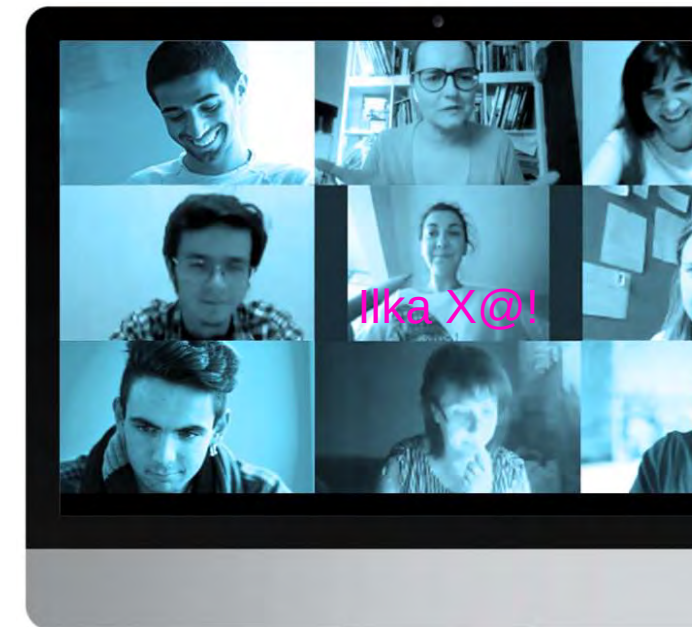


Community Centre

Theme:
Employment Matters

Before we start, please make sure...

- ✓ **your name on Zoom is clear (use Latin letters)**
- ✓ **your camera is on and mic is off (unmute when needed)**
- ✓ **you are in a quiet area that helps you focus**
- ✓ **you have a notebook or a note app ready to take notes**



Zoom features

Check your audio and video settings

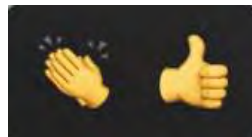


Use Latin letters for your name

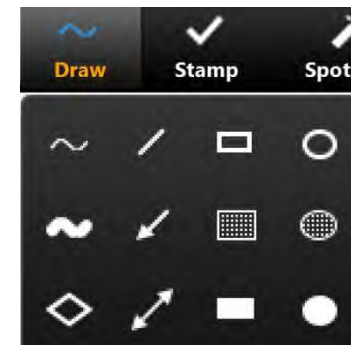


Ask questions in the Chat or use Reactions

Share Screen when the teacher asks



Use Annotate when a screen is shared



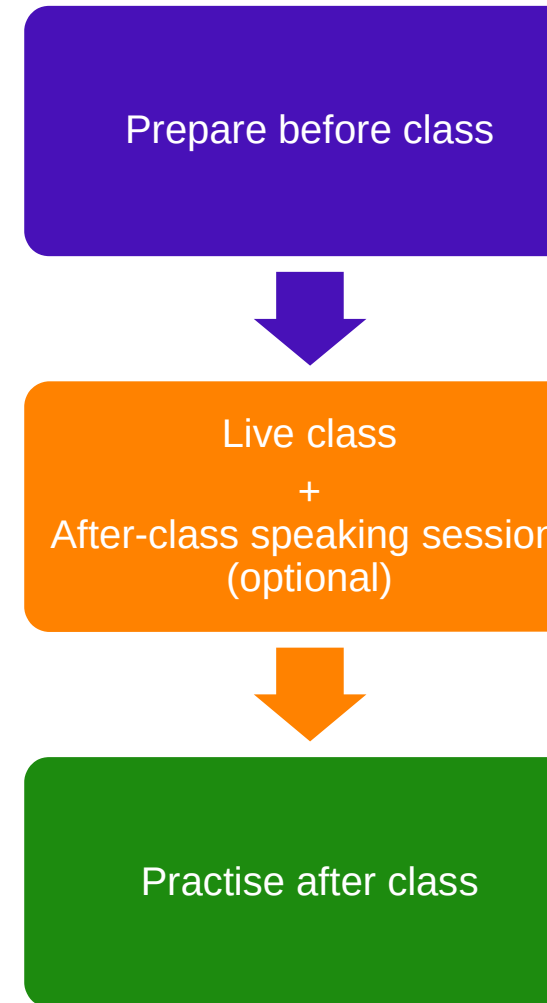
Use Save to make screenshots

Welcome to English Online



How does it work?

You need to complete all three parts to get the most out of English Online.



After-class speaking session

Stay back after class for 5 or 10 minutes to talk to your classmates from around the world.

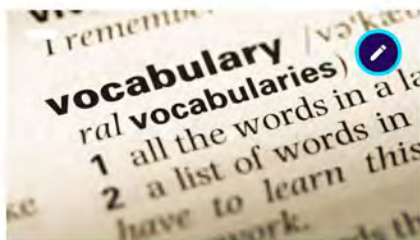
This extra speaking practice will help you...

- improve your conversation skills
- practise using language learnt in class
- support and help your fellow students
- practise using English in a natural context
- become a part of a global learning community



Pre-lesson activities

Prepare



Phrases related to being old or young



An article about a retirement home



Words related to different ages

Practise



Words related to different ages and relationships



Idioms related to types of people

Lesson objective

What do you expect to learn by the end of this class?



Lesson objectives

In this **live** part of the lesson, you will you will decide which six candidates should be invited to a community centre, and will present and justify your decisions. You will also review vocabulary related to different generations and idioms to describe people that you learned **before** the lesson.

Highlighted skills:

Speaking (live class) and reading (before and after the lesson)

Language focus:

Vocabulary: Different generations and Idioms to describe people

Functional language: Expressing preferences and doubt

Lead-in

Imagine you are travelling in a train compartment with the people in your group.

In chat, I will give you a sentence each. You have to start a conversation together and aim to slip in and use your sentence without the others noticing.

At the end, try to guess each other's sentence.

How were all of the sentences related?

Lead-in (alternative)

- (1) What comes to mind when you hear the term ‘old age’?**
- (2) Do you worry about your old age?**
- (3) What do you think old age is like?**
- (4) How will your life be different when you reach your old age?**
- (5) When does old age start?**
- (6) Is it important to prepare financially for old age?**
- (7) What new hobbies will you take up in your old age?**
- (10) How is old age different from being middle aged?**

Language focus 1

Look at these word groups to describe people. What are the differences in meaning between the words? Discuss with your group.

- 1** infants, juveniles, adolescents, toddlers
- 2** stranger, outsider, foreigner, immigrant
- 3** aged, ancient, elderly, senior
- 4** widower, single, bachelor, widow
- 5** best man, godfather, guardian, stepfather
- 6** family, relation, relative, extended family



Language focus 2

Rephrase the sentences using the words in brackets.

- 1. He always keeps his promises. (word)**
He always keeps his word.
- 2. She comes across very aloof but she's really warm and friendly, once you get her. (down)**
She comes across very aloof, but deep down, she's really warm and friendly.
- 3. She's generous. (heart)**
She's generous at heart.
- 4. He has all the traits of an adulterer. (through)**
He's an adulterer through and through
- 5. Lots of bad things have happened in his life, but he has coped. (stuff)**
Lots of bad things have happened in his life, but he's made of sterner stuff.

Language focus 2 (Extension)

Tell your partner about...

- **a person you know who is a man/woman of few words**
- **a person you know who maybe doesn't make the best first impression, but who is a really nice person deep down**
- **a person you know who has had a difficult life, but is made of sterner stuff**
- **a person you know who is a rebel at heart**
- **an older person you know who is still young at heart**



Task



Task Preparation

In the table below, you have some expressions that could help you when you do your task. What's the function of the expressions in each column?

Saying what you want to happen	Discussing potential problems	Discussing individual candidates
Personally, I think we should ...	What I think we should avoid is ...	An important point in his/her favour is ...
I'm in favour of ...	One thing that worries/concerns me is might not fit very well with the rest of the group.
I think ... is the priority here.	... could cause problems.	I think he/she might have difficulty ...

Task

You are going to read about **ten** people who have been **shortlisted** to take part in an **intergenerational** school project. On your own, make your selection of the **six** best candidates (**three** senior citizens and **three** children), and think about how to **justify** your decision to the other students.

Then, with your partner, discuss and decide on the six best candidates using the phrases on the previous slide if you need them. You will have to explain your decisions to the rest of the group – so remember to **justify** your choices!

Feedback

Good usage: do-able, elderly people

Remember:

Another + singular [another elderly person]

Other + plural [other elderly people]

Review

What have you learned from today's lesson?

What was challenging? Why?

How can you consolidate your learning after class?

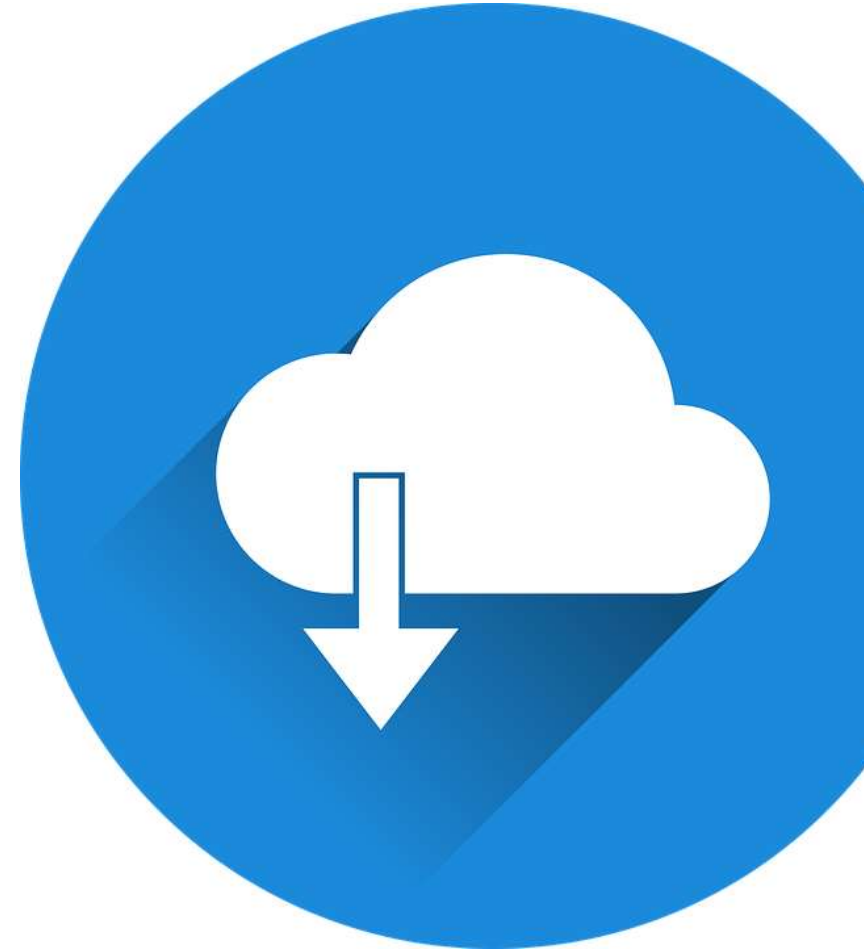
Did you participate fully?

Did you achieve your aims for this lesson?

Lesson materials

Make sure you have

- **downloaded the *.pdf with this presentation**
- **saved the Zoom Chat**



How can you make more progress?

Complete the Progress activities online.



Review the language we have practised today.



<https://learnenglish.britishcouncil.org/skills/reading/advanced-c1/the-state-of-the-world>

What's next?



A screenshot of a 'Your progress' dashboard. It shows a '0% done' circle, a 'B1' level indicator, and three progress bars: '0/9 Themes started', '0/54 Lessons done', and '0/9 Themes completed'. At the bottom, there is a certificate icon, text about getting a certificate, and a 'Download now!' button. A purple arrow points from the text below to this button.

Remember to **download your certificate** when you finish the theme!

After-class speaking session

You can talk about any topic that interests you!

Use these questions as a guide, if needed.

- Tell us about the size of your family. How often do you get together?
 - What are some of the differences between the different generations in your family?
 - What have you learnt from your grandparents?
 - Do you think we have more or less opportunity for different generations to mix these days?
 - How will the world deal with an ageing population?
- For help, contact:
support.englishonline@britishcouncil.org

Dos

- ✓ Treat everyone with respect
- ✓ Keep your camera on and on mute
- ✓ Let others share ideas too
- ✓ Listen to everyone
- ✓ Click 'Leave' if you cannot attend

Don'ts

- ✗ Don't take pictures or recordings
- ✗ Don't share personal details
- ✗ Don't let your children be onscreen

What do you think?

Do you like the platform?

What did you think of the activities?

What further information do you need?

For more information, write to

support.englishonline@britishcouncil.org



Teacher's Notes

This slide deck was made by James Wilson-Bukowski