

Speaking & Vocabulary – Low

Low: Beginner to Elementary	Speaking & Vocabulary
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Speaking & Vocabulary: To increase low level students' ability to communicate in spoken English. This should include a focus on basic speaking sub-skills such as turn-taking, agreeing/disagreeing and giving and responding to opinions. Vocabulary and functional language items are selected to complement the skills being learnt at a low level. The vocabulary focus will develop awareness of meta-language in the classroom as well as foundation lexis, basic verbs, prepositions, everyday objects, functional language etc. that is required in common daily activities and communicative situations, such as in restaurants, making purchases, greeting people, inviting friends out etc.

While speaking and developing students' confidence and fluency in communicating and interacting is the core of the course, it will always be necessary to integrate the necessary lexis, grammar or functional language required during the 50-minute lesson in order to better enable students to effectively complete the communicative tasks and develop their overall communicative skills.

Lessons will seek to capitalise on student-generated emergent vocabulary and themes in a way that reflects students' language needs as well as their areas of interest, while additionally taking opportunities to make learning and input relevant to students' experiences in London and the UK. Lesson content should be negotiated with students when practical; for instance students could generate and vote on topics in the previous lesson.

There is also an expectation that, during lessons, teachers will also include a focus on the other skills from time-to-time, including writing, reading or listening. This may be necessary in order to provide an example of target language in context, draw attention to target language or to a situation, or to provide students with planning time for a communicative task.

Learner outcomes:

- Increased range of functional and fixed or semi-fixed low-level expressions for speaking e.g. *I hope that... / I feel better. / I'm worried about... / I don't believe it! / What's the problem etc.*
- Improved confidence and fluency when speaking in day-to-day situations.
- Heightened awareness of understanding new lexis in context and reproducing this vocabulary in a natural way by seeing how it can be applied in similar situations.
- Enhanced ability to engage in, maintain and invite others to participate in conversations.

Activity Suggestions:

- Have students suggest a topic and generate related vocabulary. Then, have students generate discussion questions using said vocabulary. Put students in pairs/small groups to discuss the questions.
- Students suggest a topic and write 10 words they associate with that topic. Revise structures for giving definitions (e.g. *It's a thing that...* / *You use it for...* / *It's a place where...* etc.) Students think about how they can define their words. In pairs, they describe words and must guess from the definitions.
- Write a list of questions relating to your chosen topic. Give each student a question. Tell them to write the answer to the question, but not the question itself. With a partner, students first brainstorm possible questions linked to the overall topic. Then, holding their paper up, they mingle around the room showing their card and trying to work out the original question to match the answer.

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.

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/>)
- Elementary Vocabulary Games, Elementary, Jill Hadfield, 1998
- English Vocabulary in Use, Elementary, M. McCarthy & F. O'Dell, 2010
- Oxford Word Skills, Basic, R. Gairns & S. Redman, 2008
- Remember that you can also save resources into the designated folders for your courses. This will be useful for you and other teachers in the future.
- Role Plays for Today, J. Anderson, 2009