Dalton-Puffer, 2007).

Moreover, relatively few opportunities for interaction between learners consisted of an initiation-response-feedback sequence that involved only pedagogical feedback. Consequently, the purpose of the exchange was simply to check that the learners understood the content being explained and that they were following the trainer/tutor's discourse (Lorenzo, Trujillo and Vez, 2011). As a result, they realised that if learning contexts were based solely on communicating content and checking what learners remembered or understood, learners would not learn to think independently and there would be few opportunities for language development (Hunkins, 1989; Llinares, Morton, & Whittaker, 2012). To provide such learning opportunities, classroom interaction should be more dialogical; and effective questioning may be one way to provide a catalyst (Wells and Mejía-Arauz, 2005).

The CLIL (Content and Language Integrated Learning) methodology is widely used in education using ELENE materials. CLIL combines the learning of subject content with the simultaneous development of language skills. Here are some features of the CLIL methodology in the context of ELENE:

- Content integration: CLIL methodology involves combining the study of English with the study of other subjects, such as history, science or art. ELENE materials provide educational content on a variety of topics that can be used within the CLIL methodology.
- Vocabulary enrichment: ELENE materials offer a wide range of vocabulary related to different fields of knowledge. Using subject content in English, participants develop their vocabulary related to both specific fields and general language.
- Communication skills development: CLIL methodology focuses on developing learners' communicative skills in the context of specific content. ELENE materials provide practice in listening comprehension, reading, speaking and writing in the context of subject content.
- Active engagement: the CLIL methodology encourages the active involvement of learners through practical activities, group tasks, projects and presentations. ELENE materials offer a variety of activities that stimulate participants to take an active part in the learning process.
- Cultural awareness: CLIL methodology helps learners to develop cultural awareness as the subject content is related to different aspects of cultures and societies. ELENE materials present a variety of cultural content that supports the understanding of differences and similarities between cultures.

- Authentic materials: ELENE materials are based on authentic materials such as authentic texts, audio and video recordings, giving participants exposure to authentic language and content.

The use of CLIL methodology in education with ELENE materials allows for the simultaneous development of both language and subject skills, which contributes to a more effective and connective learning process.



How to implement CLIL with ELENE materials?

Despite the fact that there is basically no research or literature on the use of CLIL in teaching English to seniors, practical experience shows that it is as possible as it is useful.

Organisations such as universities of the third age can use CLIL to teach English to seniors in various classes, lectures or study circles for seniors. For example, mentors and English trainer/tutor can join forces and collaborate to create bilingual cooking courses for seniors, where seniors learn expressions related to food, local and international dishes, drinks, as well as polite phrases used in restaurants and bars.

In addition, English language learning can be introduced into Nordic walking sessions, where seniors can role-play giving and receiving directions in a specific town, learning not only phrases to give directions, but also English words to describe buildings in towns and villages, all of which are very important when travelling abroad, as well as the use of the imperative.


Yoga or any other type of physical exercise can be a good tool for learning English expressions for body parts, as well as health conditions, which can be very useful when someone gets sick while travelling abroad and needs to visit a doctor.

Computer classes or classes on the use of smartphones can also be used as a means to learn the English expressions needed when using different apps and machines while travelling, such as ticket machines, ATMs, etc. The use of words such as 'send', 'confirm', 'delete' and similar words found on computers and phones can also be found when using different machines while travelling.

Dance classes can also be a good opportunity to count steps in English and learn English numbers, while doing something good for your health.

In conclusion, CLIL for seniors, although not indicated by experts in the field, is very much possible, all it takes is a little imagination, goodwill and enthusiasm on the part of the supervisor of individual classes for seniors.

To implement the CLIL methodology with ELENE materials, you can take the following steps:

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- Choose an appropriate subject: Choose a subject or topic that you would like to integrate with English language learning. This could be history, science, art, geography or another subject area.
 - Select appropriate ELENE materials: Browse through the available ELENE materials and identify those that are related to the chosen topic. These materials should contain educational content that can be used in the context of CLIL methodology.
 - Prepare a lesson plan: Based on the selected ELENE materials, develop a lesson plan that includes subject objectives, language objectives and appropriate activities for the participants. Make sure that the ELENE materials are an integral part of the lesson and form the basis for the content and activities.
 - Integrate subject content with English: Introduce subject content in lessons using ELENE materials. Participants should have the opportunity to work on reading comprehension, vocabulary related to the topic, and develop communication skills such as speaking and writing in the context of the subject content.
 - Use a variety of techniques and activities: Use a variety of techniques and activities that engage learners in interacting with subject content and the English language. These can include group tasks, projects, presentations, discussions, experiments, reading authentic texts, watching videos, interviews and much more.
 - Evaluate progress: Monitor participants' progress in developing both subject and language skills. Use various forms of assessment, such as written assignments, oral presentations, group projects, quizzes, tests, etc., to evaluate their progress and understanding of the content.
 - Continue to develop CLIL: Systematically continue to apply the CLIL methodology using ELENE materials, adapting and improving your approach based on the feedback and needs of the learners. Be flexible and creative in integrating subject content with English.

Remember that implementing CLIL methodology with ELENE materials requires adequate preparation, flexibility and commitment. It is important to strike a balance between subject content and English language to ensure that participants benefit optimally in both content and language skills.

Benefits of CLIL

The benefits for learners of adopting the CLIL approach include

- Increased motivation because the language is used to meet real learning objectives for the content material - it is not the same to learn a language with no real purpose as to know a second language rather than having to do so. This makes it more purposeful and therefore more motivating for the learner.
- Introduce learners to the wider cultural context - Learning a subject such as history makes learners understand L2 culture too much.
- Developing a positive attitude towards language learning - learning not only grammar but also personalising the language by teaching something meaningful can lower the affective filter.
- Developing learners' multilingual interests and attitudes - Knowledge of the language sometimes increases learners' interest in different cultures, such as the one from which they are learning the language. It also broadens their horizons.
- Preparing learners for further study and work - Knowledge of language, subjects and culture in L2 can enhance learners' chances in life.
- Access to subject-specific terminology of the target language - which may otherwise be difficult to assimilate or even learn.
- CLIL creates the conditions for naturalistic language learning - through the need to communicate in the target language in order to complete certain tasks, and even to understand the subject in which this type of learning takes place.
- CLIL provides a purpose for using language in the classroom, as learners need to communicate with each other to help with shared learning.

The use of CLIL methodology in education through ELENE materials has many benefits for learners. Here are some of the main benefits:

- Integrated learning: CLIL methodology allows for the integration of subject content with English language learning. Learners not only acquire subject knowledge, but also develop their language skills in an authentic context.
- Motivation: The use of real subject-related content and materials motivates learners to learn. Instead of learning English in isolation, learners have the chance to learn through topics that interest them.
- Competence enhancement: The CLIL methodology helps to develop a variety of competences such as analytical, problem-solving, communication and group cooperation skills. Learners have the opportunity to apply the knowledge and skills they acquire in practice.



- Increased level of engagement: Through the use of real content and authentic materials, CLIL methodology engages learners at a deeper level. They learn in a more hands-on way and have the opportunity to explore topics independently.
- Developing intercultural skills: The CLIL method provides an opportunity to learn about different cultures, perspectives and ways of thinking. Learners not only learn English, but also gain knowledge about other cultures and develop the ability to communicate in an international environment.
- Application in practice: The CLIL methodology encourages learners to apply the knowledge they learn in practice. Through projects, presentations, experiments and other practical activities, learners can apply their skills and experiences to the real world.
- Higher level of language mastery: CLIL methodology promotes the development of language competence at a higher level. Learners have the opportunity to listen, read, speak and write in English in an authentic context, which contributes to effective language mastery.
- The benefits of applying CLIL methodology to education through ELENE materials are multifaceted and have positive effects on both subject content and language skills development.

Situational learning

A review of the literature produced by various experts, educators and researchers points to several reasons for choosing situated learning:

- It provides increased attention and motivation to learn;
- It builds on learners' social skills;
- It encourages the development and improvement of communicative and pragmatic language competence;
- It creates a meaningful environment for language learning;
- It integrates creativity into the traditional language learning process;
- It encourages a positive and interactive language learning atmosphere;
- It connects theories of language learning with actual practices (theory and practice);
- It reinforces the contextual acquisition of new language segments (vocabulary, structure);
- It shows how to use language forms and structures in real-life situations;
- It makes learners more relaxed during the learning process;
- It broadens learners' horizons;
- It makes learning a language more enjoyable;

- It makes language learning a contextualised process;
- Learners can understand the educational goals and objectives more easily;
- Learners can easily share and use their language input;
- It promotes the use of digital tools and social media in meaningful language practices;
- It enhances learners' reflection on their own learning and captures their attention (Abdallah, M. M. S. (2015).



The ELENE methodology combines very well with the situational learning approach. Situated learning is an educational approach that emphasises the acquisition of language skills through authentic and realistic situations.

As part of the ELENE methodology, learning materials are structured around thematic situations that reflect real-life contexts in which learners may encounter the English language. As a result, learners are able to see the language in context, making it easier to understand and assimilate.

Situational learning in the ELENE methodology includes:

- Authentic materials: ELENE materials are based on authentic texts, dialogues, videos and other materials that reflect real communication situations. Learners have the chance to be exposed to the language in a real context.
- Contextualised exercises: ELENE exercises are structured to introduce learners to a variety of communicative situations. These can be dialogues, role-plays, problem situations, etc. Learners have the opportunity to apply language in appropriate contexts.
- Practical activities: the ELENE methodology promotes the active involvement of learners through a variety of practical activities. These can include role-play tasks, language games, simulations, role-plays, etc. This gives learners the chance to directly apply the language in a variety of situations.
- Developing communication skills: Situational learning in ELENE focuses on developing learners' communication skills. By regularly practising speaking, listening, reading and writing in a variety of situations, learners gain confidence and the ability to communicate effectively.

The benefits of combining the ELENE methodology with situational learning are numerous. Learners have the opportunity to have authentic and practical language experiences, develop communication skills and acquire language in context. This approach fosters motivation, engagement in learning and effective mastery of English.

How to implement situational learning with ELENE materials?

There are various methods of applying Situated learning, which include group activities, role play, scenario-based learning and the use of technology.

- **Group activities:** A very good way to engage learners in group activities is through field trips, where they can actively undertake activities in an unfamiliar environment and gain knowledge and skills through hands-on experience. Another idea is to create a variety of real-life situations in the classroom and create imaginative hotels, restaurants, administrative facilities, etc., where learners are involved in solving problems that replicate real-life conditions (Origin Learning, 2015).
- **Role-playing:** here, learning takes place through activities in everyday situations in which learners play specific roles - a tourist in a restaurant or hotel, a customer in a shop or bank, etc. For this reason, it is important to allow learners to engage in role-plays that involve them in complex, realistic and problem-focused activities, and the mentor should provide assistance in acquiring the desired knowledge. Knowledge is acquired contextually and is only transferable to similar situations. Therefore, the mentor should not be a trainer/tutor, but rather a facilitator. Another important thing is to track and evaluate the learners' progress, encourage reflection and help them to be aware of contextual cues and build collaborative learning environments (Origin Learning, 2015; Ochoa, Gómez-Ullate, Herman, 2015).
- **Scenario-based learning:** Here, learning is based on complex social environments consisting of actions, actors and situations. Mentors provide learners with scenarios and offer them appropriate support in dealing with different situations. Of course, the amount of support needed will decrease as learners acquire additional skills and knowledge. Assessment of learners' intellectual development is crucial, which can be achieved through discussion, reflection and evaluation (Origin Learning, 2015).
- **Using technology:** When learners learn through a game or social media, information and facts can be explained effortlessly. Using social networks such as Facebook, Twitter or Instagram allows learners to become part of a new community where they can learn from each other. They can use social networks to create social interactions that can play a significant role in the learning process (Origin Learning, 2015).

To implement situational learning with ELENE materials, the following steps can be taken:



- Familiarise yourself with ELENE materials: browse through the available ELENE materials and familiarise yourself with the different thematic situations, dialogues, texts and tasks that are available within the platform. Understanding the content of the materials will help you plan and use them in the context of situational learning.
- Select situational themes: Choose specific situational topics that are related to your learners' interests and needs. You can focus on situations that are relatable to them and that they will encounter in real life, for example travel, shopping, everyday life, etc.
- Organise lessons around situations: Structure your lessons around specific thematic situations. First, introduce learners to the situation by discussing vocabulary, phrases and grammar related to the context. Then conduct a variety of activities, such as dialogues, simulations, group tasks, language games, etc., in which learners have the opportunity to use the language in practical situations.
- Diverse materials: use a variety of materials available in ELENE, such as audio recordings, videos, texts or images, to provide learners with authentic experiences of the language in different situations. This gives learners the opportunity to listen, read, understand and produce language in a variety of contexts.
- Interaction and communication: encourage learners to actively participate and communicate within thematic situations. Organise peer exercises, language games, discussions, team tasks in which learners have the opportunity to use language in practical interactions.
- Appropriate assessments: Develop assessments that are linked to situational learning. You can assess communication skills, comprehension, use of grammar and vocabulary in specific situations. Support learners in developing their skills through constructive feedback and individual objectives.
- Flexibility and adaptation: remember that situational learning is a flexible approach. Adapt the materials and activities to your learners' needs and level. Pay attention to their progress and adapt your plans according to their individual needs.

Implementing situational learning with ELENE materials allows learners to directly apply the language in authentic contexts, develop communication skills and increase motivation to learn. This approach promotes practical and effective mastery of English.

Benefits of situational learning

Situational teaching using ELENE materials has many benefits for both learners and trainer/tutor. Here are some of the main benefits associated with situational teaching in the context of ELENE materials:

- Practical application of language: Learners have the opportunity to apply the language immediately in authentic situations, allowing them to develop their communication skills. ELENE materials offer a variety of situational scenarios in which learners can practise listening, speaking, reading and writing in practical contexts.
- Motivation to learn: Learners are more engaged and motivated to learn when they have the opportunity to use language in realistic situations. ELENE materials provide interesting and interactive content that captures learners' attention and makes learning fun.
- Authentic language experiences: ELENE materials offer authentic audio, video and text materials that reflect real language situations. Learners have the chance to listen to authentic recorded conversations, read authentic texts and watch videos, allowing them to better understand the language in context.
- Communication skills development: Situational teaching with ELENE materials supports the development of learners' communication skills such as listening comprehension, fluency in speaking, interaction with others and contextual understanding. Learners have the opportunity to practice the language in a variety of situations, which translates into the development of their language skills.
- Contextual learning: Situational learning enables learners to learn language in context, which helps them to better understand the meaning of words and expressions and their application in practice. ELENE materials provide resources that allow learners to acquire language knowledge in the context of realistic situations.
- Personalised customisation: ELENE materials enable trainer/tutor to tailor teaching to individual learners' needs. Trainer/tutor can choose appropriate situational scenarios and materials that match learners' levels and interests, resulting in more effective and personalised teaching.

Situational teaching using ELENE materials has many educational benefits and helps learners to successfully master English through practical and authentic language experiences.

Remote learning

Distance learning, also known as e-learning or remote learning, is a method of education that takes place outside traditional educational environments such as

schools and universities. It is based on the use of communication and Internet technologies that enable remote access to educational content, trainer/tutor and learner interaction and progress assessment.

Remote learning can include a variety of forms, such as online courses, e-learning platforms, video conferencing, interactive tutorials, video-based learning materials and many others. Many schools, universities and educational institutions have introduced remote learning as a response to the challenges of access to education, distance, time flexibility and other factors.



Advantages of remote learning include:

- Time and geographic flexibility: learners can study anytime and anywhere, giving them greater flexibility and access to education regardless of geographic location.
- Personalisation and adaptation: remote learning allows the adaptation of learning materials and content to the individual needs of learners, which promotes a more personalised approach to learning.
- Expanded access to resources: Thanks to the internet, learners have access to a wide range of educational resources such as e-books, databases, multimedia tools and much more, enriching the learning process.
- Interactivity and engagement: many e-learning platforms offer interactive tools that engage learners in the learning process through exercises, quizzes, online discussions and other activities.
- Creativity and innovation: distance learning provides the opportunity to use a variety of educational tools and technologies, which stimulates the creativity of trainer/tutor and learners.

Remote learning also has its challenges, such as the need to motivate learners strongly, provide adequate technical support, maintain social interaction and communication, and assess learners fairly and objectively.

Sources:

UNESCO: "Distance Learning Solutions".

EdSurge: "What is Distance Learning?"

eLearning Industry: "The Benefits of eLearning - Why It's Essential".

World Economic Forum: "The Benefits of Online Learning and How It Can Transform Education".

How to implement remote learning with ELENE materials?

Implementing remote learning with ELENE materials can be relatively straightforward, given the availability of learning platforms and tools. Here are some steps that can help you successfully implement remote learning with ELENE materials:



- Choose the right platform: Choose the e-learning platform that best suits your needs and capabilities. This can be the platform provided by ELENE or another popular e-learning platform.
- Share ELENE materials: Make sure that all participants have access to ELENE materials. You can make the materials available through the e-learning platform, provide links to the materials or place them in the relevant sections on the platform.
- Organise online lessons: organise online lessons using video conferencing tools such as Zoom, Microsoft Teams or Google Meet. Conduct live lessons by presenting ELENE materials, engaging learners in discussions and exercises.
- Assignments and homework: Assign tasks and homework that are based on ELENE materials. You can use the features of the e-learning platform to submit assignments, collect work and assess learners' progress.
- Communication and support: Maintain regular communication with your learners, providing support and answering their questions. You can use online communicators such as chat on the e-learning platform, emails or dedicated discussion groups.
- Progress monitoring: Monitor learners' learning progress and track their engagement. Use the tools available on the e-learning platform, such as reports, test results or grading systems, to track learners' progress.
- Collaboration and interaction: Encourage learners to collaborate and interact with each other. You can create discussion groups, hold online workshops or use tools for collaborative document creation and editing.
- Adaptation of materials: tailor ELENE materials to your learners' needs. You can choose the right lessons, exercises and tasks that suit their level and interests.

It is important to nurture learner interaction, engagement and motivation during remote learning. The use of a variety of methods and tools, such as ELENE materials, can contribute to effective and efficient remote learning.

Benefits of distance learning

The percentage of seniors learning English as a foreign language is increasing. The reasons for learning English in the third period of life can vary: children and

grandchildren marrying foreigners, love for travelling, fighting memory loss and dementia, finding free time and so on.

Whatever the reason for learning English, the fact is that teaching English to seniors can be rather different from teaching children or younger adults. Some researchers, such as Morandi, point out that older people tend to remember old memories better than recent facts, while Abrisqueta-Gomez argues that older people are prone to a decline in processing speed, their resources in memory processing are reduced, they have age-related inhibition deficits and reduced cognitive control. In addition to all the factors mentioned, additional factors such as self-esteem, anxiety, stress and depression should be considered (Romário Monticelli Garcia, 2017).

Therefore, mentors teaching English as a second language to seniors should be very careful to design English lessons with their needs in mind. Creating a situated learning environment can, of course, be one of the appropriate methods to choose, and here are some examples of designing English classes for seniors using the situated learning method.

Remote learning using the ELENE platform comes with a number of benefits that contribute to effective and convenient learning. Here are some of the main benefits of remote learning using ELENE:

- Accessibility and flexibility: remote learning with ELENE allows learners to access learning materials anytime and from anywhere. They can learn according to their own schedule and pace, giving them greater flexibility and convenience.
- Rich and varied materials: the ELENE platform offers a wide range of learning materials, including texts, videos, interactive exercises, tests and much more. Learners have access to a variety of resources that support learning and develop different language skills.
- Interactivity and engagement: ELENE materials are interactive and engaging, helping learners to remain interested and engaged in the learning process. Through a variety of tools such as quizzes, interactive exercises, language games and dialogues, learners have the opportunity to actively participate and practice the language in realistic situations.
- Individualising learning: ELENE enables learning to be tailored to individual learners' needs and levels. Trainer/tutor can monitor learners' progress, track their performance and adapt materials and tasks based on their needs. This allows for a more personalised approach and optimal use of learning time.
- Technical support and interaction with trainer/tutor: The ELENE platform provides technical support for learners, who can consult with trainer/tutor if they have questions or concerns. Communication with trainer/tutor takes place through the platform, allowing for ongoing interaction and feedback.

- Progress tracking and assessment: ELENE enables trainer/tutor to monitor learners' progress, track their performance in quizzes and exercises and assess their achievement. This allows for individual support and assessment of learners' progress.

Learning remotely with ELENE brings many benefits, such as flexibility, variety of materials, interactivity, individualised learning, technical support and progress monitoring. It gives learners more control over their learning and allows them to access high-quality learning materials at a time and place convenient to them.



LESSON PLANS

Unit 1: At the airport

Topic

AT THE AIRPORT

Aims

In this unit, learners learn key vocabulary used at the airport, including taxi, airport, airplane, passenger, passport, check-in desk attendant, luggage, seats, boarding pass, flight information screen, take off, landing.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 1: AT THE AIRPORT

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=1Wo2mLEmdz8>
- <https://www.youtube.com/watch?v=KbMBGd97EC4>
- <https://www.youtube.com/watch?v=xyJhyoD2Qz4>
- <https://www.youtube.com/watch?v=SYpPoL5RZHAhttps://www.youtube.com/watch?v=2InnDJagwT0>

Introduction

The lesson begins with a warm up activity – discussion about previous experience of the participants with travelling by plane. It continues with watching

a video 'At the airport' and continues with comparing the word heard in the video and seen in the Unit 1 Section B of this lesson. The participants try to figure out the meanings of the words in this section. The lesson continues with role playing of some of the situations at the airport, first carried out by the mentor and one volunteer and then by all participants working in pairs. At the end, the mentor carries out a 'group' role play where all the participants are in the role of passengers and they are responding to the sentences said by the mentor.



Activity	Time	Instruction
SECTION A: Key vocabulary <i>Discussion: warm-up activity</i>	5 minutes	The mentor asks the participants to try to list some words they connect to the airport. They can be in their native language, but they can also use English expressions. The mentor writes all the expressions on the whiteboard in native language of learners. Afterwards he/she asks them to open the Unit 1 document and check the Section A – Key vocabulary and try to match the word on the whiteboard with the words written down in this section. They check the words together and add translations of the words that were not listed on the whiteboard.
SECTION B: What you might hear or see <i>Watching a video:</i>	5 minutes	The mentor explains the participants they are going to watch a video (https://www.youtube.com/watch?v=1Wo2mLEmdz8 or https://www.youtube.com/watch?v=KbMBGd97EC4) with some expressions in connection to the airport. He asks them to watch and listen to the video carefully and try to guess the meaning of some expressions heard in the video. After watching the video, they take a look at the expressions found in the manual in connection to the check in desk and discuss about the words and expressions they have heard.
SECTION B: What you might hear or see	10 minutes	The mentor asks the participants to take a look at the phrases in the connection to the security check. Afterwards the participants are divided into pairs. One person in the pair gets the translations of the English phrases, while the other person does not get



<i>Reading and discussing the phrases you hear during the security check</i>		them. The person with the translation of the phrases tries to mime the other person in the pair the activity described with the phrase and the other person tries to guess which activity it is. At the end of the activity all the participants double check the meaning of the phrases together with the mentor.
SECTION B: What you might hear or see <i>Watching a video:</i>	10 minutes	The mentor explains the participants they are going to watch a video (https://www.youtube.com/watch?v=SYpPoL5RZH Ahhttps) in which they will hear some airport boarding announcements. They should listen carefully and try to match the announcements they hear in the video with the announcement written down in the manual. They check the answers together.
SECTION C: What you might need to say or ask at this place <i>Find a suitable response</i>	10 minutes	The participants go through the phrases in the section and the mentor ask them to try to find some responses for the questions they see. They can be in their native language. At the end of the activity they check the response and try to find appropriate English phrases together.
SECTION D: Basic Dialogues at the airport <i>Role play</i>	10 minutes	Participants are divided into pairs. The mentor allocates each pair one of the dialogues in section D and tells them they have some time to practice and afterwards they will role play the dialogues in front of the rest of the class. After each pair role-plays on dialogue, the class discusses about the meaning of the dialogue and about the words and phrases that are new for them.
FINAL STEP: Exercises	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson.



Revision		When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>You can use this video https://www.youtube.com/watch?v=xyJhyoD2Qz4 to make the exercise with the airport announcements funnier. The participants will listen to really unclear announcements and try to guess what the announcers is saying. The mentor can make some jokes about the fact that airport announcements are often like this and check for the opinions of other participants.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=IwseC7JORfE</p>

Unit 2: On the plane

Topic

ON THE PLANE

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need to use on the plane.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 2: ON THE PLANE

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=GzF9ed1Cftg>
- <https://www.youtube.com/watch?v=VTU8hdMb8hE>
- <https://youtu.be/shGha68qLvY>

Introduction

The lesson begins with a warm up activity – guessing the meaning of the words found in the Key Vocabulary section of the manual. It continues with the exercise where the participants are trying to put sentences/expression into correct order and afterwards they watch a video with safety instructions on the plane. Afterwards the participants try to find appropriate expressions for possible issues



that can occur on the plane and in the following exercise they watch a video and afterwards role play the dialogues in Section D and check the unknown words/expressions. The lesson finishes with participant solving the exercise in the Final Step section.



Activity	Time	Instruction
SECTION A: Key vocabulary <i>Discussion: warm-up activity</i>	5 minutes	The mentor tells the participants to take a quick look at the words in the key vocabulary section. He/she explains that he/she is slowly going to tell them a description or a definition of each word in the key vocabulary section in English. Although they might not understand everything he/she is saying, they should try to match the description with the suitable word and picture in the Key Vocabulary section in the manual. After each description the participants try to guess the word together and they find the correct answer.
SECTION B: What you might hear or see <i>Correct sentence order</i>	10 minutes	Before the lesson, the mentor prints out the expressions/sentences from Section B and cuts the paper so that each expression/sentence is on a separate piece of paper. Participants are divided into pairs and each pair receives a set of these cut out expressions/sentences. The participants are asked to put the expressions/sentences into a correct order, in the sequence they would occur on the plane. They check the answers as well as the meaning of all expressions/sentences together.
SECTION B: What you might hear or see <i>Watching a video</i>	5 minutes	The mentor explains they are going to watch a video about the safety instructions on the plane. Participants should listen carefully and after they watch the video they discuss what are the rules on the plane and what passengers should do in case of emergency.
SECTION C: What you	10 minutes	The mentor prepares several issues a person may encounter on the plane:



<p>might need to SAY or ASK in this place</p> <p><i>Finding suitable expressions</i></p>		<ul style="list-style-type: none"> - you are thirsty - you have problems with storing your baggage - you would like to listen to some music - you need to clean/wipe your hands - you would like to pay for something - you are cold - you wish to seat somewhere else - you cannot find your seat. <p>He reads out the issues and asks the participants to find an appropriate expression to use in the Section B – Asking for something. They check the correct answers together and discuss the meaning of the expressions.</p>
<p>SECTION D: Basic Dialogues on the Plane</p> <p><i>Watching a video</i></p>	5 minutes	<p>The mentor explains the participants they are going to watch a video (https://www.youtube.com/watch?v=GzF9ed1Cftg) in which they will hear a conversation between a passenger and a flight attendant. They should listen carefully and try to find the similar conversation written down in the Section D.</p>
<p>SECTION D: Basic Dialogues on the Plane</p> <p><i>Role play</i></p>	10 minutes	<p>Participants are divided into pairs. The mentor allocates each pair one of the dialogues in section D and tells them they have some time to practice and afterwards they will role play the dialogues in front of the rest of the class. The mentor asks the participants to underline unknown words/phrases/expressions. After each pair role-plays on dialogue, the rest of the class listens.</p>
<p>SECTION D: Basic Dialogues at the airport</p> <p><i>Discussing new phrases,</i></p>	5 minutes	<p>The class discusses about the meaning of the underlined unknown words/phrases/expressions.</p>



words and expressions		
FINAL STEP: Exercises Revision	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		You can ask the participants to watch this video at home prior or after this lesson: https://youtu.be/shGha68qLvY (they choose the video Airplane Vocabulary. Explain them they will hear a very clear presentation of the expressions/items found on the airplane. For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=czZb4IKbJL4

Unit 3: Passport control

Topic

PASSPORT CONTROL

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need to use during the passport control.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 3: PASSPORT CONTROL

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- https://www.youtube.com/watch?v=e_utZiEsQd4
- <https://www.youtube.com/watch?v=sxXvQaPS3F8>
- <https://www.youtube.com/watch?v=3ZxuzipXEMw>

Introduction

The lesson begins with a warm up activity where the participants are trying to connect the cards with the words with corresponding cards with the pictures. The game is afterwards turned into a memory game where again the participants are trying to find corresponding cards. The exercise is followed by watching a short video where the participants are trying to catch some useful phrases in Section B and then they watch another video and try to do the same for the section C. Afterwards the participants work in pairs and try to play out the dialogues from the

Section D, while one participant has his/her manual open and is in the role of the passport officer and the other pair member has the manual closed and tries to find a suitable response to what the passport officer is saying. The lesson finishes with participants solving the exercise in the Final Step section.



Activity	Time	Instruction
<p>SECTION A: Key vocabulary</p> <p><i>Connecting words with pictures: warm-up activity</i></p>	10 minutes	<p>Prior to the lesson the mentor prepares one pile of flash cards with the images from the Key Vocabulary in the manual and one pile of cards with the words corresponding to the pictures. Participants are divided into pairs and each pair gets one pile of flashcards with images and one pile of cards with words. First the participants are asked to place the pile of cards with images on one side of the table and the other pile with words on the other side of the table. Both piles are turned face-up. The participants are asked to work in pairs and try to connect the correct words from one pile with the corresponding images from the other pile. One participant starts and tries to find the right pair and he/she keeps the card he/she has chosen. Then it is the other participant's turn. The game finishes when all the cards from both piles are selected. The mentor circles around the class and helps the participants to find the right matches and when everybody finishes, they check the correct answers together.</p>
<p>SECTION A: Key vocabulary</p> <p><i>Connecting words with pictures: memory game</i></p>	15 minutes	<p>The mentor explains that now they are going to use the cards from the previous exercise for a memory game. Participants are now divided into group of four people. Again one pile of cards is placed on one side of the table and the other on the other side of the table, but this time all the cards are put face-down. One player starts and turns one card from the pile of cards with words and then tries to find a corresponding card from the pile of cards with pictures. If he/she succeeds, he/she keeps the cards and it is again his/her turn. If he/she does not succeed, both cards are placed back on the piles face-down on the exact same spot. Afterwards it is the other player's turn. The game finishes when all</p>



		the cards have been collected by the players and the winner is the person with the most cards.
SECTION B: What you might hear or see <i>Discussing the meaning of sentences and watching a video</i>	10 minutes	The mentor asks some participants to read aloud the sentences written in the Section B. They discuss the meaning of the sentences together. Afterwards the mentor explains they are going to watch a short video (https://www.youtube.com/watch?v=e_utZiEsQd4) and they should listen carefully and find an example of possible responses to at least one of the sentences discussed.
SECTION C: What you might need to SAY or ASK in this place <i>Watching a video and matching the expressions</i>	5 minutes	The mentor explains to the participants they are going to watch a video (https://www.youtube.com/watch?v=3ZxuzipXEMw). Before watching the video, the participants are asked to read the expressions written in Section C. While watching the video the participants should mark the expressions they hear in the video in the Section C. After watching the video, they discuss which expressions they heard and check their answers.
SECTION D: Basic Dialogues at Passport Control <i>Role play</i>	10 minutes	Participants are divided into pairs. Each pair chooses one of the conversations from Section D. They are asked to read the conversations carefully. Afterwards, one of the pair member can have his/her manual open, the other pair member is asked to close the manual. The participant with the open manual is reading out the passport officer's statements/questions and the other member tries to reply. If the participant replying has some difficulties, the other pair member can help with some clues.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with



		the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>You can ask the participants to watch this video at home after the lesson: https://www.youtube.com/watch?v=sxXvQaPS3F8. It is a very useful video for repeating common phrases from the first three lessons.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=Ed1_IQVL8w0</p>

Unit 4: Going through customs

Topic

GOING THROUGH CUSTOMS

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need to use while going through customs.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 4: GOING THROUGH CUSTOMS

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=RFV0hZpmmr4&t=45s>
- <https://www.youtube.com/watch?v=JxgFPHiMKs8&t=61s>

Introduction

The lesson begins with a warm up activity where the participants are discussing the items allowed at the customs control and about declaring items. Afterwards they watch a video with possible questions at the customs control and practise their pronunciation. Then they watch another video where they hear possible answers to the questions heard in the previous video. In the next exercise they practice creating the questions and before doing the Final step section they are roleplaying the dialogues between the customs officer and the passenger.





Activity	Time	Instruction
SECTION A: Key vocabulary <i>Discussion:</i> <i>warm-up activity</i>	5 minutes	The mentor and participants discuss what is allowed and what is not allowed to bring through customs, what are the things you need to declare, has anybody had any unpleasant experience at the customs and similar. They check the words in the Section A and try to determine in pairs which items should be declared at the customs, what is the limited amount of some items to go through customs and which items could be prohibited. Afterwards they exchange their thoughts and go through the meaning of all the words in Section A.
SECTION B: What you might hear or see <i>Watching a video,</i> <i>practising pronunciation</i>	10 minutes	Participants are asked to go through the questions and sentences in Section B. If they can, they can try to guess the meaning of the questions. After reading they watch the first minute of the video (https://www.youtube.com/watch?v=RFV0hZpmmr4&t=45s) where they hear some of the questions. First they watch the entire video and they try to find the sentences heard in the video in the Section B of the manual. Afterwards the video is watched again, but this time the mentor stops the video after every question and the participants try to repeat it to practice their pronunciation. Afterwards they discuss the meaning of the questions together.
SECTION B: What you might hear or see <i>Watching a video</i>	15 minutes	The mentor explains to the participants they are going to watch a 7-minute video (https://www.youtube.com/watch?v=JxgFPHiMKs8&t=61s). In the video they will hear possible answers and reactions to the questions/statements in Section B. They try to note them down or to remember as many as possible. After watching the video, they discuss what they have written down or memorized.
SECTION C: What you might need to SAY or ASK in this place	10 minutes	Participants are divided into pairs. They go through possible answers written down in Section C and try to write suitable questions from these answers. When all pairs finish, they all read out their dialogues and the mentor helps with correcting any mistakes.



Creating questions			
SECTION D: Basic Dialogues for Going Through Customs Role Play	10 minutes	<p>First the mentor asks the participants to read the dialogue in Section D. Then, the participants are placed in a line and the mentor takes over the role of the customs officer. Each participant steps to the customs officer and is asked one question which he/she answers and steps forward so that the other participant can come to the customs officer. When each participant has answered one of the questions, one of the participants can take over the role of the customs officer and the game continues in the same way. The game finishes when all the participants have taken over the role of the customs officer.</p>	
FINAL STEP: Exercises Revision	10 minutes	<p>The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.</p>	
ADDITIONAL TIPS		<p>You can ask the participants to watch the rest of the first video at home after the lesson: https://www.youtube.com/watch?v=RFV0hZpmmr4&t=45s It is a very useful video for repeating common phrases from the first four lessons.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=K46DsdAbjkg</p>	

Unit 5: Baggage reclaim

Topic

BAGGAGE RECLAIM

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need to use during the baggage reclaim.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 5: BAGGAGE RECLAIM

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- https://www.youtube.com/watch?v=BPTBUw_Ss8I&t=3s
- https://www.youtube.com/watch?v=jiBHZ_rqHB8

Introduction

The lesson begins with a warm up activity where the participants discuss their experience with the lost baggage. This is followed by watching a short video, first with and afterwards without subtitles. In the next exercise, the mentor mimes out word from the Section A, while the participants try to guess the words. Afterwards they go through the questions in Section B and try to come up with suitable answer, which is followed by participants trying to form their own dialogues.



Afterwards they watch a longer video with various situations at the airport and they finish up with doing the exercise in the Final Step section of the lesson.

Activity	Time	Instruction
<i>Discussion: warm-up activity</i>	5 minutes	The mentor and participants discuss if any of the passengers has ever had his baggage lost. If yes, what did he/she have to do at the arrival to claim it, how long did it take to get his/her baggage back, did it happen on the departure to their destination or at the arrival back home, how they felt when this happened and similar. If nobody has experienced this, the mentor gives his example or they discuss the hypothetical situation.
<i>Watching a video</i>	5 minutes	The mentor explains to the participants they are going to watch a short video of the situation where a passenger's baggage is lost (https://www.youtube.com/watch?v=BPTBUw_Ss8I&t=3s). First part of the video is with English subtitles and afterwards they will watch the same situation again but without the subtitles. After watching the video, the participants discuss what they have heard and they tell the mentor which was easier for them – watching the video with or without the subtitles.
SECTION A: Key vocabulary <i>Charade</i>	10 minutes	The participants are asked to take a look at the words and the pictures in Section A of the manual. They try to memorize as many words as possible. Afterwards the mentor asks them to close the manual. He/she tries to mime the word from Section A and the participants try to guess the word. Each participant that guesses the word in his/her native language, gets 1 point, and if he/she says the English word for it, he/she gets 2 points. The winner is the participant with the highest score.
SECTION B: What you might hear or see	10 minutes	Participants go through the questions together with the mentor and try to determine the meaning. At the same time, they try to form some possible responses to the questions together.
SECTION B: What you	15 minutes	Participants are asked to imagine that they have arrived to their final destination and they realize their bags have lost. In pairs they use the sentences/questions/phrases from



<p>might hear or see</p> <p>and</p> <p>SECTION C: What you might need to SAY or ASK in this place</p> <p><i>Creating dialogues</i></p>		<p>Section B and Section C of lesson to create a meaningful dialog. The mentor walks around the class and helps participants to form the dialogue. When everybody finishes, they read their dialogues to the rest of the class.</p>
<p>SECTION D: Basic Dialogues for Baggage reclaim</p> <p><i>Role Play</i></p>	<p>10 minutes</p>	<p>The participants are explained that they will watch a longer video (https://www.youtube.com/watch?v=jiBHZ_rqHB8) presenting different situations while travelling on a plane (from checking in, being on the plane, arriving, ...). While they will watch the video, they try to define which situation is presented in the video that can also be found in Section D of this lesson. After watching the video, they discuss which situation they saw and some participants are selected to play out both dialogues in Section D.</p>
<p>FINAL STEP: Exercises</p> <p><i>Revision</i></p>	<p>10 minutes</p>	<p>The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.</p>
<p>ADDITIONAL TIPS</p>		<p>Ask the participants to watch the second video (https://www.youtube.com/watch?v=jiBHZ_rqHB8) at home. Ask them to pause the video after each sentence and try to repeat it to practise pronunciation.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=uF0B5ECOsI0</p>

Unit 6: At the hotel

Topic

AT THE HOTEL

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need to use at the hotel.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 6: AT THE HOTEL

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=wyqfYJX23lg>
- <https://www.youtube.com/watch?v=684W6lo8JTw>

Introduction

The lesson begins with watching a short video with common phrases from the hotel. It continues with the mentor asking simple questions, corresponding to the key vocabulary in Section A. Afterwards they watch another video with a man checking in at the reception. This video is watched twice, corresponding to Section B in this unit.



This is followed by forming question with can and before starting with the exercise the participants try to role play the dialogues in Section D.

Activity	Time	Instruction
<i>Warm-up activity</i>	10 minutes	The lesson starts with a short video where the participants get acquainted with new vocabulary that could be needed at the hotel (https://www.youtube.com/watch?v=684W6lo8JTw). After watching the video, they discuss the words and check if all the meanings of the words are clear.
SECTION A: Key vocabulary <i>Short answers</i>	5 minutes	Participants are asked to go through the words in Section A. When they finish, the mentor asks them a few questions in connection to the words in very slow pace, so that they all understand approximate meaning of the questions. <i>The questions can be the following:</i> - <i>What do you need to unlock the door of the hotel room?</i> - <i>What types of rooms do you know?</i> - <i>What can you use if you are on the 7th floor of the hotel and you do not want to climb the stairs?</i> - <i>What is the place where you can sit down and read a newspaper inside of the hotel, usually near the reception?</i> - <i>What do you need when you are cold when you go to bed?</i> - <i>Where can you check in at the hotel and get your key?</i> - <i>Where can you put your extra cash, jewellery or documents to keep them safe?</i> - <i>What is another expression for making a reservation?</i> - <i>What can you use during the summer when it is very hot in your room?</i>



		<ul style="list-style-type: none"> - What do you order if you wish to have your breakfast in your room? - Where can you have lunch or dinner? - Where do you put your head when you go to sleep?
<p>SECTION B: What you might hear or see</p> <p><i>Watching a video</i></p>	5 minutes	<p>The mentor explains to the participants they are going to watch a short video where a man is checking in the at the reception desk (https://www.youtube.com/watch?v=wyqfYJX23lg). He/she tells the participants they are going to watch the video twice. First the video will be with subtitles. The participants try to catch and note down as much information as possible, but mostly they try to recognize what problem the man has at the beginning of the video. After watching the video for the first time, participants discuss what they have heard in the video and determine the problem the man has.</p>
<p>SECTION B: What you might hear or see</p> <p><i>Watching a video/ matching sentences</i></p>	10 minutes	<p>The participants are told they are going to watch the video from the previous exercise again. But before that, they are asked to go through the sentences/questions in Section B and discuss the possible meaning of them in pairs. After they finish, the mentor explains that they will watch the video and that they should find the questions/sentences in Section B similar to the ones in the video and try to note down the man's answers/replies. The video can be stopped in between so that the participants have enough time to note down sentences and also it is recommendable the subtitles in English are turned on since this will make the writing of the words easier. When they finish watching the video, they discuss their answers and the meaning of all sentences.</p>
<p>SECTION C: What you might need to SAY or ASK in this place</p>	10 minutes	<p>Participants go through the expressions in Section C together. They revise the use of the modal verb 'can' together and are asked to write down some questions using can to ask for something. They are advised to use the words from the Section A of this</p>



		unit. When they finish, they check their sentences together with the mentor.
SECTION D: Basic Dialogues at the hotel <i>Role Play</i>	10 minutes	Participants are divided into pairs. Each pair chooses one of the dialogues from Section D. One pair member takes over the role of the receptionist and the other the role of the visitor. First they practise reading the dialogues, while the mentor helps each pair with new words. After they have gone through the dialogues several times, all the participants are asked to close their manuals. They try to act out their dialogues without reading. If they have troubles, the mentor helps. At the end of each dialogue the meanings of the phrases are discussed.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>If there is a hotel in your town, try taking the participants there. You can prearrange everything with the hotel staff and ask them to speak with your participants in English and role play some of the possible situations with them. The advantage of hotels is that usually the staff there speaks English very well.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=zdWSDvosGC0</p>

Unit 7: Taxi

Topic

TAXI

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need for ordering/taking a taxi.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 7: TAXI

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=1vCDDWi0LJA>

Introduction

The lesson begins with a warm up activity where participants check the meaning and the pronunciation of the word in Section A of the unit. This is followed by an exercise where participants are forming short dialogues based on the information they received on a sticker note. Afterwards they watch a short video of a man taking a taxi, which is followed by a fun exercise with 'taxi stations' where participants play out various dialogues. The lesson is finished by revising the content and solving exercise in the Final step section.





Activity	Time	Instruction
SECTION A: Key vocabulary <i>Word meaning and pronunciation</i>	5 minutes	Participants go through the key vocabulary in Section A together with the mentor and check the pronunciation of the words.
SECTION B: What you might hear or see <i>and</i> SECTION C: What you might need to SAY or ASK in this place <i>Creating dialogs</i>	15 minutes	Participants are divided into pairs. The mentor prepares short info stickers for each pair. One pair member is in the role of the taxi driver and is asked to take a look at the questions/statements in Section B of this unit. The other pair member checks the information written on the info sticker. There, he/she will find the time of his/her flight, the current time, the location he would like go to... After both pair members check their information, they are asked to use the information to form short dialogues using the information from the info stickers, helping themselves also from the expressions from the Section C. The mentor circles around the calls and helps them, afterwards each pair presents their dialogue to the rest of the class.
SECTION D: Basic Dialogues for taking a taxi <i>Watching a video</i>	10 minutes	Participants watch a short video of a man taking a taxi. They watch the video twice, first without the subtitles and immediately afterwards the same video with the subtitles. They are asked to try to guess the meaning of the sentences and discuss their findings with the rest of the class.
SECTION D: Basic	10 minutes	Participants are asked to go through the dialogues in the Section D. They underline the expressions they do not understand. Afterwards 4 'taxi stations'



Dialogues for taking a taxi		are formed. 4 participants take over the role of a taxi driver. Each 'taxi driver' goes to one corner of the room. The rest of the participants take over the roles of passengers. They circle around the classroom from one taxi driver to another, and try to play out various situations from the Section D of the lesson.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		You can also explain the use of taxi/Uber/Bolt mobile applications to your participants, using the English version of the applications. For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=TzGC1DsQkvU

Unit 8: At the museum

Topic

AT THE MUSEUM

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need at the museum.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 8: AT THE MUSEUM

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=rXFLNTIG4BI&t=330s>
- <https://www.youtube.com/watch?v=ww8FkvuhMRU>
- <https://www.youtube.com/watch?v=tvkkUQtH28g&t=14s>

Introduction

The lesson begins with a warm up activity of watching a video with some questions which are useful if you wish to call the museum prior to visiting it. Then the participants watch another video, containing vocabulary from the Section A. Afterwards participants guess what is allowed at the museum and what is not, then they put together possible questions at the museum with possible answers. When they finish this exercise, the mentor takes over the role of the visitor and



the participants take over the role of employees and they are role playing different situations from the Section D and when every participant has taken his/her turn, the roles are switched: the mentor becomes an employee and participants are visitors. The lesson finishes with revising the content by solving exercise in the Final step section.



Activity	Time	Instruction
<i>Warm-up activity</i>	10 minutes	The unit opens with the mentor explaining to the participants that prior to actually going to the museum we can call and ask for certain information. He/she asks the participants what possible information would they like to know before they visit a museum. They give suggestions and afterwards they watch a part of the video (https://www.youtube.com/watch?v=rXFLNTIG4BI&t=330s - from 1.05 to 2.27 minute) and find out if any of the questions/statements in the video match their ideas from before. They discuss the meaning of the questions/statements.
SECTION A: Key vocabulary <i>Watching a video/Word meaning</i>	5 minutes	The mentor explains that the participants are going to watch a part of a video (https://www.youtube.com/watch?v=ww8FkvuhMRU from 2.10 to 4.50 minute) containing museum vocabulary. While watching the video, they thicken the words in Section A which they hear in the video. Afterwards they check which words they have heard, discuss their meaning and talk about the rest of the words in this section.
SECTION B: What you might hear or see	5 minutes	Participants take a look at the symbols in pictures in Section B and try to guess what is forbidden inside the museum. Afterwards they read out loud the rest of the sentences in this section, try to determine the meaning and try to find suitable reactions/responses to them.



SECTION C: What you might need to SAY or ASK in this place <i>Connecting sentences/for ming dialogues</i>	10 minutes	Prior to the class, the mentor prepares possible answers for the questions in Section B of this unit. He/she cuts the questions from the Section C and possible answers and mix the pieces of paper. The participants are divided into pairs and each pair gets pieces of paper with questions and possible answers. They are asked to connect questions with suitable answers. When everybody finishes, they check the answers together.
SECTION D: Basic Dialogues at the museum <i>Role play</i>	10 minutes	Participants are asked to read the dialogues in the Section D in pairs. When they finish, three pairs are asked to read the dialogue out loud for the rest of the class to practise pronunciation. Afterwards the mentor tells them that he will take over the role of a visitor and ask the first participant to take over the role of the employee at the museum. The mentor starts role playing one of the situations from the Section D and the participants tries to respond. When the first participant answers some of the questions, another participant is asked to take over the role of the employee. The exercise finishes when all participants have taken over the role of the employee.
SECTION D: Basic Dialogues at the museum <i>Role play</i>	10 minutes	The exercise is similar to the previous one, but now the mentor takes over the role of the employee and the participants take over the role of visitors.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next



		exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>You can tell the participants to watch the rest of the first video https://www.youtube.com/watch?v=rXFLNTIG4BI&t=330s to learn some additional facts and words about the museum.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=hvpZPG8TKdk</p>

Unit 9: At a restaurant

Topic

AT A RESTAURANT

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need at a restaurant.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 9: AT A RESTAURANT

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=vZ-Bgf1md4g>
- <https://www.youtube.com/watch?v=EnO9nwrRVJw&t=396s>
- <https://www.youtube.com/watch?v=Q1Tya5MGPfU>

Introduction

The lesson begins with a warm up activity where participants place the words from the Section A into suitable word categories. Afterwards, they watch a video and are divided into two groups, one representing a waiter and one a guest and try to reply to questions with suitable response. During the rest of the lesson participants practise various situations at the restaurant at a made up restaurant, exchanging



parts of being guests and waiters. The lesson finishes with revising the content by solving exercise in the Final step section.

Activity	Time	Instruction
<p>SECTION A: Key vocabulary</p> <p><i>Warm-up activity</i></p>	10 minutes	<p>Participants are asked to place the words in Section A in the following categories:</p> <p>Type of dish/food</p> <p>Restaurant staff</p> <p>Items/objects found at a restaurant</p> <p>When everybody finishes, they check the answers and discuss the meaning of the words.</p>
<p>SECTION B: What you might hear or see</p> <p><i>and</i></p> <p>SECTION C: What you might need to SAY or ASK in this place</p> <p><i>Watching a video</i></p>	10 minutes	<p>The mentor explains that the participants are going to watch a video (https://www.youtube.com/watch?v=vZ-Bgf1md4g). But before that, the class is divided into two. The first half of the class is asked to read the Section B of the lesson, while the second half of the class is asked to read the Section C of the unit. They should first determine who says the sentences/questions at the restaurant in section B and who in Section C (a waiter or a customer). When they determine, the mentor plays the video, while the participants check their section while watching the video and try to mark the questions/sentences they hear in the video. They check the answers together, as well as their meanings.</p>
<p>SECTION B: What you might hear or see</p> <p><i>And</i></p> <p>SECTION C: What you</p>	10 minutes	<p>Participants will now use the sentences/questions from the previous exercise to form dialogues. One of the participant is asked to read out one of the questions a waiter could ask, and another participant is asked to reply with one of the possible answers that a guest might give. Then the second participant is asked to choose another question and again another participants is asked to answer. The exercise finishes when all the participants have taken their turn.</p>



might need to SAY or ASK in this place <i>Role play</i>		
<i>Watching a video / Writing down information</i>	5 minutes	The mentor explains participants are going to watch a part of the video - (https://www.youtube.com/watch?v=EnO9nwrRVJw&t=396s from the beginning to 2.04 minute). They pretend to be waiters and try to write down the information from the guest and put it in the reservation book (name, type of table, date...). They check the answers together and discuss the phrases used in the video.
SECTION D: Basic Dialogues at a restaurant <i>Role play</i>	15 minutes	Participants are divided into groups of 3 or 4. The classroom is turned into a restaurant with several tables. Participants first read the dialogues in the Section D and afterwards divide the roles (some participants are guests and one of the participants is a waiter). They role play several situations, adding new and their own information. They change the roles, so that each participant takes over the role of the waiter and the role of the guest. The mentor walks around the class and checks if the pronunciation and the use of words is correct. First they practice with the guidebook open and afterwards they try to close it and create the sentences in their own.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		You can tell the participants to watch the following video https://www.youtube.com/watch?v=Q1Tya5MGPFU at home to repeat and learn some words and phrases used at a restaurant.



		For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=HIPdTHhBlzU
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Unit 10: At the train station

Topic

AT THE TRAIN STATION

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need at the train station.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 10: AT THE TRAIN STATION

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=nSaVzujGlj4&t=10s>

Introduction

The lesson begins with a warm up activity where participants are trying to recognize the words from Section A which are being read out by the mentor. It continues with checking the statement in Section B and watching a video to discover and explain additional new vocabulary. Then they try to find suitable responses from the Section C to match several situations prepared by the mentor. The next lesson is getting to know different forms of dialogue and practising them. The lesson finishes with revising the content by solving exercise in the Final step section.





Activity	Time	Instruction
SECTION A: Key vocabulary <i>Warm-up activity</i>	10 minutes	Prior to the lesson the mentor prepares a list of words, including all the words from Section 1 of this unit, but also adding mixed words from previous exercise. He/she reads out all the words (in mixed order) and the participants need to say BINGO every time they find the word written down in the Section A of this unit.
SECTION B: What you might hear or see <i>Watching a video / new vocabulary</i>	10 minutes	Participants go through the statements/questions together with the mentor. With the help of watching a part of the video (https://www.youtube.com/watch?v=nSaVzujGij4&t=10s from 4.43 to the end) expressions such as one-way, return ticket, delayed... are discussed.
SECTION C: What you might need to SAY or ASK in this place <i>Finding suitable responses</i>	10 minutes	The mentor prepares a few situations a passenger may stumble upon at the train station and participants are asked to connect them with the expressions in Section C they would use in these situations. <i>Some examples of situations:</i> <ul style="list-style-type: none"> - You would like to buy a train ticket from an actual person working at the train station but you do not know where - You would like to buy a ticket using a machine but you cannot find it - You would like to make a reservation - You do not know where your train departs - You have one hour to wait for your train and it is cold outside - You would like to buy a ticket – what do you say? - You are not sure if you need to change trains to reach your final destination - You need to change trains but you are not sure where



		<ul style="list-style-type: none"> - <i>You would like to find out how long the journey takes</i> - <i>You have lost your bag</i> - <i>There is something wrong with the ticket machine</i>
SECTION D: Basic Dialogues at the train station <i>Role play</i>	15 minutes	Participants are divided into pairs. Each pair is given one dialogue from the Section D to read, discuss and analyse. They are given a few minutes to go through the dialogues and underline the unknown words, which are explained by the mentor, who is circling around the classroom. When they know all the words, each pair is asked to play out the dialogue there were given at the beginning of the exercise. Other participants listen and when the first couple ends the conversation, the mentor ask for a volunteer that would take over the role of the passenger in the previous dialogue from the first couple. He/she can try it with using the manual or without it. Then it is the next couple's turn.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		You can tell the participants to watch the entire video https://www.youtube.com/watch?v=nSaVzujGlj4&t=10s at home to repeat and learn some words and phrases used at the train station. For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=BTLt5Rwzo2M

Unit 11: At the coffee shop

Topic

AT THE COFFEE SHOP

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need at the coffee shop.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 11: AT THE COFFEE SHOP

Whiteboard

Computer with internet access and speakers

Projector


Videos:

- <https://www.youtube.com/watch?v=2VeQTuSSil0&t=9s>
- <https://www.youtube.com/watch?v=Xrh4y45qmOA&t=173s>

Introduction

The lesson begins with a warm up activity where participants watch a video and try to find out some information from it. Then they think about the things they would like to order if they were at the coffee shop at that moment. This is followed by connecting the expressions from Section B to the ones in Section C. Afterwards they watch the rest of the video to learn some useful phrases for ordering at the coffee shop and do some exercise in the video. Before doing the final revision exercise, they form dialogues from the information given to them by the mentor

and with the help from phrases from the dialogues in Section D. The lesson finishes with revision of the content by solving exercise in the Final step section.

Activity	Time	Instruction
 <p><i>Warm-up activity / watching a video</i></p>	10 minutes	The mentor explains that the participants are going to watch a part of a video (https://www.youtube.com/watch?v=2VeQTuSSil0&t=9s from the beginning to 1.51 minute) where two people order something at a restaurant. They should listen carefully and note down what they order and how much they pay. They compare their answers after watching the video. If needed, they can watch the video twice, first without and then with subtitles.
<p>SECTION A: Key vocabulary</p> <p><i>New vocabulary</i></p>	5 minutes	Participants are asked to imagine they are at a coffee shop. They should check all the words in the Section A and decide what they would like to order if they had the possibility that moment. They check their answers and discuss the meaning and the pronunciation of all the words in the Section A.
<p>SECTION B: What you might hear or see</p> <p><i>and</i></p> <p>SECTION C: What you might need to SAY or ASK in this place</p> <p><i>Finding suitable responses</i></p>	10 minutes	<p>Participants are divided into pairs or small groups. They check the statements/questions in the Section B and in Section C of the lesson. They discuss the meaning of each statement/question in the group, while the mentor is circling around the class helping them.</p> <p>When they know the meaning of all statements, they try to match the questions/statements with suitable sentences in Section C. If they cannot find a match, they try to come up with their own responses in the group.</p> <p>When everybody finishes, they check their answers and suggestions together.</p>



Watching a video	10 minutes	<p>Participants watch the second part of the video (https://www.youtube.com/watch?v=2VeQTuSSiI0&t=9s – from 2.42 to 3.23 minute). They learn some expressions to use while ordering something at a coffee shop. They discuss the phrases and their use together with the mentor.</p> <p>Afterwards they continue to watch the video and try to fill out the missing part of the video with expressions learnt in the lesson so far.</p>
SECTION D: Basic Dialogues at the coffee shop <i>Role play</i>	15 minutes	<p>Participants are divided into pairs. Each pair is given a piece of paper with a description of the things a person wishes to order at the coffee shop, the prices, additional information to ask, answer... Each pair can choose one of the dialogue from Section D for which they feel would be the most suitable for the information they have on their piece of paper. They conduct a conversation between a waiter and a customer using the information from their pieces of paper and the expression from the chosen dialogue.</p> <p>When everybody is prepared, each pair performs the dialogue for the rest of the class.</p>
FINAL STEP: Exercises <i>Revision</i>	10 minutes	<p>The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.</p>
ADDITIONAL TIPS		<p>You can tell the participants to watch the video https://www.youtube.com/watch?v=ESk3eq-TZaY at home to repeat and learn some words and phrases used at the coffee shop.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=BTLt5Rwzo2M</p>

Unit 12: In the city

Topic

IN THE CITY

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need in the city.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 12: IN THE CITY

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- https://www.youtube.com/watch?v=JWtnRIPf5_g
- <https://www.youtube.com/watch?v=kj5MBxBO14U>

Introduction

The lesson begins with a warm up activity where participants learn new words. Then they try forming sentences that are true for their cities. Afterwards they watch a video where some parts are missing and try to fill in the blanks. Then they watch another video where giving instructions is presented and they revise using the imperative. After this exercise participants practise giving directions in the city. The lesson finishes with revising the content by solving exercise in the Final step section.





Activity	Time	Instruction
SECTION A: Key vocabulary <i>Warm-up activity/New vocabulary</i>	5 minutes	The participants are asked to check the words in Section A and mark the things that can be found in their town. Afterwards they discuss all the words together with the mentor.
SECTION B: What you might hear or see	10 minutes	Participants check the sentences in Section B and try to change them in such a way that they are true for their town. They check their answers together.
SECTION C: What you might need to SAY or ASK in this place <i>Watching a video</i>	10 minutes	Participants go through the statements in Section C together with the mentor. They discuss the structure of the sentences and afterwards they are explained they are going to watch a video (https://www.youtube.com/watch?v=JWtnRIPf5_g) with conversations of people asking for some locations in the city. The sentences heard in the video are also written down in the video but some parts are missing, so their job is to fill out the blank spaces with the words they hear in the video. They watch the video twice, first without the subtitles, then again with the subtitles. They check the answers together.
SECTION D: Basic Dialogues in the city <i>Watching a video</i>	10 minutes	Participants watch a part of a video (https://www.youtube.com/watch?v=kj5MBxBO14U from the beginning to 3.22 minute). They are asked to give special attention to the parts where a person is giving directions to the tourist. After watching the video, they discuss the forms of directions, with focus on the Imperatives.



SECTION D: Basic Dialogues at the in the city <i>Role play/Giving directions</i>	15 minutes	After watching the video, the participants are divided into pairs and are asked to read the Asking for directions part of Section D. The mentor gives them a map of a city and circles where a person is located in the city and the location where he/she would like to go. They are asked to play role the situations with the help of Asking for directions part of Section B. One person in the pair gives the instructions and the other responds to them, either by thanking or asking additional questions. When all the pair finish, they swipe the maps and start a new role play. The roles of the pair members are switched.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		Suggest the participants to read the rest of the dialogues in Section D and try to find the meaning of new words in a dictionary. For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=zrhrS22jIAM

Unit 13: On the bus

Topic

ON THE BUS

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need on the bus.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 13: ON THE BUS

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=j3J3sykmi5A&t=1s>
- <https://www.youtube.com/watch?v=6qcUT4zP3qs&t=203s>

Introduction

The lesson begins with a warm up activity where participants try to guess the word described by the mentor from Section A of the unit. It continues with matching questions/statements prepared by the mentor to the questions/statements from Section B. Afterwards participants watch a video and try to answer some questions. Before doing exercise the classroom is divided into different stops where participants play out different situations. The lesson finishes with revising the content by solving exercise in the Final step section.





Activity	Time	Instruction
SECTION A: Key vocabulary <i>Warm-up activity/New vocabulary</i>	5 minutes	The mentor slowly tells the participants descriptions of the words in Section A. They listen carefully and try to guess which word he/she is describing.
SECTION B: What you might hear or see <i>Connecting sentences</i>	10 minutes	Before the class, the mentor prepares pieces of paper questions/statements corresponding to the questions/answers in Section B. The participants are asked to connect the questions/answers in Section B with corresponding questions/answers on pieces of paper. <i>Some suggestions for the questions/answers are the following:</i> <ul style="list-style-type: none"> - <i>What is the next stop?</i> - <i>One-way, please.</i> - <i>Oh, I am so sorry, I did not see the sign, here, please, sit down.</i> - <i>Why didn't the bus stop at the previous station?</i> - <i>Excuse me, can you help me, I wanted to go to Kingston Street, but now I think we are driving in the wrong direction.</i> - <i>Which bus should I take to go to the King's Street?</i> - <i>Do I need to do anything with this ticket?</i> - <i>Oh, but I haven't eaten for ages, I have just arrived to the city by plane.</i>
SECTION C: What you might need to SAY or ASK in this place <i>Watching a video</i>	15 minutes	The mentor explains to the participants that they are going to watch a video (https://www.youtube.com/watch?v=j3J3sykmi5A&t=1s) of some people taking a bus. They should listen carefully and try to answer the following questions: <ul style="list-style-type: none"> - <i>Where do they want to go?</i> - <i>Which bus should they should take?</i> - <i>When does the next bus arrive?</i> - <i>What is the price of the bus ticket?</i> - <i>Where these people cannot seat on the bus?</i>



		<p>- <i>Where is the lady on the bus who is worried to get lost going?</i></p> <p>After watching the video, they compare their answers and discuss the rest of the phrases in Section C.</p>
<p>SECTION D: Basic Dialogues on the bus</p> <p><i>Role play</i></p>	20 minutes	<p>The classroom is divided into the following stops:</p> <ul style="list-style-type: none"> - At the bus stop - At the ticket office - Missing the bus stop - Transfer to another bus - On the bus <p>In each part there is a paper with one dialogue from Section D. Participants are divided into pairs and they circle around the classroom, stopping at each stop, studying the dialogue and acting it out. They can use the paper with the dialogue or they can try to corm their own dialogues. The mentor helps them.</p>
<p>FINAL STEP: Exercises</p> <p><i>Revision</i></p>	10 minutes	<p>The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.</p>
ADDITIONAL TIPS		<p>Suggest the participants to watch the following video at home to listen and practise to some dialogues on the bus:</p> <p>https://www.youtube.com/watch?v=6qcUT4zP3qs&t=203s</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=oDCMnHZnDqo</p>

Unit 14: At the clothes shop

Topic

AT THE CLOTHES SHOP

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need at the clothes shop.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 14: AT THE CLOTHES SHOP

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=b5t9K-Mb7wc&t=310s>
- <https://www.youtube.com/watch?v=nBtyWrwahWo>
- <https://www.youtube.com/watch?v=Chm4tU1tOlo>

Introduction

The lesson begins with a warm up activity where participants watch a video and answer some questions. Then another video is watched and participants use the words from the video to form different dialogues. Afterwards they watch the third video and try to mark the words/expressions they hear in the video in the manual. The classroom is then turned into different shops where participants practise different dialogues. The lesson finishes with revising the content by solving exercise in the Final step section.





Activity	Time	Instruction
Warm-up activity/Watching a video	10 minutes	<p>The mentor explains that the participants are going to watch a video (https://www.youtube.com/watch?v=b5t9K-Mb7wc&t=310s). They should listen carefully and try to answer some questions.</p> <p><i>Some examples of the questions:</i></p> <ul style="list-style-type: none">- <i>What does she want to buy at first?</i>- <i>What colours does she like?</i>- <i>What colour does she buy?</i>- <i>Does she buy a small size?</i>- <i>How much is it?</i>- <i>What else does she buy?</i>- <i>What size is the second thing she buy?</i>- <i>What colour is the second thing she buys?</i> <p>After they check the answers together, they discuss the construction of the phrases used in the video.</p>
SECTION A: Key vocabulary and SECTION B: What you might hear or see New vocabulary	10 minutes	<p>The participants watch the video again (https://www.youtube.com/watch?v=b5t9K-Mb7wc&t=310s). Before watching, each participants chooses two items from the Section A and while watching the video, which can be stopped in between, they try to form short dialogues, using these two items instead of the ones mentioned in the video.</p> <p>They can also use the phrases from Section B, which are discussed before watching the video.</p>
SECTION C: What you might need to	10 minutes	<p>The participants go through the expressions in Section C and discuss the use and the meaning of the sentences/phrases. The mentor explains they are going to watch a video</p>



SAY or ASK in this place <i>Watching a video</i>		https://www.youtube.com/watch?v=nBtyWrwahWo) and try to find some of the expressions from Section C in the video. If they hear the same or similar expression, they should mark it in the manual. They check the answers together.
SECTION D: Basic Dialogues on the bus <i>Role play</i>	20 minutes	The classroom is turned into 6 shops. Each shop represents one of the dialogues from Section D. Each shop has a shop assistant played by the participants; other participants are customers and are visiting the shops. They use the manual to play out the dialogue allocated to each shop. The mentor circles around the classroom and helps with pronunciation. When all participants have made a circle around all shops, other participants take over the roles of shop assistants.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		Suggest the participants to watch the following video at home to listen and practise to some dialogues at the shop: https://www.youtube.com/watch?v=Chm4tU1tOlo . For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=LRbZbnPuPDs

Unit 15: At the pharmacy

Topic

AT THE PHARMACY

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need at the pharmacy.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 15: AT THE PHARMACY
Whiteboard
Computer with internet access and speakers
Projector
Videos:

- <https://www.youtube.com/watch?v=ma8Yd25t1fE&t=227s>

Introduction

The lesson begins with a warm up activity where participants watch a video and try to write down what people want to buy at the pharmacy. Afterwards they check the words in Section A and mime different illnesses, combining them with suitable medicines. This is followed by checking expressions in Section B and forming basic dialogues. Then participants receive scrambled sentences from the dialogues from section D and are asked them to put them into correct order. The lesson finishes with revising the content by solving exercise in the Final step section.





Activity	Time	Instruction
Warm-up activity/Watching a video	10 minutes	The mentor explains that the participants are going to watch a video (https://www.youtube.com/watch?v=ma8Yd25t1fE&t=227s). They should listen carefully and try to write down what the people in the video are looking for.
SECTION A: Key vocabulary	10 minutes	The participants are asked to check the words in the Section A. Afterwards they discuss if they are familiar with all the medicine mentioned in this section and when we use them. Then the participants are divided into pairs and one member of the pair tries to mime a certain illness, corresponding to the ones mentioned in the discussion. The other member of the pair then finds the correct word for the corresponding medicine and says it out loud.
SECTION B: What you might hear or see New vocabulary	5 minutes	Participants discuss the meaning of the sentences in section B and when they would use them.
SECTION C: What you might need to SAY or ASK in this place Watching a video	10 minutes	Participants are asked to go through Section B and find some issues people can have. They are put in pairs and are asked to form short dialogues where one pair member is a pharmacist and the other is a patient. The dialogue should start with the patient telling what is wrong with him/he (<i>I have a headache</i>) and the pharmacists should reply with <i>I recommend...</i> , recommending suitable medicine. If they do not know a suitable medicine, participant can ask the mentor or other participants to help.



SECTION D: Basic Dialogues at the pharmacy <i>Role play</i>	15 minutes	Participants are divided into pairs. Each pair is given scrambled pieces of paper of one of the dialogues from Section D. They should place the sentences into correct order, without looking in the manual. When they finish, they check the answers in the manual. Afterwards they practise the dialogues, first in pairs, afterwards in front of the class.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>You can use this lesson to also repeat body parts and connect them with different medical issues (headache, toothache...).</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=O7UiwuCnHWc</p>

Unit 16: At the doctor

Topic

AT THE DOCTOR

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need at the doctor.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 16: AT THE DOCTOR

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=rCgfEnhqsR8>
- <https://www.youtube.com/watch?v=44SL8i8h0dg>
- <https://www.youtube.com/watch?v=j7d8xXCrvn0>
- <https://www.youtube.com/watch?v=2PCgztYXnxk>

Introduction

The lesson begins with a warm up activity where participants watch a video and try to write down what problems the man has. Afterwards they check the words in Section A and mime different illnesses, combining them with suitable word. This is followed by watching a video and trying to find words from the video in the manual. Afterwards they make short dialogues between a patient and a doctor.



Then the classroom is turned into doctor's offices and participants play out different dialogues. The lesson finishes with revising the content by solving exercise in the Final step section.

Activity	Time	Instruction
<i>Warm-up activity/Watching a video</i>	10 minutes	The mentor explains that the participants are going to watch a video (https://www.youtube.com/watch?v=rCgfEnhgsR8) of a man looking for medical help. They should listen carefully and try to write down what problem the man has.
SECTION A: Key vocabulary	10 minutes	The participants are asked to check the words in the Section A, especially the words describing a medical condition. They are divided into pairs. One pair member mimes the conditions from Section A and the other member finds the word in Section A. Afterwards they change the roles. This time the manual can be closed. Afterwards they check the rest of the words in section A.
SECTION B: What you might hear or see <i>New vocabulary</i>	10 minutes	Participants discuss the meaning of the sentences in section B and try to find suitable translations into their native languages. Afterwards they watch a video (https://www.youtube.com/watch?v=44SL8i8h0dg) and mark the words in Section B that they hear in the video.
SECTION C: What you might need to SAY or ASK in this place <i>Watching a video</i>	10 minutes	Participants are asked to read the symptoms written in Section C. They are put in pairs and one participant is the patient who tells the doctor about his/her problem and the other member is the doctor who tries to give him/her advice what medicine to take.
SECTION D: Basic Dialogues with the doctor <i>Role play</i>	15 minutes	Classroom is divided into four doctor's offices with four different doctors, played by the participants. Other participants are patients who move around to different doctor's and play out the dialogues from Section D.



FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>Suggest the participants to check out the following two videos at home https://www.youtube.com/watch?v=j7d8xXCrvn0 https://www.youtube.com/watch?v=2PCgztYXnxk and listen to some other examples of the visits to the doctor's.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=lwseC7JORfE</p>

Unit 17: Underground

Topic

UNDERGROUND

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need when using underground.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 17: UNDERGROUND

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=iuzZXGOJz8g>
- <https://www.youtube.com/watch?v=nSaVzujGlj4>

Introduction

The lesson begins with a warm up activity where participants discuss whether any of them has ever used an underground and talk about the advantages of the underground. Then they try to guess the meaning of the words with using an online dictionary. Afterwards they watch a video and try to match the expressions heard in the video with the expressions written in the manual, which is followed by them trying to find suitable responses to some situations. Then they receive pieces of paper with different information on it and try to role play the dialogues in the



manual. The lesson finishes with revising the content by solving exercise in the Final step section.

Activity	Time	Instruction
<i>Warm-up activity/Watching a video</i>	5 minutes	Participants discuss if any of them has ever used the underground and where. They discuss the advantages of the underground in big cities.
SECTION A: Key vocabulary	5 minutes	The participants are asked to check the words in the Section A and check the unknown words. Mentor can open an online dictionary on the computer and invites the participants to use it if they do not know the meaning of the word in their native languages.
SECTION B: What you might hear or see <i>New vocabulary</i>	10 minutes	Participants are explained that they are going to watch a video (https://www.youtube.com/watch?v=iuzZXGOJz8g). They should listen carefully and try to catch some phrases heard in the video that are also in the manual in Section B and mark them. They discuss the answers together and the meaning of other expressions.
SECTION C: What you might need to SAY or ASK in this place <i>Watching a video</i>	10 minutes	Participants are asked to read the expressions in section C and in pairs try to find suitable responses. They check the answers together.
SECTION D: Basic Dialogues for the underground <i>Role play</i>	15 minutes	Classroom is divided into four different stations with four different participants 'in charge' of each station. Other participants receive pieces of paper with different information (where they want to go, what kind of tickets they want to buy and similar). They role play the dialogues from section D using the information on their pieces of paper. The roles are then switched, so that everybody plays the role of the passenger at least once.



FINAL STEP: Exercises <i>Revision</i>	15 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>Suggest the participants to check out the following video at home - https://www.youtube.com/watch?v=nSaVzujGlij4 and listen to some other examples of dialogues.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=G2N0n_DbAHs</p>

Unit 18: Shopping

Topic

SHOPPING

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need when you go shopping.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 18: SHOPPING

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=Z5Ty43EPYg4>
- <https://www.youtube.com/watch?v=l9Ee9WcwRmg&t=46s>

Introduction

The lesson begins with a warm up activity where participants watch a video and get to know some new words in connection to shopping Afterwards they are asked to check other vocabulary in the manual and when they finish the mentor reads out some items he/she would like to buy and asks the participants to tell him/her in which shops he/she can buy them. This is followed by creating some responses to different shopping situations. Afterwards participants check some expressions and use them to fill in one of the exercise in the Final step section and after this



they are asked to go through all the dialogues and use the expressions from the dialogues to do another exercise from the Final step section. The lesson finishes with revising the content by solving exercise in the Final step section.



Activity	Time	Instruction
<i>Warm-up activity/Watching a video</i>	10 minutes	Participants watch a video where they find some vocabulary in connection to shopping. They are asked to listen to each word carefully, then the video is stopped after each word and they are asked to repeat the word and discuss the translation of the word.
SECTION A: Key vocabulary	5 minutes	<p>The participants are asked to check the words in the Section A. The mentor explains he is going to tell them some items he/she wishes to buy and ask the participant to tell him/her in which shop they can get it.</p> <p>Some examples of the items:</p> <ul style="list-style-type: none"> - Bananas - Boots - A leather jacket - Magnets - New glasses - New trousers - A new computer - A novel - A face cream - A ring - Meat. <p>Afterwards they check the meaning of the rest of the words in Section A.</p>
SECTION B: What you might hear or see <i>New vocabulary</i>	10 minutes	Participants are asked to check all the questions in Section B. In pairs or in small groups they should try to find suitable responses to those questions. They check the answers together with the mentor and the rest of the class.
SECTION C: What you might need to	10 minutes	Participants are asked to read the expressions in section C and discuss their meanings in small groups. Afterwards they are asked to go to the Final step section and use these expressions to solve the



SAY or ASK in this place <i>Watching a video</i>		exercise <i>Put a tick next to the statements you say or hear while shopping</i> in this section.
SECTION D: Basic Dialogues for shopping <i>Role play</i>	15 minutes	The participants are asked to role play the dialogues in Section D, while the mentor walks around the class and corrects the pronunciation. When they have gone through all the dialogues they, should go to the Final step section and use the expressions from all the dialogues to try to fill in the blanks in the exercise <i>Read the dialogue below and fill in the blanks, the most appropriate option</i> in this section.
FINAL STEP: Exercises <i>Revision</i>	5 minutes	The participants fill in the rest of the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>Suggest the participants to check out the following video at home: https://www.youtube.com/watch?v=l9Ee9WcwRmg&t=46s and listen to some other examples of dialogues.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=hFiD8x6V2tk , https://www.youtube.com/watch?v=LRbZbnPuPDs and https://www.youtube.com/watch?v=yROBbaSI9lo</p>

Unit 19: At the bank

Topic

AT THE BANK

Aims

In this unit, learners learn key vocabulary, words and phrase they might hear or need at the bank.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 19: AT THE BANK

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=xqPriJ86MSQ&t=44s>
- <https://www.youtube.com/watch?v=eBBDAjbZthA>
- <https://www.youtube.com/watch?v=NSnY66T-76w>

Introduction

The lesson begins with a warm up activity where participants watch a video and get to know some new words in connection to the bank. Afterwards they are asked to connect the words from the vocabulary section with corresponding pictures. This is followed by putting the phrases found when using an ATM machine into correct order. Afterwards they try to connect some responses with corresponding statement from Section C and before doing the exercise participants watch a video and try to match words/phrases heard in the video with words/phrases found in

the manual. The lesson finishes with revising the content by solving exercise in the Final step section.

Activity	Time	Instruction
<i>Warm-up activity/Watching a video</i>	5 minutes	Participants watch a video - (https://www.youtube.com/watch?v=xqPriJ86MSQ&t=44s). They are asked to listen carefully. After each sentence the mentor stops the video and the meaning of the key words in discussed.
SECTION A: Key vocabulary	10 minutes	The participants are asked to check the words in the Section A and try to memorize as many words as possible. Afterwards, the mentor gives them pieces of paper in two piles, one pile containing the pictures from Section A and the other pile containing the corresponding words. They should close the manual and try to connect pieces of paper with pictures with corresponding pieces of paper with words.
SECTION B: What you might hear or see <i>New vocabulary</i>	10 minutes	Participants are asked to check the expressions from Section B. The mentor then gives them pieces of paper with the expressions found when using an ATM machine but in a mixed order. Participants are asked to put the sentences into correct word order. They check the answers together.
SECTION C: What you might need to SAY or ASK in this place <i>Watching a video</i>	10 minutes	Participants are asked to read the expressions in section C. The mentor then gives them some responses to the statements from Section C and asks them to connect these responses with the expressions from Section C. <i>Some suggestions are:</i> <ul style="list-style-type: none"> - <i>How much money do you need?</i> - <i>How much would you like to deposit?</i> - <i>You should go to your bank and ask for a new code.</i> - <i>You should report this to the police, perhaps it was stolen.</i>



		<ul style="list-style-type: none">- Yes, of course, I assume you do not have an account at our bank yet?- Which currency do you need?- You get 1,11 EUR for one pound.
SECTION D: Basic Dialogues at the bank <i>Role play</i>	15 minutes	The participants are asked to go through the dialogues in Section D and ask the mentor about potential unknown words. After these words are discussed, the mentor explains they are going to watch a video (https://www.youtube.com/watch?v=eBBDAjbZthA) of a man opening a bank account. They should listen carefully and try to find some words heard in the video in the Section D and mark them. After watching the video, they discuss these words and phrases and their meaning. If there is some time left, participants are asked to role play the dialogues from Section D.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>Suggest the participants to check out the following video at home: https://www.youtube.com/watch?v=NSnY66T-76w and listen to some other examples of situations at the bank.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=G6IDaW84zFI</p>

Unit 20: Renting a car

Topic

RENTING A CAR

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need when renting a car.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 20: RENTING A CAR

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=p3GVk5Jk74g>

Introduction

The lesson begins with a warm up activity where participants watch a video and mark the words they hear in the video and also see in the section A of the lesson. Afterwards they check some expressions and try to find suitable responses to them. The next exercise is similar, since participants try to match responses given by the mentor to the expressions from the manual. Before doing the exercise, participants role-play the dialogues from the Section D, first with the manuals open and later without the manuals. The lesson finishes with revising the content by solving exercise in the Final step section.





Activity	Time	Instruction
SECTION A: Key vocabulary <i>Warm-up activity/Watching a video</i>	10 minutes	Participants watch a video (https://www.youtube.com/watch?v=p3GVk5Jk74g). They are asked to listen carefully and mark the word they hear in the video and are also in Section A in this unit. Afterwards they check the rest of the words in this section.
SECTION B: What you might hear or see <i>New vocabulary</i>	5 minutes	Participants check the expressions from Section B together with the mentor. They try to find suitable responses to the statements together and write some of them down.
SECTION C: What you might need to SAY or ASK in this place <i>Finding suitable responses</i>	15 minutes	Participants are asked to read the expressions in section C. They are then divided into pairs and each pair is given some statements prepared by the mentor. One of the pair member has the manual open and tells the other member different statements/questions from Section C. The other member searches for suitable responses on the paper given by the mentor. Later they switch roles. <i>Some suggestions are:</i> <ul style="list-style-type: none"> - Yes, of course, no problem, can I see your driver's licence, please. - I am afraid all of our automatic cars are rented out already. - It's 45 EUR. - Only basic one, I am afraid. But you can add a full one. - Yes, it is full and when you return the car it should be full also. - In the parking garage opposite our office. - Just call this number, we are available 24 hours a day. - It's WD 36478.



SECTION D: Basic Dialogues when renting a car <i>Role play</i>	20 minutes	The participants are asked to go through the dialogues in Section D and ask the mentor about potential unknown words. Afterwards they are asked to role play all the dialogues. First they should do it with their manual open, but after some practice, they are asked to close the manuals and try to create dialogues on their own.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		Ask participants to watch the video https://www.youtube.com/watch?v=p3GVk5Jk74g again at home and try to stop the video after each sentence and repeat the sentences in order to practise the pronunciation. For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=4Mv0KWuNvEg

Unit 21: Taking a cruise

Topic

TAKING A CRUISE

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need on a cruise.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 21: TAKING A CRUISE

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=sCXaw1FlaDY&t=537s>

Introduction

The lesson begins with a warm up activity where participants try to match some statements with the words from section A. Afterwards participants check the expressions and their meanings from Section B which is followed by them trying to find the meaning of expressions in Section C. Then they are asked to go through the dialogues in Section D and use the expressions from this section to do one of the exercises in the Final step section. The lesson finishes with revising the content by solving exercises in the Final step section.





Activity	Time	Instruction
SECTION A: Key vocabulary <i>Warm-up activity</i>	10 minutes	<p>The mentor prepares a few statements and participants should connect them to the words found in Section A.</p> <p>Some suggestions for the statements are:</p> <ul style="list-style-type: none">- <i>The ship starts to sink; what three things do I need?</i>- <i>I want something to eat, where should I go?</i>- <i>I want to take a nap, where should I go?</i>- <i>I need to board the ship, what should I use?</i>- <i>I want to have a drink, where should I go?</i>- <i>I would like to check where the ship is going to stop, what should I check?...</i>
SECTION B: What you might hear or see <i>New vocabulary</i>	5 minutes	<p>Participants check the expressions from Section B together with the mentor. They discuss some common expressions in connection to taking a cruise, such as <i>to board, set sails, docked, port...</i></p>
SECTION C: What you might need to SAY or ASK in this place <i>Finding the meaning of the words</i>	15 minutes	<p>Participants are divided into small groups. They check the following statements in Section C:</p> <ul style="list-style-type: none">- <i>Excuse me, can you help me, please?</i>- <i>Where's the information desk?</i>- <i>Where's the cabin number 89?</i>- <i>What time will we leave?</i>- <i>I would like to visit the bridge.</i>- <i>How can I get to the upper deck?</i>- <i>I can't find my way.</i> <p>They try to find the meaning of the statements on their own. They can use an online dictionary on their phones or a computer for individual words. They check the answers together.</p> <p>-</p>
SECTION D: Basic Dialogues on a cruise	20 minutes	<p>The participants are asked to go through the dialogues in Section D and ask the mentor about potential unknown words. Afterwards they go to the Final step section and try to do exercise <i>Read the dialogue below and fill in the blanks with the most</i></p>



Doing the exercise		<i>appropriate option</i> with the help of the expressions from section D. The mentor checks their answers and afterwards they are asked to role play the dialogue in this exercise.
FINAL STEP: Exercises Revision	10 minutes	The participants fill in the rest of exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		Ask participants to watch the video https://www.youtube.com/watch?v=sCXaw1FlaDY&t=537s at home to revise the vocabulary from this unit. For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=6iyPFjDhiOA

Unit 22: Hop on-hop off

Topic

HOP ON-HOP OFF

Aims

In this unit, learners learn key vocabulary, words and phrase they might hear or need on hop on-hop off bus.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 22: HOP ON-HOP OFF

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=elkHnzsBM0A>
- <https://www.youtube.com/watch?v=SwENpZ3D7Og&t=15s>

Introduction

The lesson begins with a warm up activity where participants watch a video and discuss hop on-hop off buses. Afterwards they watch another video and check if they can see any of the things written down in the Section B. Then they try to match statements from section B with corresponding responses from Section C or add their own responses. Before doing the exercise, they should practise the dialogues in Section D and perform them in front of the class without using the



manual. The lesson finishes with revising the content by solving exercise in the Final step section.

Activity	Time	Instruction
<i>Warm-up activity</i>	5 minutes	Participants watch a short video presenting taking a hop on hop off bus in London (https://www.youtube.com/watch?v=elkHnzsBM0A). After watching the video, they discuss if they like using this kind of buses in larger cities or not.
SECTION A: Key vocabulary <i>New vocabulary</i>	10 minutes	Participants watch another video (https://www.youtube.com/watch?v=SwENpZ3D7Og&t=15s). They should watch it carefully and try to check if they could see any of the things presented in the Section A in the video and where.
SECTION B: What you might hear or see <i>and</i> SECTION C: What you might need to SAY or ASK in this place <i>Connecting questions with responses</i>	10 minutes	Participants check the expressions from Section B and try to find corresponding responses for these statements in Section C. If they cannot find it in Section B they try to add their own responses in pairs.
SECTION D: Basic Dialogues on	20 minutes	The participants are asked to go through the dialogues in Section D. They are divided into pairs and each pair then chooses one of the dialogues. They practise the dialogue so that at the end they do not need the manuals anymore. They perform the



hop on-hop off bus <i>Role play</i>		dialogues without using the manuals in front of the rest of the class.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		Ask participants to find some other videos about hop on-hop off buses in different cities around the world on YouTube. For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=BEefet48k4Y

Unit 23: Booking a tour

Topic

BOOKING A TOUR

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need when booking a tour.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 23: BOOKING A TOUR

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- https://www.youtube.com/watch?v=J_a-Mht2V3o&t=5s
- <https://www.youtube.com/watch?v=XoXo-xMRkYs&t=375s>

Introduction

The lesson begins with a warm up activity where participants place the words from Section A to suitable categories. Afterwards they form dialogues by using information they have received from the mentor and useful expressions from Section B and Section C. Then they watch a video and try to catch some phrases from the video that can also be found in Section D. Before doing the exercise they practise roleplaying the dialogues. The lesson finishes with revising the content by solving exercise in the Final step section.





Activity	Time	Instruction
SECTION A: Key vocabulary <i>New vocabulary</i>	5 minutes	Participants are asked to place the words from Section A into the following categories: <ul style="list-style-type: none">- <i>Items</i>- <i>Sights</i>- <i>People</i> They check the answers together.
SECTION B: What you might hear or see <i>and</i> SECTION C: What you might need to SAY or ASK in this place <i>Creating dialogues</i>	10 minutes	Participants are put in pairs. Every pair receives a paper with some information on it. They use this information together with the expressions from Section and Section C to create meaningful dialogues. The mentor helps them and at the end they share their dialogues with the rest of the class.
SECTION D: Basic Dialogues for booking a tour <i>Watching a video / Role play</i>	20 minutes	Participants watch a video first (https://www.youtube.com/watch?v=J_a-Mht2V3o&t=5s). They listen and try to catch some phrases from the video that can also be found in the Asking about a sightseeing tour at the hotel exercise in Section D. Later on they are divided into pairs and they practise reading both dialogues.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with



		the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>Ask the participants to check out the following video to revise the new vocabulary: https://www.youtube.com/watch?v=XoXo-xMRkYs&t=375s</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=LzmhuGg399U</p>

Unit 24: At the police station

Topic

AT THE POLICE STATION

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need at the police station.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 24: AT THE POLICE STATION

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- https://www.youtube.com/watch?v=NFhfE_HfOwY&t=323s

Introduction

The lesson begins with a warm up activity where participants place the words from Section A to suitable categories. Afterwards they use the previous words to form dialogues by using information they have received from the mentor and useful expressions from Section B and Section C. Then they watch a video and try to catch some information from the video. Afterwards they read the dialogues together and discuss the meaning and the phrases used. Before doing the exercise, they practise roleplaying the dialogues. The lesson finishes with revising the content by solving exercise in the Final step section.





Activity	Time	Instruction
SECTION A: Key vocabulary New vocabulary	5 minutes	Participants are asked to place the words from Section A into the following categories: <ul style="list-style-type: none"> - <i>People</i> - <i>Items that can get stolen</i> - <i>They check the answers together.</i>
SECTION B: What you might hear or see <i>and</i> SECTION C: What you might need to SAY or ASK in this place <i>Creating and practising dialogues</i>	15 minutes	Now the participants are going to use the words from section A to form various dialogues using the expressions from Section B and Section C. They role play different situations where different items are stolen until they are able to create a dialogue without using the manual. Afterwards, the mentor gives them pieces of paper with items that were stolen. He/she chooses random people from the classroom and they create dialogues in front of the class using the information from the pieces of paper as well as vocabulary from the first three sections of this lesson.
SECTION D: Basic Dialogues at the bus station <i>Watching a video / Reading dialogues</i>	20 minutes	Participants watch a video (https://www.youtube.com/watch?v=J_a-Mht2V3o&t=5s from 5.00 to 7.18 minute) of a man reporting a theft. They listen very carefully and try to find out what was stolen, where it happened and some other useful information. They discuss the answers together with the mentor. Then they read the dialogues in Section D together and try to determine again what happened, what was stolen, where it happened and similar.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with



		the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>Participants are asked to watch the rest of the video at home https://www.youtube.com/watch?v=J_a-Mht2V3o&t=5s. They will revise various situations that can occur at different places in a city.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=sXdEH_q06cg and https://www.youtube.com/watch?v=yDrY88gYVZc</p>

Unit 25: Giving directions

Topic

GIVING DIRECTIONS

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need when giving or receiving directions.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 25: GIVING DIRECTIONS

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- https://www.youtube.com/watch?v=NFhfE_HfOwY&t=323s

Introduction

The lesson begins with a warm up activity where participants revise some words they already know and get familiar with some new expressions and the use of imperative for giving directions. Afterwards they check how these words and expressions are use in sentences. Then they are given maps and they make conversations including asking for directions and giving directions. This is followed by watching a video and trying to catch where the person in the video want to go. The lesson finishes with revising the content by solving exercise in the Final step section.





Activity	Time	Instruction
SECTION A: Key vocabulary <i>New vocabulary</i>	10 minutes	Participants discuss the word in Section A. Some words they already know, some are new. They revise the use of the imperative. Participants re explained that imperative is used for giving directions, together with some other expressions found in Section A, such as <i>turn left, turn right...</i> The mentor presents some additional words/verbs used for giving directions, such as <i>opposite, next to, go straight on, go along...</i>
SECTION B: What you might hear or see <i>Revising words/expressions</i>	10 minutes	They check the words and expressions from Section A and their use in Section B.
SECTION C: What you might need to SAY or ASK in this place <i>Role play</i>	20 minutes	Then participants re given a map of a city. They are divided into pairs. One pair member asks for directions using the phrases from Section B and the other pair member gives directions using phrases from previous Sections
SECTION D: Basic Dialogues for giving directions <i>Watching a video/Reading dialogues</i>	10 minutes	Participants watch a video (https://www.youtube.com/watch?v=Agajl4B1i28) to see an example of somebody asking for directions and getting directions. They should listen carefully and find out where the person in the video wants to go and catch some phrase from the previous sections of this lesson.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers



		together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>Take the participants to the city. Prepare a treasure hunt for them. Divide them in groups of three. Each group gets different instructions which will take them through the city. If they read the instructions correctly, they should all meet at one place.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=cYsouDSwT ag</p>

Unit 26: Unexpected situation: getting lost

Topic

GETTING LOST

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need when you get lost.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 26: GETTING LOST

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=rMyq2Uman6s>
- <https://www.youtube.com/watch?v=UItL1cqZ41c>

Introduction

The lesson begins with a warm up activity where participants revise some words they already know and get familiar with some new expressions and the use of imperative for giving directions. Afterwards they check how these words and expressions are use in sentences. Afterwards they are given maps and they make conversations including asking for directions and giving directions. This is followed by watching a video and trying to catch where the person in the video want to go.



The lesson finishes with revising the content by solving exercise in the Final step section.

Activity	Time	Instruction
SECTION A: Key vocabulary <i>New vocabulary</i>	10 minutes	Participants receive pieces of paper with pictures from Section A and pieces of paper with words from the Sections A. They work in pairs and connect the words with corresponding pictures. They check the answers together and discuss the meaning of the words.
SECTION B: What you might hear or see <i>New words/expressions</i>	5 minutes	Participants go through the expression in Section B together. The mentor explains the meaning and that these expressions can be used when we offer our help to a lost person and that they can also be used to calm down a person who is lost.
SECTION C: What you might need to SAY or ASK in this place <i>Watching a video/Finding suitable replacements</i>	10 minutes	Participants watch a video (https://www.youtube.com/watch?v=rMyq2Uman6s) where they hear some useful expressions for giving directions to somebody who is lost. Afterwards they check expressions in Section C and compare them with the ones heard in the video.
SECTION D: Basic Dialogues when you get lost <i>Watching a video/Reading dialogues</i>	10 minutes	Then participants are given a map of a city where certain buildings are marked. They are divided into pairs. One pair member asks for directions using the phrases from the dialogue in Section D and the other pair member gives directions using phrases from the dialogue in Section D. After some time, they switch the roles. After practising they present one of their conversation to the rest of the class.



FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		Ask the participants to watch the video https://www.youtube.com/watch?v=UItL1cqZ41c from 2.40 minute at home to see some more examples of giving directions to people who are lost. Another source to be used for this unit can be found at: https://www.youtube.com/watch?v=2KIEHdCboN4

Unit 27: Unexpected situation: Traffic

Topic

UNEXPECTED SITUATION: TRAFFIC

Aims

In this unit, learners learn key vocabulary, words and phrases they might hear or need in unexpected situation in traffic.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 27: UNEXPECTED SITUATION: TRAFFIC

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=Vzt3ylyk7rQ>
- https://www.youtube.com/watch?v=1nDD_xDQhaE

Introduction

The lesson begins with a warm up activity where participants revise some words they already know and get familiar with some new expressions and the use of imperative for giving directions. Afterwards they check how these words and expressions are use in sentences. Then they are given maps and they make conversations including asking for directions and giving directions. This is followed by watching a video and trying to catch where the person in the video want to go.



The lesson finishes with revising the content by solving exercise in the Final step section.

Activity	Time	Instruction
SECTION A: Key vocabulary New vocabulary	10 minutes	The mentor uses short, simple descriptions of the words in Section A and participants try to guess the word he/she is describing.
SECTION B: What you might hear or see and SECTION C: What you might need to SAY or ASK in this place Watching a video/matching expressions	15 minutes	Participants watch some parts of a video (https://www.youtube.com/watch?v=Vzt3ylyk7rQ) with some situations of people being pulled over by the police. They listen to the video and try to find some situations in the video in Section B and section C of the lesson. They discuss the phrases together with the mentor.
SECTION D: Basic Dialogues for unexpected situations in traffic Watching a video/Reading dialogues	20 minutes	<p>Participants read the dialogue in Section D and discuss the phrases together with the partner. Afterwards they watch a video (https://www.youtube.com/watch?v=1nDD_xDQhaE) and try to find some common expressions in the video and in the Section D in the manual and they also try to determine why the accident happened.</p> <p>Later on they can practise reading and role playing the dialogues in the section D.</p>



FINAL STEP: Exercises <i>Revision</i>	15 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>Ask the participants to watch the video https://www.youtube.com/watch?v=Vzt3ylyk7rQ at home in more details.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=pGQ8NKDrglE</p>

Unit 28: Useful expressions 1

Topic

USEFUL EXPRESSIONS 1

Aims

In this unit, learners learn some useful expressions that can be used in different situations.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 28: USEFUL EXPRESSIONS 1

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=UnAThOLNv7s>

Introduction

The lesson begins with a warm up activity where participants watch a video with some useful phrases. In the second part of the video they should find suitable responses to the sentence in the video. Afterwards they check the phrases in Section B and they continue with Section C where they try to again find suitable responses to the sentences. Before taking the exercise they try to place all the dialogues from Section D in suitable dialogues and correct word order. The lesson finishes with revising the content by solving exercise in the Final step section.





Activity	Time	Instruction
SECTION A: Key vocabulary New vocabulary	15 minutes	Participants watch the video (https://www.youtube.com/watch?v=UnAThOLNv7s). They try to catch how the expressions written down in Section A are being used in the video. In the second part of the video they try to respond to the speaker in the video with a polite response, using the words from Section A and the phrases heard in the video.
SECTION B: What you might hear or see Discussing phrases and their meaning	5 minutes	Participants go through the phrases in Section B together with the mentor and define their use and the meaning.
SECTION C: What you might need to SAY or ASK in this place	10 minutes	Participants go through the sentences in section C together with the mentor to determine their meaning. Afterwards they try to find suitable responses to them in pairs. They present their answers to the rest of the class.
SECTION D: Basic Dialogues in unexpected situations Correct order of dialogues	20 minutes	Participants receive pieces of paper with sentence from all the dialogues from Section D. In pairs, they should place the pieces of paper in the suitable conversation and in correct order. They check their answers with the rest of the class in such a way that some pairs are asked to read out the dialogues.
FINAL STEP: Exercises Revision	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they



		check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>Ask participants to watch the video https://www.youtube.com/watch?v=UnAThOLNv7s at home again, especially the second part and practise the responses in the video.</p> <p>For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=63sPjYgDXLA</p>

Unit 29: Useful expressions 2

Topic

USEFUL EXPRESSIONS 2

Aims

In this unit, learners learn some useful expressions that can be used in different situations.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 29: USEFUL EXPRESSIONS 2

Whiteboard

Computer with internet access and speakers

Projector

Videos:

- <https://www.youtube.com/watch?v=UnAThOLNv7s>

Introduction

The lesson begins with a warm up activity where participants watch a video with some useful phrases. Afterwards the mentor discusses the useful phrases from Section A and gives some practical examples of their use. Then participants go through phrases in Section B and C together with the mentor and try to write down some suitable responses to them. They role play the short dialogues afterwards. Before taking the exercise they practise the dialogues from section D and play





them out in front of the rest of the class. The lesson finishes with revising the content by solving exercise in the Final step section.

Activity	Time	Instruction
<i>Warm-up activity</i>	10 minutes	Participants watch a short video (https://www.youtube.com/watch?v=PgDhHz_2NDc) with useful phrases. After each expression the mentor pauses the video to discuss the meaning and the use of the phrase.
SECTION A: Key vocabulary <i>New vocabulary</i>	10 minutes	The mentor discusses the useful phrases in Section A with the participants. He/she gives some examples of using the phrases in everyday English.
SECTION B: What you might hear or see <i>and</i> SECTION C: What you might need to SAY or ASK in this place <i>Discussing phrases and their meaning/Role playing</i>	10 minutes	Participants go through the phrases in Section B and Section C together with the mentor and try to find some suitable responses to them. After they have written down the possible responses, they are put into pairs and they start roleplaying the short situations in pairs.
SECTION D: Basic Dialogues	20 minutes	Participants are put into pairs. Each pair chooses one of the dialogues from Section D. They role play the dialogue with their manual open. When they have gone through the dialogue several times, they try



with useful expressions <i>Role play</i>		roleplaying the dialogue with the closed manual. They present the role-play in front of the rest of the class.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		Ask participants to watch the video https://www.youtube.com/watch?v=PgDhHz_2NDc at home again and repeat each phrase to practise pronunciation. For more self-learning, check out the ELENE video: https://www.youtube.com/watch?v=wo94ayApfiw

Unit 30: Introduce yourself

Topic

INTRODUCE YOURSELF

Aims

In this unit, learners learn some basics phrases and expressions used for introducing themselves.

Age/level

Adults at CEFR level A1

Time

60 minutes

Materials

Manual: Unit 30: INTRODUCE YOURSELF
Whiteboard

Introduction

The lesson addresses useful phrases and expressions that learners can use when they are introducing themselves to people they meet.

Activity	Time	Instruction
<i>Warm-up activity</i>	5 minutes	Participants are asked to go through Key Vocabulary in Section A. They discuss in pairs the possible meanings of these phrases and when they can use each individual phrase. Afterwards the phrases are discussed together with the mentor.



SECTION A: Key vocabulary <i>New vocabulary</i>	10 minutes	Participants watch a short video (https://www.youtube.com/watch?v=-UGRkuEURrs) with useful phrases. They are asked to mark the phrases written in Section A which they hear in the video. Afterwards they discuss the phrases heard and potential new words, heard in the video.
SECTION B: What you might hear or see <i>Discussing phrases and their meaning</i>	10 minutes	<p>Mentor prepares some possible answers for the questions found in Section B.</p> <p>Some possible answers are the following:</p> <ul style="list-style-type: none"> - <i>I am Joe.</i> - <i>I am from Spain.</i> - <i>I am 58.</i> - <i>I live in Madrid.</i> - <i>No, I am not, I am Spanish.</i> - <i>I am a doctor.</i> - <i>I often go cycling and swimming.</i> - <i>Nice to meet you too.</i> - <i>I am here on holidays.</i> - <i>Yes, I would love that. And this is my e-mail address.</i> - <i>You too. Have a nice day.</i> <p>Participants are divided into pairs and the mentor gives two piles to each pair: in one pile there are pieces of paper with questions from section B and in the second pile there are pieces of papers with possible answers to those questions. Participants try to combine suitable answers to the appropriate questions. When everybody finishes, they check the answers together and discuss the meanings of the questions.</p>
SECTION C: What you might need to SAY or ASK in this place	15 minutes	The participants are put into pairs and they are asked to read the text in Section C together and discuss possible meaning of the phrases. Afterwards they check the meaning of the phrases together with the mentor. When the meaning of the phrases is clear, each participant is asked to prepare a short presentation of himself/herself using the phrases from Section C. When everybody



		finishes, each participant presents his/her text to the rest of the class.
SECTION D: Basic Dialogues at the Train Station <i>Role play</i>	10 minutes	Participants are put into pairs. Each pair chooses one of the dialogues from Section D. They role play the dialogue with their manual open. When they have gone through the dialogue several times, they try roleplaying the dialogue with the closed manual. They present the role-play in front of the rest of the class.
FINAL STEP: Exercises <i>Revision</i>	10 minutes	The participants fill in the exercise in the Final step section. The mentor explains them that all the topics are connected to the lesson, so they can try to find answers in the topics covered during the lesson. When everybody finishes an individual exercise, they check the answers together and then they start with the next exercise. The exercises that are not finished can be asked to be done at home for homework.
ADDITIONAL TIPS		<p>Ask participants to watch videos https://www.youtube.com/watch?v=h-VKSSd9hko https://www.youtube.com/watch?v=PcGcl7YpGtU at home to learn and repeat some other phrases they can use when introducing themselves.</p> <p>For extra self-learning, check out ELENE video: https://www.youtube.com/watch?v=L5tZTUBeBw8&t=30s</p>

CONCLUSION

This trainer/tutor's book aimed to provide inspiration, guidance and practical tools on learning English for seniors. In the course of reading it, you will have gained knowledge and understanding of the unique needs and challenges that older learners may face in the process of learning English.

Starting with the basics of teaching seniors, the book introduced you to the various aspects to consider when planning lessons. You realised that the approach to teaching needs to be individual, tailored to the skills, preferences and motivations of individual learners. It is also important to create a friendly and supportive atmosphere that allows seniors to feel at ease and to motivate them to actively participate in lessons.

The book also introduced you to a variety of teaching strategies and methods that can be effective with seniors. Attention was paid to the need to include interactive elements, practical tasks and authentic materials that are tailored to the life situations and interests of seniors. This enables learners to better understand the application of English in practice and to better master it.

The book also provided practical advice on a variety of lesson topics such as travel, culture, health, technology and more. A variety of exercises, games and activities were suggested to enable seniors to develop their language skills in an interesting and engaging way.

The importance of positive motivation and providing regular feedback to seniors was also highlighted. Appreciating their progress and successes is crucial to keep them motivated and confident.

Finally, the book draws attention to the importance of trainer/tutor' continuous professional development. The world of languages and teaching methods is constantly evolving, so it is important to keep up to date with the latest trends and research. The book encourages trainer/tutor to seek out new information, attend training courses and collaborate with other trainer/tutor to share experiences.

With this book as a guide, trainer/tutor have the opportunity to teach English to seniors even more effectively and satisfactorily. Your role as a trainer/tutor is extremely valuable and influential as you give seniors the opportunity to broaden their horizons, make new connections and actively participate in society.

With your dedication and professionalism, seniors can discover the joy and satisfaction of learning English. I am confident that applying the tips and strategies in this book will yield positive results and enhance your sense of fulfilment as a trainer/tutor.

With sincere wishes for success,

Elene consortium



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