

Level: Mixed – B1+	No. of Students: 12	Time: 12:30 - 13:20 & 13:30 - 14:20
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Course Objectives & Characteristics

Students in this class must be over 30 years of age. This is a popular option with a small subsection of our student population, particularly during busy summer periods, when mature, older students prefer to study in a more serious and calmer environment, often focusing on professional topics and studying with greater focus and concentration. For these students, the more animated classroom with a larger proportion of older teenagers or adults in their early 20's may not match their expectations or study preferences. 30+ students tend to be professional people often in high positions in companies or private businesses and keen to develop their English for future career opportunities and professional development.

Most 30+ students join the school for between 1-2 weeks only i.e. short-term courses. Students' main focus tends to be communication as they want to improve their ability to understand and interact with English speakers (native and non-native) in work or social situations. Speaking fluency on a range of both familiar and unfamiliar/abstract topics is prioritized over accuracy. Therefore, plenty of speaking opportunities must be provided, while grammatical or linguistic input and controlled practice do not dominate the lesson. Features of pronunciation and connected speech should be incorporated into lessons.

Differentiation is important, however, partly owing to the mixed levels within the class and partly because the inevitable differences in learning styles are likely to result in students who want to focus on accuracy or, for instance, to learn in a more kinaesthetic or visual way. The course content will need to be negotiated with students each week, which is particularly important considering the small class sizes, short nature of course length for most students and the more expensive cost of the 30+ course. While a mixed-level class presents challenges, it also reflects the types of interaction that students will experience naturally outside of the classroom.

Vocabulary is also an important focus for most students, and this should be integrated into the context/theme of the lesson, consequently maximizing the quality and variety of student interactions and enabling them to communicate effectively on a wide range of topics. Authentic materials and real-life, personalized tasks should be included as this helps to make lesson content more meaningful and relevant for learners.

Lesson Planning Expectations:

- Lesson outlines should be written and saved on the TopUp Drive in the designated folders.
- All lesson outline should have a clear and specific aim.
- The skeleton procedure should indicate the scaffolding that will support students to successfully complete the final communicative tasks that will typically be the objective of these lessons.
- Resources and materials used should be identified.
- Teachers have flexibility regarding the choice of materials, but all materials should be level-appropriate as far as possible.
- Both coursebook materials and authentic materials are options as long as there is no clash with primary resources used on other courses.