

## ENGLISH PROJECT

This Project arises with the idea of showing different **communicative learning situations** (shopping at the supermarket, eating at a restaurant, buying a house...), which could be used as a reference not only for ESL teachers but also ESL pupils.

It is a model devoted to be of use at the different educational stages: **Infant, Primary, Secondary, Adult Education Teachers and Official Language Schools.**

The Project has been divided into two general levels (one and two) which are not intended for any specific stage, as they can both be used at any of them. Each communicative context can be adapted to the cycle / level which is being taught, either in Primary, Secondary or even Infants. The aspect that always changes is the degree of difficulty.

The project consists of:

- **Three videos:** the first one contains picture and sound, the second one has the addition of subtitles and the third one is a Karaoke version (right margin).
- Each video is accompanied by **the exact dialogue** (in PDF and Word formats) (right margin).
- A **practice dialogue** (in PDF and Word formats) which contains various examples of the subject with alternative vocabulary, expressions ... (right margin)
- A **sample vocabulary list** (in PDF and Word formats) for each of the communicative situations contained in this Project. (right margin)
- An **Interactive visual dictionary**, showing the word written and accompanied by its picture and pronunciation.

This Project will serve as a two part tool: on the one hand, teachers can make use of the project as a methodological resource and on the other hand, pupils can benefit by making use of their own recordings of communicative situations in which the fundamental elements of the language for each situation can be practised and studied.

Pupils are going to be more motivated when re-creating these situations. They are going to have more of an understanding, amongst other things, for the linguistic, grammatical and phonetic points. Even though, in the classroom, they are carried out by means of acting/role-playing, they are going to find a meaning to use the language learnt in a real and necessary context (what for and why).

We hope that this Project may be of use to both teachers and students alike.

Juana J. Rodríguez García, Foreign Language Adviser at Icod CEP 2011-2012