

Speaking & Vocabulary High

High: Upper-Intermediate to Advanced	Speaking & Vocab
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High Speaking & Vocab: While the motivation and needs of advanced level students varies (careers, social interaction, university entrance, personal development, research etc.), nearly all frequently express a strong desire to increase their ability to communicate effectively and naturally in English about a range of topics, including abstract ones, and in a range of situations. Many students at this high level are already very familiar with the various grammatical structures in English and are often keener to develop their understanding of the nuances of English language, particularly phrasal verbs, idiomatic language, proverbs, local slang, colloquial English and British word varieties. Inevitably grammar, functional language and/or tasks linking to writing as well as the receptive skills may need to be incorporated into lessons in order to scaffold students towards the accomplishment of a speaking task, or to provide students with a model of language use or to allow preparation time for a complex productive task. Teachers should not be concerned about incorporating other areas of systems and skills focus into lessons if it supports an overall communicative objective.

Teachers should develop skills, language and areas of interest that are relevant to the learners, particularly keeping in mind the context of students studying and living in London. Content, when appropriate, should be negotiated between the teachers and students.

Learner outcomes:

- To support students to achieve a vocabulary size of 4,000 – 8,000 word families.
- To increase the range of functional English at a student’s disposal.
- To develop students’ store of antonyms and synonyms that reduce repetitive word use.
- To improve students’ understanding of, and ability to use, phrasal verbs.
- To increase students’ ability to use idiomatic language in communicative situations.
- To better understand and use colloquial language and slang appropriate to a UK context.
- To improve confidence in a range of communicative situations, both familiar and unfamiliar.
- To develop a variety of advanced speaking sub-skills including turn-taking, responding and initiating, speaking for an appropriate length of time, appropriacy when speaking, fluency, accuracy, repair and repetition, use of discourse markers etc.
- To improve confidence in a range of communicative situations, both familiar and unfamiliar.

Lesson Planning Expectations:

- Lesson outlines should be written and saved on the TopUp Drive in the designated folders.
- All lesson outline should have a clear and specific aim.
- The skeleton procedure should indicate the scaffolding that will support students to successfully complete the final communicative tasks that will typically be the objective of these lessons.
- Resources and materials used should be identified.

Learner Level & Differentiated Tasks:

These classes may include students ranging from low B2 to high C1 or even low C2. To put this into perspective, students may have a usable lexical store of anywhere from 3,000 to 10,000 words. Consequently, students will have a range of needs and abilities and this will need to be taken into account when planning activities and some differentiation will be necessary as well as modifying lesson content to match with the overall level of the group at any given point in time. Differentiation ideas may be found at the link below:

<https://www.teachingenglish.org.uk/sites/teacheng/files/BC%20Planning%20for%20Differentiation%20handout-%20Roberts.pdf>

Activity Suggestions:

The links below provide access to a number of activities, mostly highly communicative, which could provide the basis for a well-planned lesson with a significant speaking component. Please bear in mind that many of these activities are not complete lessons in themselves. Even when using a full lesson, such as those provided by ESL Brains, it is still wise and effective to think critically about the lesson/activity provided in case modification is necessary. In particular, you should always establish the main systems/skills aim of the lesson as well as the different sub-skills scaffolding or language input necessary for students to effectively complete the main productive task.

For example, if the main productive task of the lesson is to role play a meeting in which local neighborhood residents are trying to decide whether to approve the building of a new supermarket, language input/scaffolding may include items to emphasize positive and negative consequences (e.g. an eyesore, raise the standard of living, corporate giants, put the little guys out of business etc.), functional language (expressing opinions, asking for suggestions, showing agreement or disagreement etc.) as well as other speaking sub-skills (e.g. turn-taking, holding the floor, negotiating towards an outcome, appropriate language etc.)

Another lesson might build a lesson around a set of phrasal verbs linked through the context of feelings and emotions (e.g. cheer up, perk up, break down, hold back etc.). This could form the basis of what would essentially become a systems lesson (lead-in, language clarification [MFP] section, controlled form practice, controlled oral practice, free productive task) in which students are supported to accurately and naturally produce the target language in communicative task by the end of the lesson. Other contexts could include, but not limited to, hobbies, home, childhood, clothes, transport, problems and arguments etc.

Ideas, activities and lessons can be found within some of the links below:

<https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/advanced-c1>

<https://eslbrains.com/esl-lesson-plans/c1-advanced/>

<https://destinationtefl.com/blog/advanced-language-games/>

<https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/upper-intermediate-b2>

<https://www.fluentu.com/blog/educator-english/speaking-activities-for-advanced-esl-students/>

Resources/Materials Suggestions:

- ESL Brains (<https://eslbrains.com/>) – use the official school account
 - Teach This (<https://www.teach-this.com/>) – use the official school account
 - ISL Collective (<https://en.islcollective.com/>)
 - Reading Explorer 4, 3rd Edition, Cengage, B2-C1, 2020
 - Reading Explorer 3, 3rd Edition, Cengage, B2, 2020
 - Keynote, Cengage, Upper Intermediate, B2, H. Stephenson 2016
 - Oxford Word Skills, Advanced, R. Gairns & S. Redman, 2009
 - English Vocabulary in Use, Advanced, M. McCarthy & F. O'Dell, 2002
 - English Vocabulary in Use, 3rd Edition, Upper Intermediate, M. McCarthy & F. O'Dell, 2012
 - English Phrasal Verbs in Use, Advanced, M. McCarthy & F. O'Dell, 2007
 - English Idioms in Use, Advanced, M. McCarthy & F. O'Dell, 2010
 - Learn Phrasal Verbs through Context, J. Capel, 2018
- ❖ Supplementary materials e.g. online resources (e.g. breakingnews.com), newspapers (e.g. Metro), magazines (e.g. Timeout) are all excellent resources as these are authentic materials, providing contrast and variety to students' morning classes as well as providing challenge and opportunity for raising language awareness in real and personalized contexts, linking to students' lives and experiences in London and the UK.