

## HIGH BEGINNER READING, WRITING, LISTENING, AND SPEAKING

### WHAT WILL WE DO?

#### High Beginner Steppingstone to Ultimate Reading, Writing, Listening, and Speaking Goals:

**Grammar Foundations:** Students will embark on a comprehensive exploration of English grammar, spanning present, past, and future timeframes. The curriculum delves into the intricacies of future tense expressions, such as "be going to" and the present progressive, while emphasizing modal verbs like "can" and "could" to convey permissions and obligations. Noun modifiers and comparison structures will be studied in-depth, enhancing their understanding of adjectives, adverbs, and quantity expressions. Additionally, they will grasp the nuances between Simple Present and Present Progressive forms, tackle regular and irregular verbs in the Simple Past, and master the use of 'Be Going To' and 'Will' for future-time expressions.

**Initial Module on Grammar:** Each learning day will commence with a concise grammar session, taught in an explicit manner. In the inaugural module, students will dive into the intricacies of English grammar to master future-time expressions. They will learn the nuances of using "be going to" to express future intentions, as well as leverage the present progressive for future-time indications. Key vocabulary differentiating past and future references will be highlighted, with specific emphasis on terms like "a couple of" or "a few" in conjunction with "ago" for past and "in" for future contexts. Additionally, students will comprehend temporal expressions such as "today", "tonight", and "this + time frame" to enhance their time-related communication. The usage of "will" for future predictions, offers, and forming questions will be elaborated upon. It concludes with a thorough verb summary covering present, past, and future tenses, and the various forms of the verb "be". For a deeper insight, you can refer to the sample lessons linked to this module in the "learning activities" section below. In terms of the volume of content addressed weekly, it's critical to recognize that the High Beginner level encompasses the last six chapters of the *Basic English Grammar* book and the first three chapters of the *Fundamentals of English Grammar*, part of the Azar-Hagen Grammar Series. The nature of this expedited schedule necessitates a fast-paced learning approach. To facilitate this, students are provided a dedicated one-hour 'Review and Practice' session every Thursday, focusing on the week's material, in addition to access to designated tutoring hours. Further embedding the learning process, a 20-minute quiz is conducted each Sunday to assess students' grasp of the grammar topics covered the previous week, ensuring continuous tracking of their progress. This systematic approach significantly encourages regular, thorough revision. Before enrollment, students are informed of the rigorous demands of the program, underscoring the substantial commitment and personal responsibility essential for achieving success.

**The Four Skills:** Following the initial, explicitly taught grammar session, the day's lessons will split into two distinct class sessions: one centered on Reading and Writing, and the other on Listening and Speaking. These sessions will organically build upon the foundational grammar covered, integrating all four skills. While the material in each session will primarily align with the day's grammatical focus and concepts from previous lessons, embedding them within pertinent scenarios, the scope will extend beyond mere grammatical frameworks. In this context, learners will not only deepen their grasp of syntax and enhance their reading skills but also bolster their listening and speaking abilities. The focus will be on comprehending basic texts, refining their ability to identify and construct structured sentences, and practicing interactive communication through active listening and articulate speaking exercises.

**Writing:** Within the High Beginner-level writing instruction, students will integrate both the target and previously learned grammar as they explore more advanced writing components. They will delve deeper into the realm of academic writing. Building on their foundational skills, High Beginner students would be guided to craft more complex sentences, expanding their vocabulary range. They will begin to draft short essays with clear introductions, bodies, and conclusions, ensuring coherence. The emphasis will be placed on creating detailed paragraphs with clarity and precision, utilizing transitional phrases for smoother progression. Students will also practice summarizing texts and expressing personal opinions on diverse topics. Additionally, there will be an increased focus on error correction, editing, and revising their written works to cultivate clarity and fluency. Advanced High Beginners may also be introduced to basic research and citation skills, preparing them for the rigor of university-level writing.

**Reading:** Apart from identifying the target and previous grammar in their reading, High Beginners will broaden their vocabulary, delve into longer and diverse text types, and enhance comprehension through inferential reading. They will learn to utilize context clues for unfamiliar words, identify the author's tone, and improve fluency for smoother transitions between text sections. Additionally, they will practice efficient scanning and skimming techniques.

**Listening:** In honing their listening skills, students will leverage both the target and previously learned grammar to encompass the comprehension of more complex spoken material. They will cultivate the ability to follow longer conversations and discussions in familiar contexts, recognize the purpose, main ideas, and specific details in extended spoken passages, and distinguish between different speakers' viewpoints and emotions. Additionally, they will practice deducing meaning from context and tone. Throughout this level, students will be consistently exposed to subject-matter dialogues and discussions.

**Speaking:** Learners will expand their speaking skills to include more nuanced and sophisticated communication capabilities. They will learn to describe past events, future plans, and hypothetical situations in greater detail, manage short social exchanges even when they might not understand every word, and give basic opinions or reasons. Additionally, learners will practice asking and answering a broader range of questions and linking their ideas using basic connectors like "because," "but," and "so." Engaging in brief debates, offering suggestions, and expressing agreement or disagreement will also be integral components. Emphasis will be placed on refining pronunciation, fluency, and intonation, and expanding vocabulary.

**Additional (Vocabulary): Vocabulary:** High Beginner students will achieve a robust vocabulary foundation tailored to articulate and understand these grammatical structures. They will amass vocabulary related to future-time indications and be equipped with a set of modal verbs and their common collocations. Through their study of noun modifiers and comparison structures, students will acquire a diverse lexicon of adjectives and adverbs, and expressions to denote quantity. Their delve into the past and present tenses will bolster their knowledge of both regular and irregular verbs, as well as contextually appropriate adverbs. The level will ensure that students not only recognize these vocabulary items but can actively use them. Vocabulary instruction will be incorporated into the daily one-hour grammar session.

#### **Grammar Content (Reference):**

1. Expressing Future Time, Part 1
2. Expressing Future Time, Part 2
3. Modals, Part 1: Expressing Ability and Permission
4. Modals, Part 2: Advice, Necessity, Requests, Suggestions
5. Nouns and Modifiers
6. Making Comparisons
7. Present Time
8. Past Time
9. Future Time

## HOW WILL WE DO IT?

### Learning Strategies:

#### *General Learning Strategies*

- **interactive dialogues:** engaging in role-plays or scripted conversations to simulate real-life situations.
- **peer teaching:** pairing students and having one explain or teach a concept to the other.
- **group discussions:** small groups discussing topics or questions to practice speaking and comprehension.
- **project-based learning:** completing small projects (e.g., creating a restaurant menu or a travel brochure) in the target language.
- **think-pair-share:** students first reflect individually, then discuss with a partner, and finally share with the class.
- **jigsaw activities:** dividing a text or audio clip into sections. Each student or group studies a part and then teaches it to the others.
- **task-based learning:** engaging in tasks that require communication and problem-solving in the target language.
- **reflection journals:** writing about personal experiences, challenges, and progress in the target language.
- **portfolio assessment:** collecting students' work over time to track progress and areas for improvement.
- **real-world assignments:** tasks like conducting interviews, creating shopping lists, or writing postcards in the target language.
- **total physical response (TPR):** incorporating physical movement in response to language commands.
- **gallery walk:** posting work or images around the room, allowing students to walk around, view, and comment.
- **scaffolded questions:** posing questions that are progressively more challenging, aiding comprehension and response abilities.
- **feedback circles (peer review):** students provide constructive feedback on each other's spoken or written language output.
- **interactive workshops:** learners participate in hands-on activities, discussions, or problem-solving exercises, fostering an active learning environment.
- **collaborative learning:** learners work together in groups to solve problems, complete tasks, or learn new concepts.
- **interactive storytelling:** a narrative method where learners actively participate, make decisions, or interact with the unfolding story, making learning engaging and experiential.

- **flipped classroom:** learners review content independently (often online) and then apply knowledge through activities facilitated during in-person sessions.
- **error-correction:** educational activities where learners identify and correct errors (e.g., grammatical or factual) in an engaging manner, enhancing learning through correction.

### *Learning Strategies Classified by Skill*

#### **Reading:**

- **story mapping:** creating a visual representation of the events or main ideas from a text.
- **matching activities:** linking sentences to corresponding images or headlines to ensure comprehension.
- **scavenger hunt:** searching within a text to find specific items, words, or ideas.
- **fill in the blanks:** completing sentences or paragraphs by inserting the correct words from a provided list.

#### **Writing:**

- **sentence starters:** initiating sentences that students complete, aiding in idea generation.
- **interactive journals:** personal writing spaces where students and teachers engage in written dialogue.
- **picture description:** writing based on visual prompts, encouraging descriptive skills.
- **guided paragraphs:** developing content based on given topic sentences or prompts to structure the writing.

#### **Listening:**

- **total physical response (TPR):** physically acting out audio instructions to show comprehension.
- **listening bingo:** an activity where students mark off words/phrases on cards as they hear them, promoting attentive listening.
- **gap fill:** filling in missing words on a transcript while listening to the audio.
- **pair summaries:** discussing and summarizing a listened clip with a partner to ensure understanding.

### Speaking:

- **role play:** acting out scenarios or dialogues, simulating real-life communication.
- **information gap:** exchanging information in pairs when each student has only part of the required data.
- **show and tell:** presenting and describing a personal object to the class to foster public speaking skills.
- **circle talks:** engaging in group discussions, using a token to signify speaking turns, promoting orderly and inclusive conversation.

### Learning Activities

#### Examples:

#### Preceding Grammar Lesson – "Future Time Using 'Be Going To'."

Lesson Objective – Students will be able to effectively use "be going to" in regards to future plans and intentions.

In this one-hour **task-based** grammar lesson designed for High Beginners, the focus is on the concept of "**Future Time Using 'Be Going To'.**" Students will review the concepts before class in a **flipped classroom** form. The session commences with a warm-up where students discuss their weekend plans using the target structure. This is followed by a prediction activity involving a silent video, where students deduce outcomes using "be going to." Subsequently, students engage in a sentence-writing task based on various scenarios, crafting and sharing sentences that integrate the grammatical concept. The lesson then transitions into an interactive **role-play** where students simulate future event preparations using "be going to."

## **Reading and Writing Lesson – Story Mapping and Sentence Starters on "Future Time: Using 'Be Going To'"**

Lesson Objectives – To improve learners' reading comprehension and writing skills through the exploration of "Future Time: Using Be Going To" by using story mapping and sentence starters.

In this one-hour reading and writing lesson designed for High Beginner learners, the topic **"Future Time: Using 'Be Going To'"** is explored through **story mapping** and **sentence starters**. The lesson commences with an introduction to the "be going to" structure, highlighting its role in predicting future story events. Students then engage in guided reading of a short story rich with "be going to" instances. Afterward, they use a story map template to break down the story's elements and make their own predictions. They further refine their understanding by completing sentences with provided starters that employ "be going to". The session wraps up with a sharing session, where learners present their sentences and receive feedback, followed by a homework assignment asking them to write a brief story incorporating the discussed grammar structure.

## **Listening and Speaking Lesson – TPR and Show-And-Tell on "Future Time: Using 'Be Going To'"**

Lesson Objective – Develop students' listening and speaking skills related to the "be going to" structure for expressing future intentions or plans, using Total Physical Response (TPR) and show-and-tell techniques.

In this one-hour listening and speaking lesson designed for High Beginner learners, the focus is on the **"be going to" structure for expressing future intentions or plans**, utilizing **Total Physical Response (TPR)** and **show-and-tell** methodologies. Initially, students are introduced to the "be going to" structure, followed by a TPR activity where they listen to audio recordings and physically act out corresponding intentions using props. Subsequently, through a listening task, learners discern and demonstrate their understanding of future actions without visual aids. In the show-and-tell segment, students work in groups, using props to craft and present short scenarios around future plans. The lesson concludes with a recap, emphasizing real-life application of the "be going to" structure.

## Assessment Methods:

- **interactive dialogues:**
  - Formative: Observing and providing feedback during role-plays. Short quizzes on key phrases or vocabulary used in the scripted conversations.
  - Summative: A graded (rubric) role-play scenario where students are assessed on their fluency, pronunciation, and use of vocabulary.
- **peer teaching:**
  - Formative: Observations and feedback while one student is teaching another.
  - Summative: Assessment (rubric) of a student's ability to teach a new concept to their peers using the target language.
- **group discussions:**
  - Formative: Teacher observes discussions and offers guidance or corrections as needed.
  - Summative: Groups present a summary of their discussions, and they're graded (rubric) on clarity, comprehension, and vocabulary use.
- **project-based learning:**
  - Formative: Ongoing feedback as students develop their projects.
  - Summative: Completed projects are presented and graded (rubric) based on criteria such as creativity, accuracy, and language usage.
- **think-pair-share:**
  - Formative: Observations during the pairing phase.
  - Summative: Evaluation (rubric) of the shared ideas with the class based on clarity and relevance.
- **jigsaw activities:**
  - Formative: Monitoring comprehension as groups study their assigned sections.
  - Summative: Each group presents their section and is graded (rubric) on their teaching ability and understanding of the content.
- **task-based learning:**
  - Formative: Ongoing feedback during task engagement.
  - Summative: Evaluation of task outcomes and the quality of communication during the task.



- **reflection journals:**
  - Formative: Periodic checks of journal entries with comments for improvement.
  - Summative: Grading a selected journal entry based on depth of reflection and language use.
- **portfolio assessment:**
  - Formative: Ongoing feedback on items added to the portfolio.
  - Summative: Comprehensive review of the portfolio at the end of a term or course.
- **real-world assignments:**
  - Formative: Observations and feedback during the assignment process.
  - Summative: Grading of the completed assignments (like the quality of interviews or the content of a shopping list).
- **total physical response (TPR):**
  - Formative: Immediate feedback during physical response activities.
  - Summative: A series of commands are given, and students are assessed on their accuracy and speed of response.
- **gallery walk:**
  - Formative: Observations as students interact with and comment on the posted work.
  - Summative: Evaluation of students' comments for depth, relevance, and language usage.
- **scaffolded questions:**
  - Formative: Immediate feedback on students' responses to initial questions.
  - Summative: Grading of students' responses to the more challenging questions.
- **feedback circles (peer review):**
  - Formative: Monitoring and guiding peer review sessions.
  - Summative: Assessment of the quality, relevance, and language of the feedback given.
- **interactive workshops:**
  - Formative: Observations and feedback during workshop activities.
  - Summative: Post-workshop assessments, such as quizzes or reflections, to gauge comprehension.
- **collaborative learning:**
  - Formative: Ongoing observations and guidance during group activities.
  - Summative: Graded presentations or reports on the results of group projects or tasks.

- **interactive storytelling:**
  - Formative: Immediate feedback as learners make decisions within the story.
  - Summative: Evaluation based on students' decisions, interactions, and understanding of the story.
- **flipped classroom:**
  - Formative: Monitoring online discussions or Q&A sessions related to the independent content review.
  - Summative: Assessing in-class activities and applications of the learned content.
- **error-correction:**
  - Formative: Immediate feedback on identified errors.
  - Summative: Tests or quizzes that include intentional errors to check students' correction abilities.

## **Summative Assessment Example:**

Project-Based Summative Assessment for High Beginner Level (Includes All Four Skills)

### **"Planning a Campus Festival"**

#### **Objective:**

To apply understanding of English grammar structures in a practical and real-world context by planning a hypothetical campus festival at an English-speaking university.

#### **Task:**

Students are to work in small groups to plan a campus festival that will take place over three days – one day in the past (as a historical commemoration), one day in the present (contemporary themes), and one day in the future (speculating about what university life might be like). Each day of the festival will have various activities and events.

#### **Instructions:**

##### **1. Historical Day (Past Time):**

- a. Plan events that commemorate important historical moments in the university's history.
- b. Write descriptions of each event using the past tense, including details on the significance of the event.

##### **2. Contemporary Day (Present Time):**

- a. Organize events that showcase current university culture and trends.
- b. Use the Simple Present and Present Progressive forms to describe ongoing events and activities, and incorporate appropriate nouns and modifiers.

**3. Futuristic Day (Future Time):**

- a. Imagine and plan events or attractions that speculate about future university culture or advancements.
- b. Use "be going to", the present progressive, and "will" to describe these future-oriented events.

**4. Activities and Permissions (Modals, Part 1):**

- a. Outline the do's and don'ts for festival attendees. What can they do? What are they not allowed to do?
- b. Use modals to express ability and permission ("can", "could").

**5. Stalls and Suggestions (Modals, Part 2):**

- a. Propose stalls that offer advice to new students, booths that are essential for the festival, and areas where festival-goers can make requests or suggestions.
- b. Utilize modals to articulate advice, necessity, requests, and suggestions.

**6. Promotion (Nouns and Modifiers):**

- a. Design a promotional poster or brochure for your festival. Ensure to use appropriate nouns and modifiers to make your promotion descriptive and enticing.

**7. Event Comparison (Making Comparisons):**

- a. Write a short piece comparing the events of the three days. Which day offers more entertainment? Which day is more educational? Use comparative structures effectively.

**Assessment Criteria:**

- 1. Accurate use of past tense to describe historical events.
- 2. Correct use of present tenses to detail contemporary happenings.
- 3. Effective employment of future tenses to speculate about future scenarios.
- 4. Proper utilization of modals for expressing ability, permission, advice, necessity, requests, and suggestions.
- 5. Detailed and descriptive use of nouns and modifiers in promotional materials.
- 6. Clear comparisons made between the three festival days.
- 7. Creativity, cohesiveness, and practicality in the overall festival plan.

**Submission:**

Present your festival plan to the class using visual aids (like posters, brochures, or digital presentations). Provide the rationale for the chosen events and activities for each day and how they fit the theme. Submit all written descriptions, promotional materials, and any other created content for evaluation.