

# English Language Centre - English Course

Rita Curado

(Activity report)

**Abstract**—This report aims to describe the proposed activity to the Independent Studies IV subject and carried out this semester. The activity presented is an English language course, which is still in progress, since it lasts for one academic year (September to June). This course was taught by the teacher Gerry Aldridge at the English Language Centre.

**Index Terms**—English Language Centre, English, communication, learn, evolution.

## 1 INTRODUCTION

**D**URING this academic year I have attended the English classes at the English Language Centre, Cascais. The course is composed of 10 months of classes, 1 hour and 20 minutes each class, which gives a total of approximately 100 hours.

The classes can have up to 10 students but mine is composed of 6 people (myself included) from different backgrounds. In classes various subjects were discussed, as well as exercises of writing, speaking and listening.

The progress of each student was evaluated at the end of each of the three terms. The proof of attendance is attached in the end of this report.

Given the fact that this report is about taking an English course, it seemed appropriate to write it in English.

## 2 THE ENGLISH LANGUAGE CENTRE

The English Language Centre is a well known school among the young community of Cascais and that is why some of the people who attend the classes to adults have had children or nephews enrolled in school.

The classes are divided in different levels of knowledge, A1, A2, B1, B1+, B2, B2+, C1, C2,

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from the easiest to the most difficult respectively (B1+ and B2+ are intermediate levels).

In order to enter a student to the level that he belongs to, is made an oral and written test by the time of enrolment.

Besides that, this centre offers classes for elementary students as a supplementary learning.

In the end of each month is sent by e-mail a newsletter for the students with announcements about the activities that will take place soon, like gatherings and events promoted by the Cascais Municipal Council, as well as the student of the month. And in the end of each term the teacher send to his students a progress report and the objectives for the next term. Those progress reports are also attached in the end of this report.

## 3 CLASSES

The classes were realized twice a week, Monday and Wednesday from 19:30 pm to 20:50 pm.

The communication between the students and the teacher was totally in English, so once inside the centre we “were in England” which proved to be a gain in terms of oral progress.

The contents of the classes were given according to the B2 level, in which I was inserted, and with the support of the book *face2face* [1] published by the Cambridge University Press.

Beyond the issues discussed in the book, it was also possible to talk about the the English culture and realize the great differences that exist between English and Portuguese people.

(1.0) Excelent	ACTIVITY					DOCUMENT						
	Objectives x2	Options x1	Execution x4	S+C x1	SCORE	Structure x0.25	Ortogr. x0.25	Gramm. x0.25	Format x0.25	Title x0.5	Filename x0.5	SCORE
(0.8) Very Good												
(0.6) Good												
(0.4) Fair												
(0.2) Weak												
	2	1	2.8	0.5	6.3	0.23	0.23	0.23	0.23	0.5	0.5	1.92

### 3.1 Theoretical Component

During the classes we covered

- Grammar
- Vocabulary
- Common expressions

For this component we have to read texts and do some exercises from the book.

Regarding the grammar we learned:

- How to express present and past habits and repeated actions
- Second and Third Conditional
- Past Perfect and Past Perfect Continuous
- Ways of comparing
- Modal verbs
- Ways of comparing
- Wishes
- Have/Get something done
- Future Perfect and Future Continuous
- Indirect Speech

Regarding the vocabulary we learned:

- Expresses feelings and opinions
- Crime and punishment
- Offer, accepting and refusing help
- Phrasal verbs
- Character adjectives
- Dealing with money
- Household jobs
- Work collocations
- Phone calls
- Building new companies

### 3.2 Practical Component

The practical component was given at the same time as the theoretical one with the concepts described above. In the classes, we were encouraged to work in groups in a way to promote the speaking activity.

Most of the times, the way to learn the vocabulary was through games like crosses and noughts, where the crosses and noughts were words or expressions with which we had to formulate sentences.

We add also listening activities with a CD that cope with the book exercises. In this exercises we had to listen and fill spaces left in the conversation or answer to questions related

with the conversation (e.g. Where did Sarah went last night?).

To practice concepts like phone calls or complains letters, we usually resorted to dialogues so we could practice the new vocabulary of the module.

Besides the former, we were encourage to do some homework and to read books provided by the school and according to our level of knowledge in English language.

## 4 EVALUATION

The evaluation was done almost every day by the teacher who checked every exercise during the class and also the homework. Beyond that and once we just were allowed to talk in English, the teacher could evaluate our speaking by rectifying when someone made a mistake.

As said before, at the end of every term a report evaluation would be delivered to each one of the students. On my last report teacher mentioned that I can advance to the next level.

## 5 CONCLUSION

During this year I performed various activities either individually or in group which helped develop my vocabulary and speaking in English.

I feel more confident when I'm talking to the group and at the university, where I had to make presentations in English.

It was a great experience and next year I will return in order to get the First Certificate (FCE).

## ACKNOWLEDGMENTS

I would like to thank the ELC director, Caroline Darling, for making herself available to arrange all the necessary proof to authenticate this report.

I also would like to thank my teacher Gerry Aldridge for all the help and knowledge that passed by.

## REFERENCES

- [1] Chris Redson & Gillie Cunningham, *face2face*, 2nd ed Cambridge University Press, UK, 2013.

In this type of document (technical), the conclusion should start with a summary of the subject addressed and then should highlight the results.

## APPENDIX

### STATEMENTS OF EXECUTION

Place here your Statements of Execution of your Activity, using a PDF document.



## English Language Centre

This is to certify that

Rita Peres Cruz Curado

studied at English level B2<sup>1</sup>

from September 2013 – June 2014.

Date: 30.5.2014

Director: Caroline Darling MA TESOL, DELTA, BA (Hons.)

<sup>1</sup> Common European Framework [http://www.coe.int/t/dg4/linguistic/CADRE\\_EN.asp](http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp)



English Language Centre

End-of-term report  
December 2013

Student	Level	Date	Attendance to date
Rita Curado	B2	6.12.13	19/24 lessons

**Approach to learning comments:** *working collaboratively, organisation of learning, effort and responsibility for learning, ability to self-assess own work (where relevant):*

You have remained motivated and you contribute a great deal in class. You have regularly completed homework and this has helped you improve.

**Language learning comments;** *speaking, writing, reading, listening, grammar, vocabulary (where relevant):*

You have made good progress in all the main skills and you have built up a very good vocabulary range. You have also coped quite well with the listening tasks and are good at extracting specific information from an aural text. You speak more confidently and accurately and your fluency is also much better.

**Objectives for Term 2**

- Do one listening a week at home.
- Edit your writing before handing it in.

<b>Teacher</b>	<b>Gerry Aldridge</b>
<b>Director</b>	<b>Caroline Darling</b>

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Student	Level	Date	Attendance to date
Rita Curada	B2	24/3/14	17/ 19 lessons

**Approach to learning comments:** *working collaboratively, organisation of learning, effort and responsibility for learning, ability to self-assess own work* (where relevant):

You have continued to work well and you are improving all the time. You regularly complete homework and you remember new language well.

**Language learning comments;** *speaking, writing, reading, listening, grammar, vocabulary* (where relevant):

You are making great progress with your English, and you are much more accurate across the board. You remember new vocabulary and try hard to incorporate it into different areas of your English, which makes your work more interesting and authentic. You speak more fluently and more accurately.

**Objectives for Term 3**

- Edit writing before handing it in.
- Watch your favourite programme, once a week, without subtitles.

<b>Teacher</b>	<b>Gerry Aldridge</b>
<b>Director</b>	<b>Caroline Darling</b>



English Language Centre

End-of-year report: Adults  
June 2014

Student	Level	Date	Attendance to date
Rita Curado	B2	29/05/2014	8 /11 lessons

**Approach to learning comments:** *working collaboratively, organisation of learning, effort and responsibility for learning, ability to self-assess own work* (where relevant):

You have made great progress. You are a supportive and participative class member and you regularly do homework.

**Language learning comments;** *speaking, writing, reading, listening, grammar, vocabulary* (where relevant):

You have remained motivated throughout the year and you have looked at a wide range of language structures. You cope well with both reading and listening tasks, and you have gleaned vocabulary from them to build up a fantastic word bank. Your writing has also improved dramatically in terms of accuracy and coherence. Your speaking is more accurate and you speak more confidently. Well done!

Next level: FCE

#### Objectives for July and August 2014

- Review the year.
- Practice some of the writings from the back of the workbook.

<b>Teacher</b>	<b>Gerry Aldridge</b>
<b>Director</b>	<b>Caroline Darling</b>

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