

Speaking & Vocabulary – Mid

Mid: Pre-Intermediate to Intermediate	Speaking & Vocabulary
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Speaking & Vocabulary: To increase mid level students' ability to communicate effectively in English about everyday topics and in practical situations. This should include a focus on necessary grammar, vocabulary and functional language, as well as practice in receptive and writing skills as long as these are relevant to learners and support them with their overall ability to communicate effectively in spoken English. The motivation of students at this level varies – some want English they can use in their immediate lives in the UK including for part-time work in London, while others may want to improve their overall level or gain better abilities for future work, studies or social interaction. It will be necessary that content is negotiated between the teachers and students, taking into account the needs of the group as well as individual students, and that tasks are differentiated when appropriate to account for the range of levels in the class, anywhere from mid A2 to high B1.

Learner outcomes:

- To support students to achieve a vocabulary size of 2,000 – 4,000 word families.
- Students demonstrate the ability to communicate in everyday face-to-face situations.
- Students should be able to communicate effectively on familiar topics.
- Students are able to describe their personal histories referencing places and people.
- Students are able to ask and answer questions using past, present and future tenses.
- Students develop functional language appropriate to their level and a variety of situations. For example: agreeing and disagreeing, asking a favour, keeping a conversation going, responding to good and bad news, expressing opinions etc.
- Students develop their lexical stores including useful phrasal verbs, idiomatic language and other fixed or semi-fixed phrases relevant to students' everyday communicative needs:
<https://www.cambridgeenglish.org/images/506887-b1-preliminary-2020-vocabulary-list.pdf>
- Able to manage most aspects of trips to places around UK/London where English is needed.
- Can describe experiences, events, wishes and aspirations, and explain opinions and plans.
- Improved confidence and fluency in communication and able to maintain simple interactions.
- To improve pronunciation including a focus on individual sounds, sentence stress and weak forms in connected speech.

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.

Activity Suggestions:

The links below suggest a range of activities, mostly communicative, aimed at approximately a B1 level of English. Of course, these may need to be adapted to match the overall level of the group at any given time and any red light or green light learners may need additional classroom support, extra activities or extended practice to make lesson content more meaningful and useful. The links below may not always provide complete lessons or tasks with clear linguistic aims. It is important for teachers to maintain lesson planning standards for all their lessons and this includes reflecting critically on any resources used, deciding on specific lesson aims and using materials, whether authentic or created, to effectively scaffold students towards realizing the lesson aims. The use of authentic materials is encouraged as these will provide 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.

For example, a lesson practicing the use of functional language for 'asking a favour' in the context of work colleagues asking for help in the office, lesson stages would probably include a lead-in (perhaps brainstorming the types of problems people might have at work and the things they need help with), a language clarification section focusing on the meaning, form and pronunciation of target language (this would include functional language items for requesting help as well as for both refusing and agreeing to help). Additional scaffolding linked to language appropriacy, body language and tone of voice may be necessary, particularly when refusing to help. Controlled form practice of the target language would also be necessary before moving into controlled speaking and then finally a freer productive role play task.

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

<https://learnenglish.britishcouncil.org/skills/speaking/b1-speaking>

<https://enghub.pro/activities?search=&type%5B%5D=speaking-activity&level%5B%5D=b1-intermediate>

<https://www.english-room.com/cefr-thailand/topics-for-b1-speaking-exam/>

<https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/intermediate-b1>

<https://eslbrains.com/esl-lesson-plans/b1-intermediate/>

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/>)
- Instant Lessons 2, Intermediate, 2004
- Communication Games, Intermediate, J. Hadfield, 2009
- Keynote, Intermediate, P. Dummett, H. Stephenson, L. Lansford, 2016
- English Idioms in Use, Intermediate, M. McCarthy & F. O'Dell, 2002
- English Vocabulary in Use, Pre-Intermediate & Intermediate, S. Redman, 2003
- Role Plays for Today, J. Anderson, 2009