

INTRODUCTION

Our English program includes classes not only in the classical sense of the term, but developed through workshops, games, group dynamics, social evenings, etc. The main objective is that the student does not receive

English classes as a part of the camp, but that English becomes the primary language of communication during their stay. To do this, we have qualified native teachers (one for every ten students) not only responsible for English classes but which lived 24 hours with our campers and ensure that English is at all times the predominant language.

Two hours of specific classroom work in English will be made. These hours are divided into 60 minutes of class and workshop 60 minutes in English. As we said, at this time of specific classroom work we must add the social evenings, games, sports, group dynamics, etc., all developed in English.

So we do not talk about two hours of class, but rather about 12 hours of exposure to the English language.

different levels will be established to ensure optimal use of classes by all students. To do this, at the entrance of the camp we will make a oral and written initial test designed by our team, which will help us to put all the students in the corresponding level, so they can make the most not only classes but also their coexistence in various activities with native teachers.

Below is a brief description of the various parts of our English program include:

- **Classes:** Classes will revolve around a lexicon objective, ie vocabulary, which is related to the theme of the camp itself: the mountain and nature. To this aim a grammatical lexicon objective, ie one or more specific structures that students must handle together with the corresponding vocabulary will join. Each class will be planned through a teaching unit specifying content, objectives and methodology. Such teaching unit also distinguish different levels of complexity, with activities tailored to the specific level and content of each group

The methodological approach will be in every communicative moment, trying to students to express themselves in English naturally and have fun learning.

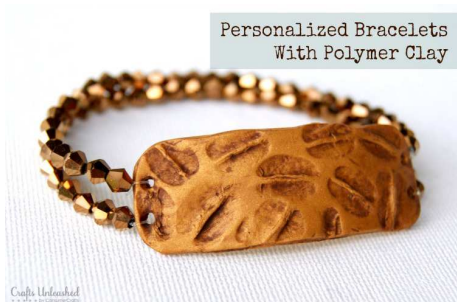
Examples of teaching units:

1. "Living in the mountains"
2. "The mountains"
3. "Parque de Redes, natural reserve"
4. "Risky Sports and adventure"
5. "Endangered animals" etc.

- **Workshops:** it is to offer a more playful approach to language. Students will work on any type of project using the English language, that is, enjoy learning. Our workshops always have as main objective that students have fun, learn effortlessly and just be aware of being in an English class.



These workshops will share the theme of the classes, which will allow us to delve into the content designed for classes and students will put into practice what I learned in them. The workshops will be different depending on the age of the campers. Examples of workshops for the young: "Nature notebook", "Recycled bracelets", "Paper animals", "Fly a kite", "A picture frame" etc.



Examples of Bres " workshops for groups of adolescents: " Folk Music " , " Photography " " Ecological Cupcakes " , " Make your own arrow " , " Claacelety

Evenings: social evenings are perhaps the most important part of the day. It is that students leave with a good taste to bed, wishing to get up the next day to continue the camp.



The evening gatherings should be a party where children socialize and take the opportunity to communicate in English. Our teachers organize a different evening each day to motivate students and make them want to participate. Again, all activities will be conducted in English.

Examples of social evenings:

"Monitor Scavenger hunt", "Disco-night", "Karaoke", "Fancy-Dress Party", "Talent Show", "Quiz Night", etc.

Example of teaching unit

DAY 1 CLASS - (60 ') Living in the mountains

1. OBJECTIVES eleven. Reinforce the four skills (listening, writing, reading, speaking) effectively. 1.2. Increase students' ability to produce and understand oral and written messages in English fifteen. Introduce new vocabulary and revise vocabulary already known about nature. 1.6. Revise structures used in English to express comparison, according to the level of each group. 1.7. Help students improve their English pronunciation

2. CONTENTS 1.

CONCEPTS eleven. Vocabulary: vocabulary related to the mountain, nature and adjectives to describe the way of life: beautiful- ugly, slow - fast, quiet - noisy, stressful peaceful-, healthy, relaxin, empty, lonely, crowded, exciting, expensive, cheap , lively, polluted, clean, dirty etc.

1.2. Grammar: Level: basic - beginners: comparison with long adjectives, using "..... more than" and "less than" Level: Pre - Intermediate: comparison through the long and short adjectives. Also irregular adjectives. Level: Intermediate / Upper Intermediate: Comparison expression of all (long, short and irregular) and modifying adjectives. Expression of preference I'd rather using and I prefer.

1.3. Pronunciation pronunciation of new terms.

1.4. Reflection on language: English express comparison.

2. PROCEDURES

Combine the grammar that are intended to introduce the vocabulary lexicon listed as the goal of unity, always favoring the communicative competence in English. It will work with a written text with a variety of purposes: to practice the four skills, pay attention to issues of pronunciation, use language to make and answer questions on specific issues, discuss issues related to the beach and reflect on how that the structures being introduced specific functions. The session will end with a game that will aim that students put into practice what they have learned naturally.

3. ATTITUDES

1. GENERAL TOPIC: mountain.
2. subtopic: preference between different types of holiday.
3. TRANSVERSAL TOPIC: student attitudes towards the environment

Sample workshop "Nature Camp notebook"

WORKSHOP: TREASURE HUNT + CAMP NOTEBOOK (90 ')

The workshop of this first session will be divided into two parts: TREASURE HUNT and CAMP NOTEBOOK.

TREASURE HUNT (60 ')

TREASURE HUNT or the treasure hunt will take place outside the camp instalaciones. Students, divided into groups and accompanied by their teacher, will conduct a series of tests to successfully complete this gymkhana. To carry out these tests students must demonstrate knowledge of vocabulary previously introduced during class, because all tests are related to the teaching unit students have just completed.

CAMP NOTEBOOK

Part of the evidence of the TREASURE HUNT are that students collect a number of items found along the way (leaves, shells, flowers, etc.) Utilizando these objects students draw up and decorate their own "book camp", to be used during classes in the rest of the week.

NIGHT GAMES

DAY 1 - SPEED DATING / MONITOR SCAVENGER HUNT

It is the first day of camp and it is time to break the ice, that students begin to know each other and their monitors. This is what we pursue through these two activities.

- Speed dating: boys and girls hold talks in pairs for one minute course in English. After this minute an acoustic signal will have to change partners and start the conversation with another person. A good way that all chic @ s become known.
- Monitor Scavenger Hunt: students, divided into groups and will participate in a "gymcana" or "treasure hunt" (Scavenger Hunt). All tests will be related to the monitors, so each group will engage in conversation with our native monitors and try to obtain the information necessary to pass each test. A good way for chic @ s better known to the monitors will accompany them during their stay at the camp.