

Downing - Keio Summer School 2019

English Language Course Outline

Aims and Goals

During the 2 weeks of the English Language course, students will: build their speaking, listening, reading and writing skills in English; develop confidence in interacting with each other and tutors/teaching assistants; become familiar with hearing and responding to spoken English in classes and discussion groups; and prepare for the formal lecture programmes of week 3 and 4.

Students are divided into 3 ability groups during the first day of the course after carrying out a short spoken and written English language assessment. They will remain in these groups for week 1. On the first 3 teaching days, groups spend 3 hours in an English class with an English tutor, and the remaining contact time in drama workshops with the drama tutor. During week 2, students will give short assessed presentations. In addition students will have the opportunity to select a workshop for one and half days, and a series of mini-lectures given by the English language tutors. Below is an outline of the activities for each day:

Week1

Day 2. Aim: Students will build confidence in spoken English and to get to know each other and tutors. During the English class on day 2, students participate in interactive spoken activities with tutors and fellow students, facilitating communication in a class environment.

Day 3. Focus: The College system in Oxford and Cambridge, University life in Great Britain, the language of College Life. Students are encouraged to think about the differences between Japanese University education and the Cambridge environment. Activities in the English class include reading, vocabulary and spoken exercises focusing on College life in Cambridge, followed by discussion. Additional language focus may look at the difference between American and British English, especially in the educational sphere. Students will also discuss different reading strategies to help them approach texts in English.



Day 4. Focus: What constitutes a nation's identity? In their formal English classes students work on activities to stimulate thought on Japanese and British identity, stereotypes and national characteristics, including discussion of what constitutes national identity, and vocabulary work with images. Linguistic focus: the language of expressing opinions.

Day 5. Focus: In the morning, students will give presentations to the whole cohort based on the drama workshop activities. In the afternoon, students will begin preparing their presentations for week 2, supported by tutors and teaching assistants. They will discuss what constitutes a good presentation, as well as appropriate types of topics for presentations. The assessment criteria and written guidelines and suggestions for presentations will be provided and discussed.

Workshop Sessions Summary

Confidence, Communication and Creativity: A set of three drama workshops

During the first week three intensive sessions will be given, where the students will work together to build their confidence, communication skills and creativity, developing a strong foundation for the challenging month ahead in Cambridge. Through a series of drama activities, the group will learn to work as a close team, supporting each other creatively and forming relationships that will last throughout the summer.

The drama sessions give the students an opportunity to get to know each other deeply from the very start of their course, whilst exercising their imagination and English speaking skills.

In small and large groups, we will explore a range of games, songs, improvisation and text work. In each session, the groups will work on writing a few fun, informal sketches and scenes, which will be performed to their peers and lecturers at the end of our first week together.



Session One: Building Confidence

In this session, we will work on a series of activities to help the students get to know each other and lose any inhibitions or anxieties they may feel in their new environment. The students learn to support each other creatively, building a safe space for imaginative exploration. We learn that there are no 'mistakes' in drama: the most important thing is confidence, enthusiasm, and willingness to try new things!

Session Two: The Importance of Communication

In this session, we will look at the importance of communication in the theatre and beyond. The students will work in different sized groups, exploring different forms of verbal and non-verbal communication. We will consider the importance of communication between a group of actors, and also between performers and their audiences. We start to look at presentation skills that the students can draw on continuously during the whole month ahead.

Session Three: Coherent Creativity

In this session, we will stretch our ideas about creativity, looking at how soundscapes, physical theatre and song can contribute to an interesting and coherent scene in drama. We will also continue working on teambuilding activities and presentation technique, summarising the skills developed in the first two sessions. This will help the students to put the finishing touches to the creative sketches that will be shared at the end of the first week.

Week 2 – students will be combined into groups of 20

Day 1 (Mon.), Day 2 (Tues.) am. Aim: Students will listen to 3 lectures delivered in English and practise taking notes, in preparation for weeks 3 and 4 of the course in which they opt for one of three lecture strands, with formal lectures and discussions each day, culminating in assessed presentations.

English tutors from week one rotate to different groups, so students experience varying voices and teaching styles. Each English tutor prepares one mini-lecture of approximately 25 minutes on suitable topics of their choices (history, art history, literature, linguistics, science,



etc.) where students practise taking notes. Lectures are followed by a range of activities based on content (images, vocabulary, correct/false statements, summarising lecture content etc.). Students will receive written guidelines on abbreviations and aspects of academic language register, and discuss notetaking.

Day 2 (Tues.) am. 3rd mini-lecture pm. – preparation time for presentations

In the afternoon session, students will have class time to work on their presentations, with tutors and TAs on hand to answer queries. Running order of presentations for following day will be decided.

Day 3 (Wed.)

Each student gives a short presentation of 5-7 minutes to a teaching group of 20. Each presentation will be followed by questions from fellow students, and a brief discussion. The English tutor will assess each presentation, with input from TAs, according to agreed categories of assessment (discussed on Friday of week 1), such as delivery and body language, content, structure, fluency, pronunciation and use of vocabulary. After presentations are completed, students will be given worksheets in order to constructively respond to peers' presentations, and assess and evaluate their own presentations.

Day 4 (Thurs.) Students choose a workshop session from three different topics; (i). How to write a CV and cover letter for a job application, followed by a mini- mock interview for an imaginary College related job (ii). How to develop and present a business idea in a competitive environment (iii). An introduction to journalism, with a focus on writing to inform and entertain, and on editing skills. Each workshop comprises 3 sessions on Thursday and Friday morning (Day 5). All workshop sessions are assessed and students with the best presented work will be given prizes.

Day 5 (Fri.) am. – Final workshop. **pm.** Treasure hunt around College and town.



English Teachers



Ingrid Dixon

Ingrid Dixon has been teaching English language on the Downing Keio Summer School since 2004, and has been involved in expanding the English teaching programme and preparing materials for the initial part of the Summer School syllabus. She particularly enjoys writing teaching materials which are targeted at a specific group of language learners, such as Japanese Keio students.

She has written and taught courses at Cambridge University for graduate and PhD students who have to access written German

historical and academic material for their research.

Ingrid gained a qualification in teaching English to speakers of other languages in 2000, and spent three years in Berlin teaching English and German in a variety of contexts. For several years she taught German at secondary level and now works part-time as a language teacher, writer and translator. Following a Masters degree in Early Sienese art at the Courtauld Institute, she has published part of her research, relating to the Italian art collection of Victorian architect George Edmund Street, which she continues to work on. She has written newspaper and magazine articles on travel and education, and in 2016 published a biography of one of the first German so-called “war brides” to arrive in Britain from Allied-occupied post-war



Josie Bowerman

I am a CELTA-qualified English teacher, with experience of working with both adult and young adult learners. In addition to extensive classroom experience, including three years with the Downing Keio Summer School, I also worked in an international school in Portugal where I both taught and provided pastoral care for students. As a result, I can not only deliver educational instruction and guidance, but also support learners through all aspects of their learning. After graduating with a first class degree in Linguistics from Christ's College,

Cambridge, in 2016 I completed a Master's degree in Linguistics with a specialisation in Pragmatics at University College London. My educational background has provided me with a strong foundation for teaching English: having focused on areas such as phonology and syntax, I can bring my in-depth, academic knowledge about the sounds and structures of English into the classroom. In my spare time, I write for an arts and culture magazine in my hometown of Doncaster, write and perform poetry, and read voraciously. I am looking forward to helping Summer School students discover and share the enjoyment that comes from studying and using the complex but fascinating English language.

English Teachers



Pete Northcott

I grew up in the glorious South-West of England - Devon to be precise - and was lucky enough to obtain a place at Cambridge in the also glorious days when a university education in the UK was free of charge for those of lesser means.

After completing my degree in Natural Sciences at Clare College, I stayed on and spent three years on what was ultimately a fruitless research project in the Department of Zoology. However, during that

time I started to teach undergraduate students and this became my lifelong habit.

As the years passed by, I felt that I was losing touch with the rapidly changing science of zoology, and so decided to move into teaching English as a foreign language. This also gave me the opportunity to travel, and so I spent two years living and working in Spain, before returning to Cambridge.

For the last ten years or so I have lived and worked here in Cambridge, teaching both English and STM (scientific, technical and medical) subjects to international students, both privately and in schools.



Jess Peet

Jess is an actor, singer, workshop leader and model working primarily in London. She has worked in theatre and on screen in the UK and Japan. Jess recently played Alice in Alice's Adventures in Wonderland (Edinburgh Lyceum) and is currently rehearsing to be a backing vocalist for the Eurovision Song Contest (Belgian Entry). Jess graduated from the Royal Academy of Music in July 2016 with an MA in Musical Theatre (Distinction). She also holds a first-class BA in Japanese from the University of Cambridge (Corpus Christi College).