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BE-IN: Best Innovative Practices for an Inclusive and Emotional Education to face early school leaving in Europe



LANGUAGE

Step 5

anthro polis



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Information



This phase helps students acquire new and improve their language to gain both fluency and accuracy with academic language. Moreover, it provides vulnerable students with a suitable scaffold. This scaffold, as usual, will be used only if needed. In our experience, it is beneficial for all students, obviously to various degrees of difficulty. Students must learn to use specific and correct language structures together with specific language chunks. Something significant from an inclusive and SEL viewpoint is the attention given to the interactional function of language, which should be taught and practiced during the interaction (Refer to topic 5).

Activities

- Connect the sentences with the given connectives and conjunctions and copy them in the appropriate spaces.
- Cloze test on the summarized text. The cloze will be partly a double choice, partly a choice among given words and partly blank.
- Join the sentences with the appropriate connectors (three layers: two connectors given to choose from, a list of connectors to insert, an empty cloze to fill in).



Interactional schemes

Individual/pairs.

Place

Class, lab.



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