



WP2: Language Learning Workshops

Scheme of Work - Block 1

2024-2-IE01-KA210-ADU-000272815



Blackwater
Training &
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Session 1: Introductions and Social Interactions

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|-----------------------------|---|---|---|--------------------------------------|---------|
| Setting the Scene | Welcome learners, introduce the Future Voices programme, group expectations, take a group photo, and introduce the tutor and group members. | Phone | Facilitator-led intro, informal group sharing | Participation and engagement | 15 mins |
| Greetings and Farewells | Teach and practise Hello, Hi, Goodbye. Use gestures and repetition. | English for Everyone Practice Book page 12 | Choral repetition, pair dialogue | Observation, Completed Worksheet | 20 mins |
| How Are You? | Model and practise: <i>How are you? – I'm fine, thank you.</i> | English For Everyone Everyday English Page 12 | Modelling, drilling, pair speaking | Peer feedback Completed Worksheet | 20 mins |
| Countries and Nationalities | Learners practise: I'm from (Country). I'm (Nationality). Use visuals and maps. | Country flashcards, world map | Matching, pointing, basic Q&A | Participation | 20 mins |
| Break | Encourage learners to use Hello and How are you? informally | - | Informal social interaction | Not assessed | 15 mins |

Session 1: Introductions and Social Interactions

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|----------------------------------|--|--|--------------------------------------|------------------------------|---------|
| Vocabulary – Hobbies | Introduce simple hobbies with visuals. | English for Everyone Practice Book page 122 - 123. | Visuals, TPR, repetition | Observation | 20 mins |
| Likes and Dislikes | Learners practise: I like music. / I don't like running. | English for Everyone Practice Book page 122 - 123. | Pair speaking using visuals | Teacher observation | 25 mins |
| Speaking Practice - All Together | Practise: What's your name? Where are you from? I like / I don't like in mingling activity | Student-made name cards | Circulating pair dialogues | Informal teacher observation | 20 mins |
| Writing - About Me | Write 10 sentences about yourself, name, age, hobbies, likes, dislikes. | Examples on board | Supported writing, copying if needed | Completed exercises | 30 mins |
| Review & Reflection | Review key phrases. Ask: What did you learn today? | Board prompts | Verbal class feedback | Self-assessment | 10 mins |

Session 2: Getting Around on Public Transport

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|-------------------------------|--|--|-----------------------------------|---|---------|
| Setting the Scene | Recap Week 1. Introduce today's theme: taking the bus/train in Ireland. Discuss local transport and ask who uses it. | Photos of local buses, a real timetable or app screenshot | Group discussion, visual prompts | Verbal contribution | 15 mins |
| Numbers and Time - Part 1 | Revise numbers & stress pronunciation (13 vs 30) | <u>English for Everyone Course-book Page 19.</u> | Choral drilling, pair practice | Teacher observation Worksheet completion | 20 mins |
| Transport Vocabulary | Introduce: bus, train, stop, station, ticket, platform, driver, return, single. Match to pictures. | <u>English for Everyone Everyday English Pages 160 - 161</u> | Picture-word matching, repetition | Matching task accuracy | 20 mins |
| Listening - Numbers and Times | Say times (e.g 11:10, 15:20). Learners write & group correct. | Teacher Voice | Listening and identifying | Matching task accuracy | 15 mins |
| Break | Casual chat about when they last took a bus or train | - | Informal speaking | Not assessed | 15 mins |

Session 2: Getting Around on Public Transport

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|-------------------------------------|--|-----------------------|----------------------------------|-------------------------------|---------|
| Dialogue Practice – Buying a Ticket | Learners practise dialogues using structured cards, | <u>Dialogue Cards</u> | Pair speaking with model support | Fluency and participation | 20 mins |
| Role-Play Stations - Ticket Office | Set up stations where learners alternate roles as ticket clerk and customer using props and dialogue cards | <u>Dialogue Cards</u> | Rotating pair role-play | Observation and peer feedback | 25 mins |
| Listening and Responding | Teacher reads short ticketing questions; learners respond. | Teacher Voice | Listening with response prompts | Response accuracy | 15 mins |
| Speaking Game – Find the Ticket | Students write down a specific destination and mingle practicing target questions like 'Is this the ticket to Galway?' | Destination cards. | Speaking and navigating | Teacher observation | 25 mins |
| Review & Reflection | Recap and chorus key phrases: 'Where is the station?', 'How much is it?', 'Is it return or single?' | Teacher Voice | Verbal reflection | Self or peer reflection | 10 mins |

Session 3: Shopping and Consumer Awareness

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|-----------------------------------|--|---|-----------------------------------|----------------------------|---------|
| Setting the Scene | Introduce theme of going to the shop/supermarket. Ask: Where do you shop? What do you buy? | - | Guided discussion, show and tell | Verbal participation | 15 mins |
| Vocabulary – Supermarket Items | Introduce vocabulary. Match to visuals. | <u>English For Everyone Practice Book</u> Pages 96-97 | Picture-word matching, repetition | Matching task | 20 mins |
| Numbers and Prices | Revise numbers 1-20 and introduce euro, cent. Say prices: €2.50, €4.10. Learners match or write. | Board | Listening and repetition | Price tag accuracy | 15 mins |
| Grammar – Countable / Uncountable | Teach: some bread, an apple, a bottle of water. Introduce How much? / How many? | <u>English For Everyone Practice Book</u> Page 98 | Sorting task, pair examples | Pair matching and oral use | 20 mins |
| Break | Encourage chatting: What do you buy in the shop? Do you cook? | — | Informal sharing | Not assessed | 15 mins |

Session 3: Shopping and Consumer Awareness

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|-----------------------------------|---|--|---------------------------------------|----------------------|---------|
| Grammar – Countable / Uncountable | Identify if the vocabulary is a countable or uncountable noun. | <u>English For Everyone Practice Book</u> Pages 96-97 | Listening for gist | Worksheet | 15 mins |
| Speaking – Asking for Items | Model and practise: Can I have some milk? / Do you have eggs? | Dialogue Cards | Model, choral drilling, pair speaking | Observation | 25 mins |
| Writing – My Shopping List | Write 4-6 items they like to buy. Use visuals and sentence support. | Word bank, writing sheet | Guided writing | Completed list | 20 mins |
| Role-Play – At the Supermarket | Learners practise buying and asking about prices. | - | Structured pair role-play | Teacher feedback | 30 mins |
| Review & Reflection | Ask: What can you say in the shop now? | - | Group recall, flashcard quiz | Peer/self reflection | 10 mins |

Session 4: At the Doctor's Office

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|----------------------------|---|---|-----------------------------|----------------------------|---------|
| Setting the Scene | Introduce the topic. Ask: Have you been to the doctor in Ireland? What problems can you have? | - | Group discussion | Verbal participation | 15 mins |
| Vocabulary – Ailments | Teach: sore throat, headache, cough, fever, back pain, cold with gestures and visuals. | <u>English For Everyone Everyday English</u> <u>Page 201</u> | TPR, matching | Participation and matching | 20 mins |
| Speaking – I feel / I have | Model full sentences: I feel sick, I have a headache. Practise with sentence starters. | Sentence frames board work | Pair dialogue using cards | Observation | 20 mins |
| Mime – What's wrong? | Say or play: I have a sore throat. Pre-teach she has / he has a... | Student Participation | Listening + visual matching | Accuracy of response | 15 mins |
| Break | Encourage small talk about health: I feel tired / sick | - | Informal interaction | Not assessed | 15 mins |

Session 4: At the Doctor's Office

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|--------------------------------------|--|-------------------------|---|-------------------------|---------|
| Sample Role-Play – Dialogue Practice | Use doctor-patient dialogue (teacher-led model). Learners listen, repeat, and practise in pairs. | <u>Dialogue Cards</u> | Model, choral drilling, pair speaking | Observation | 25 mins |
| Create a Dialogue - Group Task | Teacher elicits a new doctor-patient dialogue from the learners. Elicit to board. | Board and marker | Group input, shared creation | Engagement, accuracy | 25 mins |
| Reading & Repeating the Dialogue | Read full dialogue as a class. Practise in 2 groups then swap. | Dialogue on board | Choral speaking, rhythm & stress focus | Group feedback | 15 mins |
| Writing – Copy Dialogue | Learners copy the final dialogue into their own notebooks. | Board, notebooks | Copying, sentence-level writing | Completed work | 15 mins |
| Speaking Practice – Pair Role-Play | Learners practise the written dialogue in pairs. Swap roles and repeat. | Dialogue from notebooks | Speaking from notes, supported practice | Teacher monitoring | 20 mins |
| Review & Reflection | Ask: What can you say at the doctor's office? | Board | Class reflection. | Peer or self-reflection | 10 mins |

Session 5: Housing and Living Arrangements

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|----------------------------------|---|--|----------------------------------|-----------------------|---------|
| Setting the Scene | Introduce the topic: Where do you live? Who do you live with? | - | Group discussion, show and tell | Verbal contribution | 15 mins |
| Vocabulary – Rooms & Furniture | Drill pronunciation and teach key vocabulary | English For Everyone Everyday. English Pages 140 - 141 | Picture matching, labelling | Oral performance | 30 mins |
| Speaking - What's in your house? | Model and practise: There is a fridge in the kitchen. Use sentence starters. | Board | Pair practice, sentence building | Oral performance | 10 mins |
| Vocabulary – Problems at Home | Teach vocabulary and drill pronunciation. | Dialogue Sheet | Pair practice, sentence building | Participation | 20 mins |
| Speaking - Problems at Home | In pairs, practice the dialogue from the sheet. | Teacher voice | Listening with visuals | Accuracy on worksheet | 15 mins |
| Break | Invite learners to talk about their home: Do you live alone? | — | Casual speaking | Not assessed | 15 mins |

Session 5: Housing and Living Arrangements

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|--|--|--|-----------------------------------|--------------------------------|------------|
| Grammar Focus – It is / It isn't working | Teach and model simple complaint structures. It is broken / leaking. | Sentence frames, visuals | Model sentences, repetition | Sentence construction | 15 mins |
| Writing – Housing Message | Learners write a short message to landlord or housemate: The light doesn't work. Learners share their stories with the group. | Message writing frame, examples | Structured writing | Message clarity/ completion | 20 mins |
| Speaking - Housing Message | Learners practice their dialogues in pairs. Switch to encourage as much speaking as possible. | Message | Model sentences, repetition | Message clarity/ completion | 30 mins |
| Review & Reflection | Review vocab: shower, broken, fridge, landlord. Ask: What can you say now? | Flashcards , problem cards | Whole group recap | Whole group recap | 10 mins |

Week 6: Employment and Job Interviews

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|--|--|---|----------------------------------|------------------------|---------|
| Setting the Scene | Ask: Do you want to work in Ireland? What job do you want? Introduce the idea of a CV. | Job flashcards, sample CV | Class discussion, visual prompts | Verbal participation | 15 mins |
| Vocabulary – Types of Jobs | Vocabulary matching exercise, drill pronunciation. | <u>English for Everyone Practice Book</u> <u>Pages 30 – 31</u> | Matching, repetition, labelling | Matching task | 20 mins |
| Speaking – I work / I want to work in / as | Model: I work as a cleaner / I want to work in a restaurant. Practise in pairs. | Board | Partnered Q&A, sentence practice | Teacher observation | 25 mins |
| Reading – Dialogue Sheet | Learners read a simple job questions and answers. | <u>Dialogue Sheet</u> | Scan reading, worksheet Q&A | Comprehension accuracy | 25 mins |
| Break | Chat: What job did you do before? What job do you want? | — | Informal conversation | Not assessed | 15 mins |

Week 6: Employment and Job Interviews

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|-----------------------------|---|----------------------------------|--------------------------------|----------------------------|---------|
| Speaking – Dialogue Sheet | In pairs, practice the dialogue from the sheet. | <u>Dialogue Sheet</u> | Label and discuss each section | Participation | 20 mins |
| Writing – CV Planning Sheet | Fill in a worksheet with key info: name, jobs, experience, languages | <u>CV planning template</u> | Guided worksheet filling | Completed sheet | 25 mins |
| Speaking – Dialogue Sheet | In pairs, practice the dialogue from the CV practice Sheet | <u>CV planning template</u> | Teacher-led walk-through | Participation | 20 mins |
| Homework – Europass CV | Explain the Europass CV. Show example. Ask learners to complete their own CV at home using their plan. | <u>Europass CV Website</u> | Teacher-led walk-through | CV draft checked next week | 15 mins |
| Review & Reflection | Ask: What can you say about yourself? What job do you want? Review vocab. | Job flashcards, speaking prompts | Group recap, exit question | Peer/self-assessment | 10 mins |

Week 7: Banking and Finances

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|------------------------------|---|---|--|---------------------|---------|
| Setting the Scene | Ask: Where do you keep your money? Do you use a bank or cash? | - | Group chat, show and tell | Verbal contribution | 15 mins |
| Vocabulary – Money / Numbers | Revise the numbers from session 2. Write numbers on the board to test knowledge. Teach money terms (cents, euros). | <u>English for Everyone Course-book Page 19.</u> | Matching, repetition, real-life examples | Word matching task | 20 mins |
| Speaking – How much is it? | Revise vocab from session 3. Practise asking and answering about prices - How much is / are the milk / bananas? It's / they're €3.20. | <u>English For Everyone Practice Book Pages 96-97</u> | Pair practice, dialogue support | Teacher observation | 20 mins |
| Speaking - Pair work | Students write down 10 items and cost and have to say how much it costs. | Notebook | Speaking for accuracy | Accuracy | 15 mins |
| Break | Informal conversation: Do you use card or cash? Do you have a bank account? | — | Real-life speaking | Not assessed | 15 mins |

Week 7: Banking and Finances

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|---------------------------------|--|------------------------------|-------------------------------|----------------------------|---------|
| Vocabulary – In the Bank | Teach: open account, send money, withdraw, deposit, balance, receipt | <u>Worksheet - Section 1</u> | Repetition, matching task | Participation | 20 mins |
| Grammar – I need to / I want to | Teach functional structures: I want to send money. I need to open an account. | <u>Worksheet - Section 2</u> | Controlled practice, drill | Correct usage in sentences | 15 mins |
| Role-Play – At the Bank | Dialogue: I want to open an account. Can I send €100 to Ukraine? | <u>Worksheet - Section 3</u> | Pair role-play with model | Performance feedback | 15 mins |
| Role-Play – At the Bank | Learners will create dialogue for each of the role plays and act them out in front of the group. | <u>Worksheet - Section 4</u> | Writing with example on board | Completed form | 35 mins |
| Review & Reflection | Review: cash/card, how much, open account, send money. Group Q&A. | Flashcards, questions | Recap activity | Peer/self-assessment | 10-mins |

Week 8: Education and Lifelong Learning

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|-----------------------------------|--|------------------------------|--|---------------------------------------|---------|
| Setting the scene | Speak about previous learning, current knowledge, goals and learning expectations. Harvest answers to board. | Teacher voice | Group brainstorm | Participation | 15 mins |
| Metacognition – How I Learn | Learners reflect on their learning preferences using sentence starters and peer discussion. | <u>Worksheet - Section 1</u> | Individual reflection, paired speaking, guided prompts | Verbal sharing, teacher observation | 25 mins |
| Learning Styles – VARK Self-Check | Learners complete a simplified VARK questionnaire and discuss how they learn best. | <u>Worksheet - Section 2</u> | Checklist activity, pair dialogue, class tally | Completed checklist, class discussion | 25 mins |
| Break | Informal conversation and movement | None | Social English | Not assessed | 15-mins |

Week 8: Education and Lifelong Learning

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|-------------------------------------|--|------------------------------------|--|---|---------|
| SWOT – Strengths and Goals | Learners identify their strengths, weaknesses, opportunities, and threats related to learning. | <u>Worksheet - Section 3</u> | Guided reflection, drawing or writing, partner support | Participation and simple spoken reflections | 30 mins |
| Course Exploration and Presentation | Learners explore education options (online), answer questions, and practise presenting a course they like. | <u>Worksheet - Section 4</u> | Independent research, teacher scaffolding, presentation practice | Completed worksheet and oral presentation | 60 mins |
| Review & Reflection | Ask: What are you proud of? What's your next step? Group share + visual wall. | Post-its, board, sentence starters | Visual and verbal sharing | Verbal reflection | 10 mins |

Week 9: Community and Civic Engagement

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|---|--|--|------------------------------------|-------------------------|---------|
| Setting the Scene | Ask: What do you do in your free time? Revise hobbies (week 1). Introduce the theme of community and volunteering. | English for Everyone Practice Book page 122 - 123. | Group discussion, local references | Verbal participation | 15 mins |
| Vocabulary – Community and Action Words | Learners complete worksheet Section 1. Practice pronunciation and use examples. | Worksheet - Section 1 | Matching, repetition, examples | Completion of worksheet | 25 mins |
| Useful Phrases – I like to / I like + ing | Complete and practise sentences from Section 2. Share with a partner or in small groups. | Worksheet - Section 2 | Sentence writing, partner speaking | Sentence accuracy | 25 mins |
| Break | Encourage discussion: Where could you volunteer in this town? | — | Informal reflection | Not assessed | 15 mins |

Week 9: Community and Civic Engagement

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|---|---|-----------------------------------|--|----------------------------|---------|
| Sample Role Play – I Want to Volunteer | Learners read and practise structured dialogue in pairs. | <u>Worksheet - Section 3</u> | Reading aloud, partner speaking | Teacher observation | 20 mins |
| Create a Poster | Learners draw/write a small poster about how you can help in your community. Present posters to the group (Tutor to take photos as evidence). | Sentence starters, board examples | Creative expression + sentence writing | Poster sharing | 20 mins |
| Role Play Scenarios – Practice in Pairs | Choose and act out 2–3 role play scenarios from Section 4. Rotate roles. | <u>Worksheet - Section 4</u> | Role play, fluency building | Peer / teacher observation | 25 mins |
| Review & Reflection | Whole-class recap: <i>Where can you help?</i> <i>What do you like doing?</i> Use board. | Board, verbal prompts | Recap, shared answers | Oral feedback | 15 mins |

Week 10: Environment and Sustainability

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|--|--|--|---|-------------------------|---------|
| Setting the Scene | Elicit ideas: What is the Earth? What is rubbish? What do you do to help? Use simple L1 support if needed. | Board / verbal prompts | Group discussion | Oral participation | 15 mins |
| Vocabulary Matching – Environmental Words | Learners match 8 key words to meanings: recycle, water, plastic, bin, etc. | <u>Worksheet - Section 1</u> | Matching, pronunciation, repetition | Completed matching task | 20 mins |
| Useful Phrases – I recycle / I turn off... | Practise simple model phrases; learners complete their own. | <u>Worksheet - Section 2</u> | Sentence frames, repetition, partner talk | Accuracy of structures | 20 mins |
| Listening & Reading – A Green Day | Read short text about Sofia's day. Learners answer 5 questions. | <u>Worksheet - Section 3</u> | Reading for detail, true / false, sentence completion | Question answers | 25 mins |
| Break | Invite chat: Do you recycle? Where do you put bottles? | — | Casual discussion | Not assessed | 15 mins |

Week 10: Environment and Sustainability

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|--|---|--------------------------------------|--|----------------------------|---------|
| Grammar Focus – "Do you...?" Questions | Introduce "Do you + verb" using familiar actions: recycle, walk, turn off... | Board + <u>Worksheet - Section 4</u> | Modelling, choral drilling, pair demo. | Oral Q&A | 15 mins |
| Speaking Game – Environment Bingo | Learners ask classmates "Do you..." questions to complete a 4x3 grid (e.g. "Do you recycle plastic?") | <u>Worksheet - Section 4</u> | Speaking, listening, mingling | Interaction & oral fluency | 30 mins |
| Sharing Time - Group Reflection | Share ideas: What do you do at home? What will you do more of? Optional teacher feedback. | Board | Guided group feedback, confidence building | Oral contribution | 10 mins |
| (Optional) Outdoor Clean-Up | Conduct a short indoor/outdoor clean-up. Use language: Pick up the paper, etc. | Gloves, bags, simple instructions | Real-life TPR and speaking | Participation | |
| Review & Reflection | Ask: What can you do to help the environment? Build a class list. | Board, post-its | Class brainstorm + personal reflection | Peer/self-reflection | 10 mins |

Week 11: Health and Well-being

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|--|--|--|--|-------------------------------------|---------|
| Setting the Scene | Ask: How are you feeling today? What helps you feel better? Introduce topic of health and emotions. | Calm music | Circle discussion, thumbs up/down | Verbal participation | 15 mins |
| Vocabulary – Emotions and Self-Care | Teach 8 core emotion words using gestures and repetition. Students mime and guess the emotion. | <u>Worksheet - Section 1</u> | Repetition, movement, gesture-based learning | Accuracy and engagement during mine | 25 mins |
| Speaking Practice – Do/Does Questions | Practise 'How do you feel?' and 'How does she/he feel?' in pairs. Swap roles. | <u>Worksheet - Section 2</u> | Dialogues, partner practice | Verbal accuracy and fluency | 25 mins |
| Mini-Stories – Listening and Retelling | Listen to and discuss three mini-stories. Retell how the person feels and why. | <u>Worksheet - Section 3</u> | Oral repetition, question-answer, storytelling | Matching worksheet | 30 mins |
| Break | Relaxation, informal chatting using feelings words | — | Informal group talk | Not assessed | 15 mins |

Week 11: Health and Well-being

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|---|--|------------------------------|---|--|---------|
| Speaking with Colours – My Colour, My Feeling | Choose a colour and match it to a feeling. Use full sentences: 'My colour is... I am...' | <u>Worksheet - Section 4</u> | Sentence structure practice, speaking circle | Fluency with 'to be' sentences | 20 mins |
| Movement & Relaxation | Follow teacher's calm breathing and movement instructions. Say calming phrases. | Soft music (optional) | Call and response, physical movement, rhythm | Participation and following instructions | 10 mins |
| Writing – Simple Well-being Journal | Write: Today I feel..., I like to..., I want to... | Writing frame, model text | Supported sentence writing | Completed page | 20 mins |
| Reflection Circle – Speaking & Sharing | Share feelings and positive reflections from the day. Peer encouragement. | None | Group speaking, repetition, sentence building | Oral contributions | 20 mins |

Week 12: Celebrations, Traditions, and Cultural Exchange

| Topic | Main Ideas | Resources | Learning Strategies | Evaluation | Timing |
|---|---|--|---|---------------------------------|---------|
| Setting the Scene | Ask: What celebrations do you know in Ireland? What do you celebrate? Build curiosity and connection. | Teacher voice | Class discussion / verbal participation | Participation | 5 mins |
| Vocabulary - Celebrations & traditions | Teach: Christmas, Easter, St. Patrick's Day, Halloween, present, parade, family, food | <u>Worksheet - Section 1</u> | Pronunciation Practice | Worksheet completion | 20 mins |
| Useful Phrases - Talking about Traditions | Practice useful phrases "I celebrate / I eat / I go to..." | <u>Worksheet - Section 2</u> | Sentence substitution, partner speaking | Accuracy of structure | 20 mins |
| Reading Task - Holidays in Ireland | Read short text and answer 5 simple questions. | <u>Worksheet - Section 3</u> | Reading comprehension | Written answers, discussion | 25 mins |
| Speaking Practice - My Celebration | Partner Q&A and drawing / writing about own tradition | <u>Worksheet - Section 4</u> | Guided dialogue, sentence building | Oral responses, engagement | 25 mins |
| Pair / group sharing | Share drawings or sentences about a tradition or celebration | <u>Worksheet - Section 4</u> | Speaking in pairs | Participation, listening skills | 10 mins |

Week 12: Celebrations, Traditions, and Cultural Exchange

| Topic | Details | Timing |
|----------------------|---|---------|
| Course Feedback | Complete course evaluation | 15 mins |
| Party / Refreshments | Informal snacks, social time, and music. | 50 mins |
| Graduation Ceremony | Present certificates, take group photo, thank the group | 20 mins |



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