



Przedsięwzięcie pn. **Język, kultura i sztuka** o numerze FERS-SCH-2024-1-PL01-KA122-SCH-000198702 realizowane w ramach projektu **Zagraniczna mobilność edukacyjna uczniów i kadry edukacji szkolnej** współfinansowanego przez Unię Europejską ze środków Europejskiego Funduszu Społecznego+, w Programie Fundusze Europejskie dla Rozwoju Społecznego 2021-2027 realizowanego na zasadach Programu Erasmus+

LANGUAGE, CULTURE AND ART

An English Language course preparing students for the mobility Level: B1/B1+

Each lesson is 45 minutes. There are 20 lessons in the course.

Dates: 27.11.2024, 06.12.2025, 11.12.2024, 18.12.2024, 10.01.2025 Time: 5.00pm – 6.30pm

08.01.2025 Time: 5.00pm – 7.15pm

Topics:

I. 27.11.2024

1. Test. Multiple choice and gap filling sentences. Intermediate and upper intermediate level.
Time - 30 minutes.
2. Examples of Irish accent spoken by actors: Michael Cane, Liam Neeson, Colin Farrell and a singer Shinead O'Connor.
3. Speaking practice : 176 prompts for creative writing (or speaking). & Creative thinking based on picture description from the series „What is going on on this picture”- The New York Times, Learning Network.

II. 06.12.2024

1. Speaking practice. Intermediate level. First students will be provided with the list of some expressions used when 1) Giving advice 2) Not being sure what to say 3) Agreeing/disagreeing 4) Making a suggestion 5) Saying what you prefer 6) Describing a picture.
2. Students talk on their own about two pictures. They compare, contrast them and answer questions, for example: What do you think people are enjoying about being at home? When are you busiest - in the week or at the weekends? After that, students present arguments in a role-play task „Is it a good idea for young people to leave home after they finish school?” They use given prompts, add their own suggestions and come to the conclusion. In the third task, students take it in turns to answer the questions connected with the ideas in the role-play . For example: Should parents give their children advice after the age of 18?(Why/why not?).
3. Listening comprehension.
Multiple choice, gap filling and matching exercises. Part one: People talking in eight different situations. Part 2. Student talking about her recent work experience as a volunteer in the Ecuadorian Cloud Forest. Part three. Five extracts in which people talk about their jobs on a cruise ship. Part four. An interview with a man, who works as a stuntman.

III. 11.12.2024

Speaking and writing practice intermediate level.

1. Your own country. The students answer questions about Poland as fully as they can. What is the population? What sort of place is it - hilly? mountainous? flat? Lots of lakes? Are the different regions very different from each other? What are the four major cities? Why are they important? What are the main industries? What about exports? What is your country most famous for?



2. The weather. The students complete the sentences with a word or phrase from the list and also describe the climate in Poland.
3. The students are given possible topics for discussion with some ideas of language they might use for each. They are practising in pairs or groups. Examples: Recommend suitable holidays in Poland to a teenager without much money. Prompts: Youth hostel, campsite, tent, go hitch hiking, cheap hotel, bed and breakfast, sleep rough, rucksack, cook for yourself, a cycling holiday.
4. Speaking practice based on topics on an upper - intermediate level. A role play: How might these things affect a person's decision to move to another country?

Prompts:

Language spoken, climate, family and friends, employment/study opportunities, culture.

IV. 18.12.2024

1. Speaking and writing practice based on articles and illustrations from the The New York Times, Learning Network.
2. Picture prompts to inspire student writing. Task: Tell us a story real or made up, that is inspired by this image. Notre Dame reopens. Have you ever visited? Would you like to? What is your favorite architectural masterpiece? Students also read an article „How Notre Dame was Reborn”. Students can practice narrative, argumentative, analytical, creative writing or create memes.
3. 25 picture prompts to inspire spooky stories, poems or memories told and written by the students. First, students read an article by a writer Lee Child, who gives tips how to create suspense. Then, following the instructions, write a scary story in which suspense is of paramount importance.

V. 08.01.2025

1. The students will be finishing writing their scary stories or poems based on spooky photos and illustrations from the New York Times. <https://www.nytimes.com/2022/10/24/learning/25-picture-prompts-for-writing-scary-stories.html>
2. Word of the Day - Vocabulary practice on an advanced level - exercises that help to memorize 31 „December words” from Merriam and Webster Dictionary. Examples: zeitgeist, condone, ambient, venerate.
3. Speaking practice (pair work) inspired by 176 prompts to spark discussion and reflection. For instance: What will you remember about 2024? What do you appreciate about winter? What is unique about the place where you live?

VI. 10.01.2025

1. Students read an article: „Your best advice of 2024”

<https://www.nytimes.com/2024/12/28/briefing/your-best-advice-of-2024.html>

It highlights not the advice from Tik Tok or Instagram, but from the readers of The New York Times. Their 32 suggestions how to live well come from their actual process of trying and failing. Students understand new vocabulary from the context and discuss in pairs, whether the pieces of advice apply to them. For instance: „If you're unhappy, do something about it. „If you are happy, do something about it. — Kelly King, Pittsburgh.

2. Revision of 31 „December words” learnt in previous lesson. Making sure that they are written and pronounced correctly, building sentences.



VII. 12.02.2025

1. Watching a documentary film about Sligo in Ireland - its monuments, places of interests and the Sligo Southern Hotel, the students will be staying at.

2. Reading, speaking and writing exercise. 10 writing prompts on love, dating and relationships -

The questions invite students to reflect on the role that love — in all its forms — plays in their lives. Whether it's for a romantic partner, a friend, a family member or a pet. Some example questions: Do you love love? Is Valentine's Day your favorite holiday? Are you a hopeless romantic at heart? What Are the Rules Around Dating Today? Have you ever experienced heartbreak? Should Parents Weigh In on Their Kids 'Love Lives? Students are invited to talk in pairs. Each of the questions has a related short article.

Students are encouraged to write a love story in only 100 words.

<https://www.nytimes.com/2025/02/10/learning/10-writing-prompts-on-love-dating-and-relationships.html>.

VIII 19.02.2025

1. A summary test.
2. Watching and listening comprehension exercises. The Book of Kells – a discussion.
3. Writing practice.

IX 26.02.2025

1. Final test feedback.
2. Poetry for creative writing. Emphasis on process rather than product. Students write their own lines, something that „sounds like poetry”, using mixed up words, taken out of the poem by W.B. Yeats „He wishes for the cloths of Heaven.”