

## English Alive - 'Boost you English Programme

### Example of Curriculum

The typical programme provided in Italian schools is of one week duration. We alter the focus of the curriculum depending on age group:

- The main aim is to encourage students to use the English they have already acquired at school through specially graded language tasks
- All students are expected to participate actively
- The main components are speaking, listening, pronunciation, vocabulary extension and building language confidence
- Our teachers are usually rotated each day to give the students the benefit of different accents and differing teaching styles
- Positive reinforcement and a variety of tasks and activities create an exciting learning environment
- Pair and group work is encouraged to create an atmosphere of collaboration

During the week the students will complete various language activities which will vary depending on age and level. We follow the CEFR to ensure progress in the classroom.

#### **English Alive - The Final Production (Student Show)**

Each day 50 minutes is dedicated to "The Final Production". This is a student show usually written and performed by the students. It is a fitting end to the week's work and parents are invited to attend.

The Final Production is not obligatory & can be substituted with Project Work or even a continuation of lessons.

There can also be an option of project work.

#### **A sample lesson from day one:**

##### **Aims:**

- Introduction of teacher
- To revise & recycle vocabulary and structures relating to asking & giving personal information
- To introduce the concept of linking words
- To investigate grammatical areas already learnt at school to ascertain strengths & weaknesses
- To introduce and generate ideas for the Final Production

*Continued.....*

**Process:**

**Checking question forming**

Teacher writes his/her key information on blackboard (B/B)(or alternative as available):

Jenny Jones, 30, Brighton, English teacher, single, one brother, swimming & meeting friends

In pairs the students write the questions to the answers.

Class feedback on answers – check correct question words – how, where, what etc.

Check pronunciation and model any words creating problems – how, brother etc.

**Running Dictation**

Students work in pairs – reader & writer

The teacher has a short text about him/her positioned around the classroom – there are many copies.

One student goes to the text, reads, remembers a short part & then goes to the partner

and dictates the sentence. The partner writes the part down.

Class feedback. Text written on the B/B for students to check accuracy.

Text erased and papers put away.

Orally, students are challenged to remember the text.

The text is reconstructed on the B/B.

**Mingling activity to collect class information**

Worksheet – in pairs students choose one of the following topics to gather information from other students.

Topics: hobbies, pets, music, sport, heroes, clothes & things to do after school

The students prepare 3 questions.

Notes are made on the answers given

Feedback to the class

Errors are noted and the class is given the opportunity to offer corrections

**Word Linking – Secret English**

To give students the opportunity to understand how we link words together in a sentence and how sounds change.

In pairs students are asked to count the number of words in a spoken sentence which is said by the teacher at a natural & normal speed.

Class feedback

The sentence is repeated & Ss are now asked to write the individual words

Class feedback

The full sentence is now examined to determine how words are linked to create new sounds.

Students now try to repeat the sentence in a natural way.

Modelling and correction by the teacher.

Ss are now asked to write their own sentence with correct pronunciation & linking.

*Continued...*

### **Find the mistake**

To identify students' strength and weaknesses in grammatical areas already covered at school. To include the present tense, past tense, adverbs of frequency, like with the present continuous, to have, to be, to do, prepositions, countable and uncountable, comparatives, superlatives etc.

This will inform the teacher on areas of weakness that can be worked on throughout the week.

### **Worksheet - group work – 2 pairs with worksheet A & B**

There are 10 sentences.

One sentence is correct and the other incorrect.

In groups the students decide which is the correct version.

Example

Pair A – They've got one daughter and she's doctor

Pair B – They've got one daughter and she's a doctor.

The correct answer is Pair B – "a doctor".

Class feedback at the end to establish the correct and incorrect sentences.

### **The Final Production**

With the help of the teacher the students generate ideas for the final production.

From these ideas students are put in groups and asked to create a framework which they will use for the final production.