



Global English Campus

GEC's Middle School English



LANGUAGE,
EXPERIENCE, and
CONFIDENCE

WHERE **LEARNING** BEGINS



Study the English Language using Academic Topics that are meaningful at your student's grade and age.





The Middle School English Program

Global English Campus is dedicated to English Language Training, whether a student's goal is to enrol in a local or International University. By learning English in Middle School, students get a jump on preparing for the university entrance test—by becoming competent in English, instead of learning test taking techniques.

GEC has developed a special program that blends language training with US academic curriculum for key academic subjects across all grades, so students become competent in academic English.

Using the standards for language learning established by Cambridge University (CEFR) over the past 60 years of research into language acquisition, GEC has developed our flagship courses, we call:

English for Academic Success (EAS)

EAS is a hybrid academic and language learning program that provides the competencies for international students to take US High School Academic courses which further increase English competencies.

Delivery Models



Students can be in a classroom with a Learning Coach
Yet enjoy Live Instruction from a GEC Teacher

A local teacher can provide in-classroom instruction or coaching while students are studying EAS Online.



Students can join an online Cohort remotely or learn on a Self-Study basis.



Middle School Program Description

DESCRIPTION / SEQUENCE



Middle School EAS Program Description

The purpose of this course is to prepare students with the language skills to prepare them for the local university entrance test that will also prepare them for local or international university entry.



Course Progress Sequence

1. Two to four weeks orientation to the academic curriculum
Students receive live instruction twice per week.
2. Weeks 4 to 6 - CEFR Practice tests and introduction to note-taking
Teacher assigned note taking during live class
Derive main points from lesson pages.
Students receive live instruction twice per week.
3. Weeks 7 – 15 focus on essay writing
The online problems and In Class Writing Assignment
Practice CEFR Tests
Live Lessons and essay writing is reviewed
4. Final week is writing workshops and peer review of final essay.



MIDDLE SCHOOL



LESSON PLAN



TEACHERS NOTES

Display on Screen

- Conductor Script
- Lesson Pages

Introduction

- Start Recording
- Welcome students
- Introduce lesson topic
- Ask a student to volunteer to be the first conductor



INSTRUCTIONS

1. Conductor asks students to read questions and paragraphs.
2. Conductor asks for translations of vocabulary words (teacher facilitates).
3. Conductor reads questions and asks students to answer.
4. Teacher facilitates discussion questions and asks each student to answer.
5. Conductor chooses a new student to conduct the next page.

PAGE 1

- Conductor prompts students through reading and translating vocabulary words.
- Students watch video.
- Conductor reads 3 questions about the reading and chooses a student to answer each one.
- Students answer two discussion questions.

PAGE 2

- Conductor prompts students through reading and translating vocabulary words.
- Students watch video.
- Conductor reads 3 questions about the reading and chooses a student to answer each one.
- Students answer two discussion questions.

PAGE 3

- Conductor prompts students through reading and translating vocabulary words.
- Students watch video.
- Conductor reads 3 questions about the reading and chooses a student to answer each one.
- Students answer two discussion questions.

PAGE 4

- Conductor prompts students through reading and translating vocabulary words.
- Students watch video.
- Conductor reads 3 questions about the reading and chooses a student to answer each one.
- Students answer two discussion questions.

PAGE 5

- Conductor prompts students through reading and translating vocabulary words.
- Students watch video.
- Conductor reads 3 questions about the reading and chooses a student to answer each one.
- Students answer two discussion questions.



Townhall Lesson Plan with Note Taking

LESSON PLAN



TEACHERS NOTES

Display on Screen

- Conductor Script
- Lesson Pages
- Notepad / Document
 - Main Idea 1
 - Main Idea 1
 - ...
 - Main Idea 1

Introduction

- Start Recording
- Welcome students
- Introduce lesson topic
- Ask a student to volunteer to be the first conductor



INSTRUCTIONS

1. Conductor asks students to read questions and paragraphs.
2. Conductor asks for translations of vocabulary words (teacher facilitates).
3. Conductor reads questions and asks students to answer.
4. Teacher facilitates discussion questions and asks each student to answer.
5. Conductor chooses a new student to conduct the next page.

PAGE 1

- Conductor prompts students through reading and translating vocabulary words.
- Students watch video.
- Conductor asks 3 questions about the reading and chooses a student to answer each one.
- Students answer two discussion questions.
- Teacher asks students what the main idea is and records it on the notepad.

PAGE 2

- Conductor prompts students through reading and translating vocabulary words.
- Conductor asks 3 questions about the reading and chooses a student to answer each one.
- Students answer two discussion questions.
- Teacher asks students what the main idea is and records it on the notepad.

PAGE 3

- Conductor prompts students through reading and translating vocabulary words.
- Students watch video.
- Conductor asks 3 questions about the reading and chooses a student to answer each one.
- Students answer two discussion questions.
- Teacher asks students what the main idea is and records it on the notepad.

PAGE 4

- Conductor prompts students through reading and translating vocabulary words.
- Conductor asks 3 questions about the reading and chooses a student to answer each one.
- Students answer two discussion questions.
- Teacher asks students what the main idea is and records it on the notepad.

PAGE 5

- Conductor prompts students through reading and translating vocabulary words.
- Conductor asks 3 questions about the reading and chooses a student to answer each one.
- Students answer two discussion questions.
- Teacher asks students what the main idea is and records it on the notepad.



Townhall Lesson Plan with Essay Writing Class

LESSON PLAN



TEACHERS NOTES

Display on Screen

- Lesson Pages
- Notepad / document with outline (shared with students)

Main Ideas
Thesis Statement
Details

Introduction

- Start Recording
- Welcome students
- Introduce lesson objective



INSTRUCTIONS

- In this lesson, the teacher will facilitate students as they work collaboratively to develop an outline summarizing a lesson they have already learned.
- Then, each student will be responsible for producing one paragraph from the outline created.

READING

- Teacher prompts a student to read each page of the lesson (question headings and paragraphs only).
- Teacher asks the student reader for the main idea at the completion of each page.
- Teacher records main ideas on notepad.

MAIN IDEAS

- Teacher displays five main ideas.
- Teacher prompts students to turn the main idea into a full (topic) sentence.
- Teacher may provide assistance as needed by building a sentence with blanks.
Main Idea: Natural Selection
Natural selection _____ how _____ change _____
- Teacher pastes topic sentences into outline.

THESIS

- Teacher displays five topic sentences and prompts students to think about the 'big idea' that connects them all.
- Students identify this 'big idea' and develop a thesis statement.
- Teacher pastes thesis statement into outline.

DETAILS

- Teacher displays each class page along with corresponding topic sentence.
- Students pick out important words or details from the class page that support or explain the topic sentence (vocab words, proper nouns, numbers, answers to the questions etc.).
- Teacher records details in the outline.

SENTENCES

- Teacher assigns each student one class page.
- Students work on their designated section of the outline to create supporting sentences from the details recorded.
- Students check to ensure their sentences are unique and not copied directly from the class page.
- Teacher provides support and guidance as needed.