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SPIS TREŚCI

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Young Learners

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Ewa Piotrowska



Methodology area: engagement

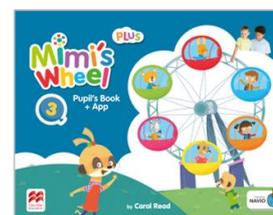
Move and Say. Learn and Play!

It's no coincidence that preschool groups are often called 'Bees' or 'Ants'— in a hive or an anthill, there's always a buzz, a rush and a certain kind of chaos. And it's no wonder, because the need for movement is an essential part of a young child's development.

Movement is also an integral part of the learning process: it increases children's engagement, as well as supports their concentration and memory. What is more, movement activities in class simply make learning more enjoyable, hence genuinely engaging.

In this session, we will look at a number of fun, physical activities that engage and activate the youngest learners, encouraging them to use English in speaking at the same time. You'll leave with **ready-to-use ideas** for movement games and activities that can be easily adapted to different language areas. Keeping in mind that managing our little bees in a hive is a real challenge, I'll also share with you a couple of tricks **how to warm the children up and how to cool them down**. Move and say. Learn and play!

Some illustration and examples will come from:





Young Learners

FACE-TO-FACE OR ON-LINE



[dr Anna Parr-Modrzejewska](#)



Methodology area: speaking

The Art and Craft of Teaching Early Communication

Vocabulary, no matter how impressive, is not enough to enable communication, and a language user, however small, deserves to be taught **functional phrases** ready to use in **real life** situations, language that is both taught and used in **meaningful** contexts.

In this session we'll look at ways to design teaching contexts that provide young learners not only with a **neat collection of words**, but also appropriate tools for using them in **basic expression** and early communication in a foreign language. I'll share some of my favourite ideas and tricks, aimed to **maximize the potential** of great modern teaching materials for this age group.

Some illustration and examples will come from:





Young Learners

FACE-TO-FACE OR ON-LINE



[dr Anna Parr-Modrzejewska](#)



Methodology area:
class management

Mission: Lead and Manage! How to Engage, Activate and Control Young Learners

Young learners can be a handful in any circumstances, let alone a foreign language class. The mission (im)possible for the teacher is to **involve** them in activities which genuinely **engage** them, which are fun and which spark up **genuine interest**, while on the other hand make sure that they **develop their language abilities**. On top of that, we need to **lead, manage**, and **direct** the action so that it doesn't spin out of control.

In this session we will look at a number of techniques which will **engage and activate** young learners, without compromising the language material we want them to learn. We will also explore some simple **classroom management** techniques to warm up the kids, cool them down, and control their behavior in between.

Some illustration and examples will come from:





Young Learners

FACE-TO-FACE OR ON-LINE



[dr Anna Parr-Modrzejewska](#)



Methodology area:
global skills

Global Learning Skills for the 21st Century Primary Classroom

Teaching English as a foreign language in the 21st century goes far beyond equipping students with appropriate knowledge of vocabulary and grammar. The world has become a **communicatively complex** place where simply understanding the language at the superficial level is not enough to decode all the **shades of meaning** it conveys.

In this session we will look at a number of ways in which we can help our young students develop some of the **most essential 21st century skills** like critical and **creative thinking, reasoning, active learning, collaboration** and most importantly **communication** in order to prepare them for the challenges of understanding the world around them.

Some illustration and examples will come from:





Young Learners

FACE-TO-FACE OR ON-LINE



Ewa Piotrowska



Methodology area: engagement

Give Me Five Ideas to Give a Coursebook Task a New Life

If you use a good coursebook (and I know you do :)) then you probably also use a teacher's guide. There, each activity is given a **default procedure**, which is what its author originally had in mind. Surely, any such default is **not the only possible way to carry out the task**. Take the very task rubrics. What does Listen **actually mean**? Listening to the recording? The whole recording at once? At high volume? With students seated at their desks or mingling? And what about Point: does it imply using an index finger or a whole arm? Are the kids to point at the pictures in the book or somewhere else? All kids at the same time? Using their own books? And so on.

In this session, we will look at a **number of different tasks** from the *Give Me Five!* coursebook series and think of at least five **non-obvious ways** of carrying out each activity, so that it is as **engaging and effective** as possible for the particular group, keeping in mind a wide range of children's **capabilities, modalities, needs, emotions and moods**... After this session, you will never look at a rubric in the same way.

Some illustration and examples will come from:





Young Learners

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Anna Kozicka



Methodology area: recycling

Give Me Five Revision Techniques & Routines for Young Learners. Fresh Aces Up Your Sleeve

This workshop is designed to provide you with **innovative and practical revision techniques** for your Young learners' classroom. They are all tailored to reinforce and summarise unit content effectively. We'll explore **five versatile strategies** that engage young learners, support retention, and promote active recall. These routines are crafted to fit seamlessly into your existing lesson plans, ensuring that revision is both **dynamic and effective**. You'll leave with fresh methods to re-energise your revision sessions, equipping your young learners with the tools to confidently grasp and retain key concepts and language. Some examples for all of this will come from the *Give Me Five!* series.

Some illustration and examples will come from:





Young Learners

FACE-TO-FACE OR ON-LINE



Anna Kozicka



Methodology area: storytelling

Engaging Young Minds and Senses: Storytelling for Your Young Learners

Storytelling is an approach that can not only enhance your young learners' language skills but also develop their creativity and social-emotional skills. That's the theory – but what matters most is how we can put it into practice as an integral part of a great English course.

In this session you'll have an opportunity to sample several **practical techniques for creating and adapting educational stories** such as Q&A sessions, alternate perspectives and a mysterious Tableau Vivant. I'll also offer some ready-to-use tips on how to incorporate storytelling into your YL classroom, to support the development of key competencies in your young language learners. Some illustration will come from the great content that I've found in the *Give Me Five!* series.

Some illustration and examples will come from:





Young Learners

FACE-TO-FACE OR ON-LINE



[dr Anna Parr-Modrzejewska](#)



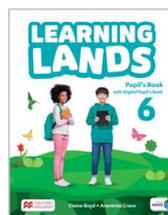
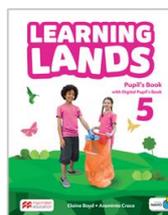
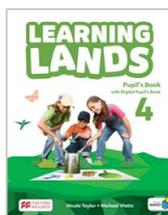
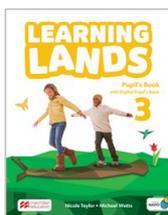
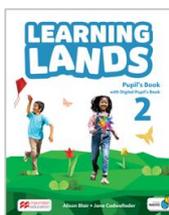
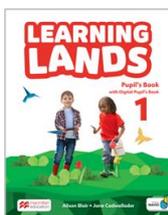
Methodology area:
critical thinking

Teaching More than English: Multi-Literacies in Young Learners' Classroom

Our role as modern language teachers is not only to provide our young students with appropriate vocabulary, grammar and language skills, but – more importantly – to help them **make sense** of all the information that is most often conveyed within a specific **cultural and social contexts**, and use it effectively to engage in **meaningful interactions** in and outside the classroom.

In this **practical session** we are going to investigate a number of **ready-to-use** classroom activities that are based on visual, digital and culturally relevant real-life materials which engage young learners in **authentic communication** and enhance their understanding not only of the English language itself but also of the contemporary world that surrounds them.

Some illustration and examples will come from:





Young Learners

ON-LINE ONLY



Małgorzata Mróz



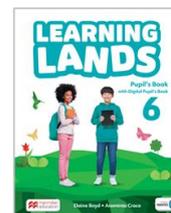
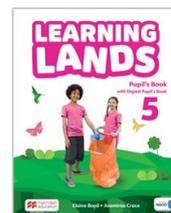
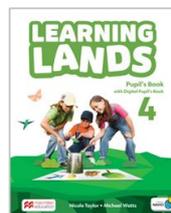
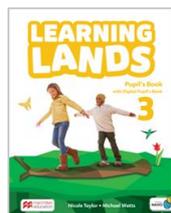
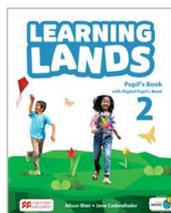
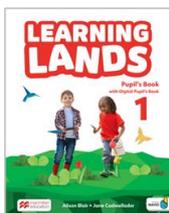
Methodology area:
social-emotional learning

How to Integrate Global Citizenship Education and Social-Emotional Learning

In a fast-growing, interconnected world, the importance of helping young learners become **globally and emotionally aware** has become a priority in the early years of education. At the same time, there is no doubt that English classes provide a perfect environment for developing not only linguistic skills but also communicative tools that help students **navigate social interactions** with curiosity, respect, and open-mindedness.

In this session, I will show how we, as language educators, can shape young minds to become **a new generation of empathetic, culturally aware, and emotionally intelligent global citizens**. Together, we will explore the methodology behind high-quality materials and strategies for adapting them to your teaching context. We'll try out several practical activities, ready to use in your upcoming lessons.

Some illustration and examples will come from:





Young Learners

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Małgorzata Mróz



Methodology area:
assessment

Assessing Different Forms of Assessment in Your Primary Classroom

What are the most **effective methods for evaluating** young learners? Are some of them **more or less appropriate** for this age group? How to assess in a way that is **fair and clear** for our young learners? How to fit these different methods into the official requirements and the curriculum? How to make sure the feedback we give has some **real value** and contributes to our students' language development? The list of such questions is endless!

In this session, we will have a look at both summative and formative ways of evaluating our primary students' work so that we can reflect on the benefits and drawbacks of both. I will also share some methods of combining them so you can fulfil any **external assessment criteria** and at the same time make sure that your students get **clear feedback** – and **feed-forward** – on their learning.

Some illustration and examples will come from:





Young Learners

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Małgorzata Mróz



Methodology area:
video-based teaching

Let's Watch Some ... Grammar! Video in the Young Learners' Classroom

In today's hybrid learning environment, where keeping students engaged can be a challenge, videos provide a unique opportunity to grab their **attention** and spark **meaningful learning experiences**. Videos, as well as animated content can be a fantastic tool in the classroom, offering both entertainment and high educational value. Having said this, how can we make sure students are really learning from videos and not only having a good time in English lessons?

In this session, I'll share some **practical techniques for using videos** to develop language skills in both face-to-face and online classrooms. We'll explore how to use course videos effectively, combining textbook tasks with animations to help students **understand grammar** more easily. I'll also show how these videos provide natural, **real-life examples** of conversations, helping students feel more confident and independent in using the language.

Some illustration and examples will come from:





Young Learners

FACE-TO-FACE OR ON-LINE



[dr Anna Parr-Modrzejewska](#)



Methodology area:
grammar learning

The Adventures of the Young Grammar Detectives

Put **English grammar** under investigation in your young learners' classroom! Unmask the rules that govern language using **creative detective techniques**. Follow the leads provided by evidence-rich contexts and **engage young detectives** in solving grammar puzzles.

This session provides numerous ideas for **techniques and ready-made activities** that turn learning grammar into an exciting investigation of rules and regulations that govern language. We will explore the ways in which teachers can introduce young learners of English into the complex concepts of grammar in a **fun, learner-friendly way** with the aim to encourage them to look at language systems with **curiosity and enthusiasm** in the future.

Some illustration and examples will come from:





Young Learners

ON-LINE ONLY



Małgorzata Mróz



Methodology area:
games-based teaching

How to Navigate Young Learners' Progress with Gamified Digital Tools

Using games to teach English to young learners is a must for many reasons. First of all, **children's attention** span is rather short at the beginning of their learning process and games can help us keep them interested and eager to learn. Secondly, games serve as a tool to teach values, **good behaviour and cooperation** with other young learners. Finally, game-based activities encourage the youngest students to use English in a fun and safe environment, building **positive connotations** in their minds. But how do I, a teacher, know which games convey some educational values? What criteria should those games meet? How many games is too little and how many is already too much?

In this very practical session I'd like to present a set of low or non-prep yet very valuable **language games** and activities based on the *Give Me Five* course that will help our youngest students use the language they learn actively and with confidence.

Some illustration and examples will come from:



teenagers



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Teenagers

FACE-TO-FACE OR ON-LINE



[dr Grzegorz Śpiewak](#)



Methodology area: speaking

How to Kick Your Teenagers' Speaking Skills into High Gear

When it comes to learning to speak in a foreign language, it's sort of like learning to drive: a hesitant start and almost immediately a screeching halt, a frowning look from the instructor, then an embarrassed second attempt ... Is there a way to break that pattern and really kick the learner into high gear when s/he makes **early attempts to speak** in English?

I firmly believe that there is – but we need to get our hands dirty so to speak (pun intended): look under the bonnet without prejudice, locate a real source of the problem, and then provide a strategy that will give our learners **renewed confidence** and **accelerate their progress**. Come along if you want to see how it can be done, with the help of a modern *manual*, i.e. the *Gateway to the World* series.

Some illustration and examples will come from:





Teenagers

FACE-TO-FACE OR ON-LINE



dr Grzegorz Śpiwak



Methodology area: thinking skills

How to Make Sense of Global Skills Behind Your Classroom Doors

Global skills, also known as 21st century skills, have been all the rage in recent years, not least because of the widely quoted UN Sustainable Development Goals. Attractive as they sound, they may also feel rather far-fetched and difficult to make sense of in a typical teenage classroom. At the same time, any modern language teacher feels that this **new agenda** is something we can hardly ignore. So, how *do* we make sense of it all in a real teenage classroom?

If that's how *you* feel about the topic, you really need to attend this session, for three reasons. I'll demonstrate how you can work with some of these global skills on a **local, classroom scale**. Secondly, I'll share a **whole range of tried-and-tested, engaging activities** for your teens, based on a truly great modern coursebook series. And last but not definitely not least, we'll explore the **amazing potential of so-called thinking frames** to engage teenagers in attractive, modern topics and global issues – and to help them make sense of these in their speaking and writing.

Some illustration and examples will come from:





Teenagers

FACE-TO-FACE OR ON-LINE



dr Czesław Kiński



Methodology area:
social-emotional learning

A Gateway to Engagement in Your Teenage Classroom

It is not uncommon to hear teachers expressing their worries about the falling levels of engagement among high school learners. Even though the pandemic appears to have been brought under control a while ago, its aftermath is still visible as many teenagers struggle with problems ranging from screen time issues to serious emotional problems. No wonder then that becoming involved in lessons at school may seem such a troublesome task.

In my session, I would like to demonstrate that while the situation described above is both real and challenging, there are still a few strategies we can adopt in order to **increase learner engagement**. Far from offering magical tricks, I'll focus on the **simple yet effective solutions** that I use in my daily work with my teenage students. My intention is to show that **acknowledging our students' emotions, boosting their confidence, and increasing content relevance**, can work wonders in your teenage classroom. Some of the materials and tasks will come from *Gateway to the World*, a great teenage course series published by Macmillan.

Some illustration and examples will come from:





Teenagers

FACE-TO-FACE OR ON-LINE



dr Czesław Kiński



Methodology area: global skills

Connecting People: Equipping Your Teenagers for The World of Tomorrow

In our daily in-class work we see a lot of humans (our students, that is) who are not always willing to communicate, no matter how much time and energy we invest in preparing appropriate activities and **encouraging active participation**. At the same time, we know that their future is likely to depend both on their English and many of **the life ('soft') skills** that they develop as part of a modern language course.

In my session, I'm going to demonstrate how we can create opportunities for our students to talk about their personal world while connecting with others. I'll also discuss the ways to help them prepare for the **transition from teenage years into adult life**. Here lies the added bonus of English language education: it is as much about developing linguistically as it is about **acquiring skills that will remain useful** later on. Last but not least, I'd like to show how we can combine the classroom English practice of today with using English as a means of authentic global communication that our students will need tomorrow.

Some illustration and examples will come from:





Teenagers

FACE-TO-FACE OR ON-LINE



dr Jacek Łagun



Methodology area: feedback

AssessMEANT – How to Give Feedback that Motivates Your Teenage Students

In the thick of exam preparation, we sometimes forget what assessment is truly for. We tend to focus on filling the blanks or choosing the correct option in a multiple choice exercise more than on our teenage students' actual communicative skills. Consequently, we lose sight of the fact that the essence of assessment is *feedback*. And it is the **quality of the feedback** that ensures our students know both the progress they have made and the areas they still have to work on.

In my session, I would like to make us reflect on the real goal of feedback and the value it can bring to our teaching – and to our students' learning. I will share several practical ideas **on how to implement meaningful assessment** that **genuinely motivates** teenage students to develop their language skills.

Some illustration and examples will come from:





Teenagers

ON-LINE ONLY



[dr Karolina Kotorowicz-Jasińska](#)



Methodology area:
language in use

Use It or Lose It! How to Teach (and Learn) Vocabulary & Grammar in Context

Whenever we introduce **a new language item** in the classroom, whether it is a word, a phrase or a new structure, we tend to start with the *form* and then move on to *meaning*. The question is – do we always focus on the third aspect, that is on **use**? Do we always draw our students' attention to how this newly introduced language item **behaves in the context** of a sentence, a dialogue or a text? Do we always put the language that we teach to work?

In this session, I will concentrate on the **benefits of context-based language learning** and I will try to prove that it should be a part and parcel of any language course. I will also present a lot of activities which enable students to practice the **vocabulary and grammar in context** and so make the language **more memorable**.

Some illustration and examples will come from:





Teenagers

FACE-TO-FACE OR ON-LINE



[dr Grzegorz Śpiewak](#)



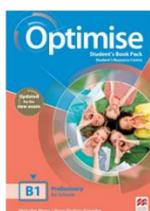
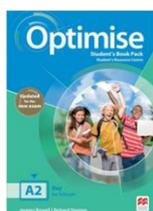
Methodology area: engagement

Teaching and Learning English With the Brain in Mind

Does foreign language learning happen in a foreign language classroom? Not really – as any other kinds of learning, it happens in the learner’s brain – where else? But if so, shouldn’t we as language teachers find out as much as possible about **how the brain actually learns a language**? And, even more importantly, which of our materials, exercises and pedagogical actions actually help our students’ brains, which leave the brain unaffected, and which can do more harm than good ?!

This is what I intend to address in this highly practical session. Based on what we have learnt from the recent science of learning, I will show you how to **really engage** teenage brains, how to **raise their curiosity** for language, **appeal to their emotions**, and above all get them to **remember a lot more** of what we’ve taught.

Some illustration and examples will come from:





Teenagers

FACE-TO-FACE OR ON-LINE



dr Monika Cichmińska



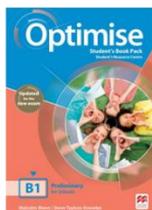
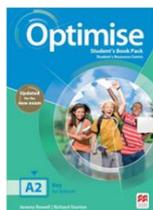
Methodology area: speaking

How to Help Teenagers With Their Speaking – for Exams and Beyond

Speaking, like any other life skill, needs time and practice to develop. However, practice does not always make perfect. As current research shows, in order to really develop and refine a complex skill, it is not enough to repeat the same tasks over and over again mindlessly. When engaged in a speaking task, students need **high-quality feedback**, and they also need to be able to **monitor themselves and reflect** on what they are doing. As always, the question is *how*.

That's just what I intend to deal with in this session. I'll argue that we need a **clear, well-structured, step-by-step approach**, which cares both about **micro- and macro-speaking skills**, and which **develops accuracy and fluency** at the same time. This approach will be demonstrated with selected materials taken from *Optimise*, a new course series for teenagers, published by Macmillan.

Some illustration and examples will come from:





Teenagers

ON-LINE ONLY



[Małgorzata Mróz](#)



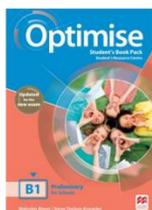
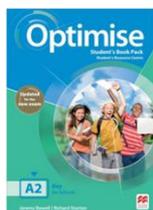
Methodology area:
lesson planning

All Together Now: How to Orchestrate Meaningful Language Skill Revision with Your Teenagers

Walking into the classroom each week often brings a familiar challenge: while some students are eager to pick up right where they left off, others need a bit more time to **revisit, recall**, and sometimes even **rebuild their language skills**. Even with the best lesson plans and fresh ideas, the question remains how can we **identify and address knowledge/competence gaps** effectively, ensuring that no student gets left behind and they all truly work together as a coherent group?

In this session, I'll share a collection of **simple, low-prep lesson ideas** that can help boost reading, grammar, and vocabulary skills in your mixed-ability classes. These activities are designed to make a real difference in your students' progress, no matter where they're starting from. We'll also tackle some of the unique challenges at higher levels—like **managing the growing complexity** and volume of language knowledge. I'll make sure you start each new week, semester, or year on the right foot, even when learning gaps feel significant to start with.

Some illustration and examples will come from:





Teenagers

FACE-TO-FACE OR ON-LINE



dr Monika Cichmińska

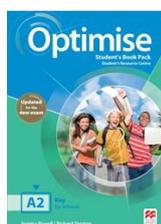


Methodology area:
critical thinking

How to Develop Higher Order Thinking Skills With Your Teenagers

One of the most challenging questions that we, teachers, have to answer is **what progress really is** and **how we can measure it**. Does progress mean knowing more words or more grammatical constructions, or does it mean knowing how to use these linguistic resources? According to recent research, students need to be able to apply whatever they have got to **more and more complex tasks** – this is how they genuinely develop both cognitively and linguistically. Bloom's Taxonomy is a useful way of classifying different outcomes and skills that we want our students to possess.

In this session we will first have a look at the original Taxonomy and its revised version. Then I will guide you through several **useful strategies** and **practical ideas** on how to develop higher order thinking skills with young teenagers in the English classroom – either with the help of a coursebook or without it.





Teenagers

FACE-TO-FACE OR ON-LINE



[dr Grzegorz Śpiewak](#)

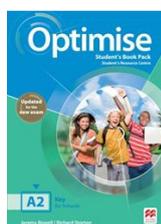


Methodology area:
attention, engagement

Attention-Friendly Teaching: Tips and Tricks, Tried-and-Tested

Our students' attention spans are inherently shaped by their human biology, which means attention naturally wanes after just a few minutes of in-class work – not because those learners are naughty or uninterested but because they are *human*. But, rather than seeing this as a barrier, we can **harness the rhythm of attention cycles**, and in fact **create more rather than less effective language sessions** for our teenagers. Sounds too good to be true?

This is precisely what I intend to help you with in this session. We'll sample and explore a whole range of attention-friendly tasks that can **reboot learners' focus** several times during your lesson. You'll see that such carefully selected tasks not only maintain teenage learner engagement but also serve as **opportunities to systematically recycle** and revise key language items, supporting their long-term retention. I'll show you how you can easily design – and multiply – a lot of such tasks by **smartly revisiting selected materials** from your lead coursebook. And how you can whip up a lot more with the help of modern AI tools. So, come along and see how you can transform the challenge of short attention spans into an opportunity for **deeper and more memorable learning**.





Teenagers

FACE-TO-FACE OR ON-LINE



dr Grzegorz Śpiewak

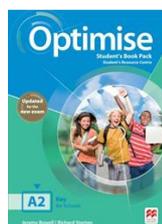


Methodology area: revision

Drill With a Thrill in a Teenage Language Classroom

If your language learners are anything like mine, they are probably not much thrilled by revision and practice activities, even though deep down they may feel they are useful to them. Revision exercises – despite their potential benefits – can easily become mechanical, monotonous, and, let's be honest, plain boring. And yet virtually all current science of learning confirms that **sensible, well planned revision** & practice activities *are* essential to students' long-term success. The question is how to **truly motivate teenage learners** to engage in them, adding (quite a bit of) 'thrill' to the process?

That's where this **super practical** workshop comes in. Come along to try out lots of **tried-and-tested** revision activity types which will **surprise, amuse**, and **genuinely engage** your teenage learners. In fact, all these activities have one extra, crucial feature: they require **little or zero preparation** on your part, because most or all of the work will be done by your teenagers. Intrigued?





Teenagers

FACE-TO-FACE OR ON-LINE



[dr Jacek Łagun](#)



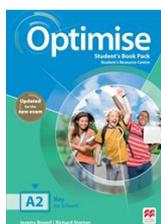
Methodology area: mixed ability

Mixability.ed

Working with Mixed Ability Teenage Groups

We are all well-aware of what the challenges are of having students of different levels in the same classroom: the better ones become bored rather quickly while the weaker individuals tend to feel discouraged by the daunting amount of work they believe they have to do. And, in the midst of that, it is us the teachers – teaching something that seems too obvious and uninteresting for the former, and scary and seemingly unattainable for the latter. Is there a good way to **address the needs of both groups** – and everyone else in between?

In this session, I would like to share some practical ideas on how we as teachers can quickly and without a lot of effort use the very natural fact that some students are better than others to the **benefit of everyone involved** in the process. As my title suggests, the solution that I will offer relies not so much on merely recognizing the obvious variability among our teenage learners, but rather on capitalizing on it and exploiting it on a completely systematic basis. Lots of **tried and tested activities** and **in-class lifehacks** guaranteed.





Teenagers

ON-LINE ONLY



[dr Karolina Kotorowicz-Jasińska](#)

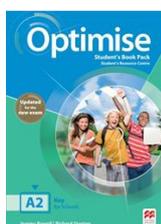


Methodology area:
language in use

How to Assess Your Teenage Students' Mistakes in Speaking and Writing

Let's face it – all students make mistakes. And guess what: it's actually a good thing because many of them are, in fact, learning steps. In other words – many of the wrong uses of the language are **signs of students' progress**, especially in speaking and writing, and those should definitely be appreciated. The question is: how do we differentiate between the mistakes that do need correction and those which we don't have to be so strict about?

That is exactly the question I will answer in my session. Also, I will address the issue of whether assessment and error correction are equal – and why not. We'll explore **various tried-and-tested ways of correcting mistakes**, ready for you to take straight into your teenage classroom. Last but not least, we'll define the term '**valuable feedback**' – and what it means when **assessing speaking and writing** in this age group.



adults



macmillan
partners



Adults

FACE-TO-FACE OR ON-LINE



dr Czesław Kiński



Methodology area:
exams speaking

More Than Words: Helping Your Students Prepare for ESOL Speaking Tests

In Cambridge exams, the speaking test may pose a number of difficulties to many of our students. First, exam candidates don't have the possibility to think about their answers for a long time, and modify them afterwards, which is the case with the other papers. Next, students may find themselves lost not only for words or structures, but also for ideas that they are to express. Finally, they have considerably less time to show their competence than they do in the other papers – but the weight of the speaking test is the same.

In my workshop, I'm going to share my experience of working with exam groups and being a Cambridge Assessment examiner. We'll go through the **speaking test minute by minute**, focusing on the strategies that will help our students find the right ideas and express them in appropriate ways. I will show you how your students can use the main **principle of deliberate practice**, i.e. **reflective** and **refined repetition**, in order to give the performance of their lifetime. You'll be leaving the session fully equipped to help your students prepare for the exam in terms of their linguistic, cognitive and emotional challenges.

Some illustration and examples will come from:





Adults

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[dr Monika Cichmińska](#)



Methodology area: exams preparation, English in use

Ready or Not, Here the Exam Comes

Teaching students who prepare for exams – whether in the short or long run – always poses a major problem. Are you a “let’s focus on the exam as nothing else matters” teacher or do you believe in the “let’s do some real English and the exam will take care of itself” policy? The voice of reason would recommend a **balanced approach**. But, as always, the question is *how*, particularly if you consider the limited time we always have, coupled with diverse learner needs and expectations.

This is what I intend to take on in this session. The main focus will be a balanced approach to teaching use of English - with an exam in mind. I will talk about some strategies which can be implemented easily, like **relying on context** in teaching vocabulary and grammar or **practising language chunks**, but also **deconstructing exam tasks** with the aim of showing how use of English is tested in them.

Some illustration and examples will come from:





Adults

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dr Grzegorz Śpiewak



Methodology area: assessment

How to Assess Adult Learners Effectively, On-line and Off-line

Any language teacher knows that students tend to hate traditional tests. And that testing has come under massive attack in recent years, especially in the times of forced on-line teaching, and the recent emergence of AI tools. This said, we also know that a typical learner does want to know whether s/he is making any progress. So, the answer really isn't: let's abandon all testing but rather: let's try to be a lot smarter about how we **select**, **design**, and **organise** assessment activities for today's language learners.

In this super practical session, I'll offer a number of **alternatives to traditional testing methods**, all tried and tested with numerous students. Come along to find out, and to sample them all, plus some tricks and **assessment lifehacks**. You'll see for yourself that such alternatives are NOT time-consuming or difficult to prepare – in fact, they can make your workload quite a bit lighter.

Some illustration and examples will come from:





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dr Jacek Łagun



Methodology area: global skills

Getting Ready for the Unpredictable Future – 21st Century Skills as Keys to Flourishing in Future Job Markets

Every now and again, teachers are told they must prepare their students for the so-called jobs of the future. The challenge? Many of these jobs don't yet exist and will only emerge years from now. Yet, there are trends and skills we can predict with confidence.

In my practical presentation, I will demonstrate how English teachers can equip students with **transferable skills** that are crucial for navigating an unpredictable future. These include critical thinking, adaptability, effective communication, and teamwork—qualities essential for global collaboration and success in diverse professional environments. Using engaging examples and activities, I will show how to **integrate these "future-ready" skills into language lessons** while keeping your students motivated and focused on their personal growth.

Some illustration and examples will come from:





Adults

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[dr Anna Parr-Modrzejewska](#)



Methodology area: integrating linguistic, non-linguistic skills

Making Learning Meaningful: What Are Integrated Skills and Why Are They important?

Real-world communication rarely consists of only one language skill. In order to create authentic and meaningful communication in the English language classroom, we need to find ways to **meaningfully combine language and thinking skills**. An integrated skills approach reflects the integrated way that people use language in real-world contexts, **maximises learning opportunities** and allows students to practise their language skills in an authentic and meaningful way.

This session will explain the concept and benefits of an **integrated skills approach** to language learning and explore how we can integrate language and thinking skills in our classrooms, to enable our students to successfully apply what they learn to different communicative contexts.

Some illustration and examples will come from:





Adults

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dr Grzegorz Śpiewak



Methodology area:
lesson planning

AI – Yes, But How and Why?

AI tools entered the English classroom just over two years ago – and what an unprecedented time it has been! No modern language teacher’s life can ever be the same once s/he has seen the mind-blowing power of chat GPT, MidJourney, Dall-E, Tweek, Canva, inVideo and a myriad other AI-powered engines. But what about the learners?! Are they as excited as we are? Will they even need a human language teacher any more ...? Or is the **human teacher** going to be **more necessary than ever??**

We’ll briefly review these new developments – exciting as well as a little overwhelming and even frightening to some – and reflect on their **likely impact** for your language classroom, now and in the more or less immediate future. You’ll leave with some no-nonsense advice on **where, how often**, and for **what purpose** you can usefully supplement and extend your current course materials with sensible, time-effective use of the best AI tools and activity types.





Adults

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dr Grzegorz Śpiewak



Methodology area:
soft skills

Present Perfect(ly) – or: How to Power Your Point (Not Just in PowerPoint)?

Have you ever wondered how it is that certain presenters seem to grab their audience the moment they open their mouth and boot up their first slide? And then **maintain their attention** till the very end, with **every slide perfectly timed** and flowing effortlessly? Yes, it is a very pleasing effect, and a highly desirable one if your ambition is **truly persuasive presentations** – or help your students design and deliver them. Would you like to know how it's done?

In this session I'll share the essence of what I have learnt over the past 30 years as a presenter, teacher trainer, and mentor. You'll learn how to design **effective, engaging, visually attractive and truly captivating** presentations; how to design a super powerful slide – and then link them into a coherent, persuasive sequence. And why you need to avoid the *curse of knowledge* when you select your material ...





Adults

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[dr Grzegorz Śpiewak](#)



Methodology area:
science of learning

A New Science of Effectiveness Behind Your Classroom Doors

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Adults

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[dr Jacek Łagun](#)



Methodology area:
cooperation, collaboration

PAIRnormal Activity: Cooperation and Collaboration as an Attitude in Teaching English

Many young adult students are reluctant to cooperate, either because they haven't developed teamwork skills or believe working independently is more effective. However, as educators, we understand that language and communication are social by nature – they **flourish in and through interaction**. But how can we realistically encourage our students to engage in such interactions as a crucial aspect of their English course?

This workshop will showcase practical ways to turn both teaching and in-class testing into environments that actively promote collaboration. By integrating group-based tasks and peer-supported assessments, teachers can create opportunities for students to develop not only language proficiency but also **essential interpersonal skills** like teamwork, active listening, and problem-solving. You'll have a chance to explore some of my **favourite, tried-and-tested strategies** to foster engagement and cooperation, even among hesitant learners, making language learning a collaborative and rewarding experience that prepares students for the demands of real-world communication.

