



Hello! Exmouth Syllabus

Hello! Exmouth predominantly run General English courses for young learners aged 11-17, to promote speaking and listening skills, building their English skills foundations, maximising their confidence with English and empowering them to discover new things about British culture, themselves and their skillset; please see details below of our aims and guidelines:

Topic and Task Based Syllabus

At Hello! Exmouth we use a **topic** and **task** oriented syllabus to expose our learners to a wide range of language and provide appropriate activities to put it into practice.

A topic is selected as the hub for a unit of work which will become the focus of that day's lessons. It is the topic that dictates the new language items, such as structures, language functions, or vocabulary. The topic also suggests:

- relevant listening and speaking tasks
- interactive activities, (for example, games, information-gap, etc.)
- reading texts,
- and a variety of writing tasks keyed to the topic.

The aim is not to give pupils all available information on a specific topic, but rather to use the topic as a form of instructional scaffolding in order to let learners themselves explore certain aspects of a particular topic and the language associated with it.

The number and type of activities planned around a topic depends on various contextual constraints, such as time, resources, class size, proficiency level, etc., It should always be our teachers' aim to involve learners in motivating learning experiences. Role plays are a key activity for this.

The topic provides the inspiration for a variety of tasks that students engage in. A '**task**' can be any structured activity involving learners in some form of real interaction, and resembles activities which students carry out in everyday life involving any combination of the four key skills.

We also encourage the use of the CEFR scale as a guideline for choosing appropriate levels of resources for classroom resources and activities.



2.2 Syllabus Topics for Ministays

Cohesive lesson topics are decided by groups of teachers prior to the first week, utilising the lessons that they wish to do for the class profiles they are provided with.

When student groups are mini-groups and stay for one week periods, we do our best to tailor the lesson topics to the students' interests, so teachers may amend during the stay to best reflect the learning style/ interests of the group. The first lesson follows a set lesson plan that introduces rules and important information about the school, as well as a variety of icebreakers / warmer activities.

Each teacher will repeat their chosen topic, where appropriate, with each class that day and tailor to the level of the class. This will ensure all students get a similar experience of topics.

Teachers will record the actual aims and objectives achieved in the Work Record each day and this will be stored in the group's file, in case they repeat the programme next year and need different topics or are here for longer than a week, but have new classes due to mixing with other students.

Example of a standard week for one class:

Day 1	Day 2	Day 3	Day 4	Day 5
-Teacher 1) Hello! Exmouth Rules & welcome quiz Teacher 2) Introduction to Devon / Exmouth Teacher 3) Icebreakers / G.T.K.Y & teacher	Teacher 1) British Food / Nutrition & initial feedback forms Teacher 2) Sports & hobbies Teacher 3) Family & friends	Teacher 1) Holiday / travel Teacher 2) Shopping / money Teacher 3) Crime / The Law	Teacher 1) Film / television Teacher 2) Music Teacher 3) Celebrities / fame culture	Teacher 1) Education & Final day feedback forms Teacher 2) Jobs Teacher 3) Hand out certificates

2.3 Prescribed Syllabus for Longer Stay Groups

If groups are staying longer than a one week period, a more fixed range of lessons which teachers choose are used to ensure that learners are given a variety of topics and themes and no one overlaps the same class.



This structured syllabus also provides a controlled set of topics during peak weeks and lets us refer back to teachers' records of work for specific activities used in class. The topics that teachers wish to choose will be communicated to the Academic Coordinator, prior to the week's classes. Where possible, teachers will be alternated each week, to allow them to repeat lessons with new classes.

Below is an example of a 3 week syllabus:

	Week 1	Week 2	Week 3
Monday	Welcome/ Exmouth/ 'Getting to know you'	Exmouth quiz and 'getting to know you' with new students	Devon quiz and 'getting to know you' with new students
Tuesday	Friend, Friends, and Relationships	Film / Music / Television	Technology & the Future
Wednesday	British Food / Eating Out	Fashion and Appearance	Environment / Animals
Thursday	British Talent / Famous British People	Celebrating & planning a dinner party	Health / healthy living
Friday	Holidays / Travel	Crime, Law, and the 'The Rules'	British Literature

2. 4 Projects

Each week, our students spend a portion of one lesson a day, focusing on a continuous project topic, with the aim to, at the end of the week, present their completed topic. This is to give the students an opportunity to put all of their skills (reading, writing, listening and speaking) into a themed challenge, with a presentation at the end to improve their confidence with what they have learnt.



Examples of projects used are:

“Enigma” - film lesson with script creation - describing people, present and past tenses, emotive language.

“Dragon’s Den” - design your own project/ interview the local people, present a pitch.

“Build a holiday in Exmouth” - research things to see and do, create an advert, present a product.

2.5 Activities & learning

Whether it be part of the class or the activity, our scheduled sessions aim to focus on giving students the opportunity to practise their English in the local community/ with the group.

In addition to “field trips” out in to the community during lessons, a lot of our activities continue the learning journey by not only reinforcing items they learned in the class, but also with worksheets to get them to interact with the people around them and maximise their confidence with their English pronunciation.

Activity leaders are also encouraged to introduce fun new phrases that students can use throughout the activity. For example, when eating a Cream Tea, they can learn the colloquial phrase “lovely jubbly” to describe it. The team is empowered to find similar words to thread throughout and engage our young learners.

Due to the nature of our programmes focusing on building confidence with their skills, progress reports are not appropriate for the setting as they are young learners with us for such a short amount of time and are unlikely to make a big step in progress with their level. Moreover, testing takes up a lot of their time and can be unproductive/demoralising if students can’t see a level change.

Instead, teachers will adopt a range of techniques for error correction, comprehension checking and testing that learning is taking place (pop quizzes, ‘repeat back to me’ etc) whilst in class. Teachers are then asked to comment on the participation/ engagement and gained fluency of the student, during their short stay.

This is kept in their group file and sent to the agent/ parents upon request.