

INTERMEDIATE READING, WRITING, LISTENING, AND SPEAKING

WHAT WILL WE DO?

Intermediate Steppingstone to Ultimate Reading, Writing, Listening, and Speaking Goals:

Grammar Foundations: At the intermediate level, students will refine their grasp on English grammar, starting with gerunds and infinitives. They will explore verbs paired with gerunds, such as "enjoy doing", the "go + -ing" structure, and the nuanced shift in meaning between gerunds and infinitives. Further, they will delve into prepositional gerunds and infinitive structures like "it" followed by "to do". Their journey through tenses will span from the basics of present and past forms, including stative verbs and distinctions between past variants, to the complexities of perfect and future tenses, discerning structures like "will" versus "be going to". Emphasis on "Subject-Verb Agreement" will address final -s/-es spelling, collective nouns, and tricky expressions of quantity. In the "Nouns" segment, learners will dissect plural forms, roles as adjectives, and the count versus noncount distinction. The course will culminate with a deep dive into the foundational "Articles" and "Pronouns" of English grammar.

Initial Module on Grammar: Each learning day will commence with a concise grammar session, taught in an explicit manner. The inaugural module delves into the intricate use and structures of gerunds and infinitives in English. Starting with the exploration of verbs followed by gerunds, it highlights the specific "go + -ing" structure. As learners progress, they will encounter verbs that pair with infinitives and those that can take either a gerund or an infinitive, each yielding different meanings. The module further unravels the diverse applications of gerunds, especially when they precede prepositions, and showcases how to express actions using "by" and "with". It offers insights into using gerunds as subjects and introduces the "it + infinitive" structure, emphasizing the role of "for". To cap off the module, learners will master expressing purpose with phrases like "in order to" and "for", and the adept application of infinitives after "too" and "enough". 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 Intermediate level encompasses chapters 13 and 14 of the *Fundamentals of English Grammar* book and chapters 1-3 and 5-8 of the *Understanding and Using 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: In the Intermediate-level writing instruction, students will transition from understanding sentence basics to mastering the art of crafting cohesive essays. The level underscores the significance of varied sentence structures and equips participants with skills in employing sentence variety. Through a deep exploration of adjective clauses, learners will differentiate between subject and object variations and further harness the nuanced application of modals to infuse specific meanings within their sentences. Interactive brainstorming sessions will empower them to utilize descriptive adjectives effectively, set a strong foundation with simple and compound sentences, and meticulously craft engaging topic sentences. Emphasizing reader engagement, the intermediate curriculum encourages crafting thoughtful responses, incorporating techniques like listing and leveraging opinion verbs with 'that' clauses. Essential writing mechanics such as capitalization, end punctuation, and the four pivotal features of an effective paragraph will be accentuated. Learners will be guided to maintain paragraph unity, avoid common pitfalls like fragments and run-ons, and gain specialized insights into constructing various paragraph types, be they definition, process, opinion, or narrative. Throughout the level, techniques like sequencing and exact citations will be explored.

Reading: Apart from identifying the target and previous grammar in their reading, students will enhance their proficiency in interpreting implicit meanings and subtexts in complex materials. Their capability to deconstruct intricate arguments will grow, empowering them to discern subtle nuances and logical flow. With an expanded vocabulary, they will decode idiomatic phrases and industry jargon effortlessly. Emphasis will shift to understanding the structure and intent of diverse texts, including journals and academic discourses. They will adeptly differentiate main arguments from secondary points and critically evaluate writer perspectives and evidence credibility. Moreover, as their reading speed improves, they will comprehend extensive materials efficiently, using advanced note-taking techniques. Additionally, they will navigate academic materials and discussions confidently, even on unfamiliar topics.

Listening: Now in the intermediate level, students will seamlessly interpret multifaceted spoken content, transcending the challenges posed by nuanced linguistic elements and advanced terminologies. They will master understanding layered discussions, from academic lectures to debates, even when delving into rapidly evolving or unfamiliar subjects. The focus will be on discerning subtle shifts in topics, argumentative nuances, and speakers' biases. Beyond just lexical understanding, they will attune to underlying sentiments, cultural references, and idiomatic intricacies. In preparation for academia, their exposure will span academic discourses, seminars, and a gamut of multimedia resources. This mastery ensures they not only engage effectively with in-depth podcasts, documentaries, and specialized broadcasts but also grasp the crux of most radio and TV news, films in standard dialects, and complex interactions, even when discussions stray from a conventional trajectory.

Speaking: Intermediate learners will master sophisticated articulation, adeptly addressing a spectrum of academic challenges. Their ability to converse on varied academic subjects, from debating theories to literary analysis, will be underscored by a deepened proficiency in expressing abstract concepts, generating solutions, and drawing insights. Their discourse will not just be about voicing opinions but will be characterized by constructing and analyzing arguments with a logical flow, enriched by linguistic tools and transitional phrases. While maintaining impeccable diction and precise intonation, they will seamlessly engage in academic seminars, lead specialized group discussions, and address disagreements with diplomacy. Their elevated speaking proficiency will enable fluid interactions with native speakers, and they will present nuanced academic subjects with clarity, integrating sub-themes and detailed examples. Actively partaking in debates and harnessing language flexibility for various academic tasks, they will be poised to grasp intricate lectures and engage in rigorous academic dialogues with confidence.

Vocabulary: At the intermediate level, students will expand their vocabulary repertoire while delving deeper into English grammar. Beginning with gerunds and infinitives, they will acquaint themselves with words and phrases frequently used in gerund form, such as "enjoy swimming" or "suggest traveling". In the realm of the "go + -ing" structure, learners will encounter examples like "go fishing" and "go dancing". By distinguishing between gerunds and infinitives, they will grasp nuances in phrases like "stop smoking" versus "stop to smoke". As they navigate through tenses, they will enrich their lexicon with verbs like "write/wrote/written" and temporal adverbs such as "recently" and "soon". The "Subject-Verb Agreement" segment will expose them to collective nouns like "team" and "jury", alongside quantity expressions such as "a number of" and "few". Venturing into the "Nouns" module, they will master plural forms (e.g., "cacti" from "cactus"), encounter nouns as adjectives (e.g., "chicken soup"), and terms distinguishing countable from uncountable nouns (e.g., "grains of sand" versus "water"). Concluding with "Articles" and "Pronouns", they will solidify their usage of words like "a", "an", "the", "he", and "they", ensuring precise communication in diverse contexts.

Grammar Content (Reference):

1. Gerunds and Infinitives
2. Noun Clauses
3. Present and Past; Simple and Progressive
4. Perfect and Perfect Progressive Tenses
5. Future Time
6. Subject-Verb Agreement
7. Nouns
8. Articles
9. Pronouns

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 – “Verb + Gerund”

Lesson Objective – Students will be able to accurately and confidently use verbs followed by gerunds.

In this one-hour **interactive** grammar lesson designed for intermediate level learners the focus is on the "**Verb + Gerund**" structure. The lesson begins with a video clip showcasing the structure in real-life conversation, followed by a brief explanation of common verbs that use this structure. Learners then delve into role-playing activities set in a university context, and **error-correction exercises**, both aimed at reinforcing the grammatical concept. To ensure application, students write about their potential academic majors using the targeted structure and review each other's work. The session concludes with reflective sharing and an assignment for further practice, emphasizing the practical relevance of the verb + gerund structure in academic discussions and writings.

Reading and Writing Lesson – Interactive Reading Phase and Guided Paragraph on "Verb + Gerund"

Lesson Objectives – Learners will enhance their understanding and application of the "Verb + Gerund" structure in reading and writing contexts.

In this one-hour reading and writing lesson, learners will focus on the "**Verb + Gerund**" structure. The session starts with a brainstorming activity, where learners' express university activities they enjoy, highlighting the target structure. Students then delve into an **interactive reading phase**, working with a curated article peppered with "Verb + Gerund" examples, which they identify both individually and in groups. Transitioning to writing, they receive **guided paragraph** templates prompting the use of the structure, crafting personal reflections on university life. After composing their thoughts, a peer-review session encourages feedback on the application of the "Verb + Gerund" structure. Concluding the lesson, selected

learners share their work aloud, followed by a short essay assignment emphasizing the practical application of the learned structure in academic contexts.

Listening and Speaking Lesson – Pair Summaries and Oral Presentations on "Verb + Gerund"

Lesson Objective – Learners will improve listening comprehension and speaking skills using the "Verb + Gerund" structure in the context of university activities.

In this one-hour listening and speaking lesson, learners begin by actively engaging with pre-recorded dialogues of university students, pinpointing uses of the "**Verb + Gerund**" structure. After an introduction to this grammatical construct, they delve deeper into comprehension through focused listening, **summarizing dialogues in pairs** and emphasizing the targeted structure. Leveraging their understanding, students then collaborate to discuss university-related activities they resonate with, crafting brief **oral presentations** using the "Verb + Gerund" form. Concluding the lesson, feedback is provided on their presentations, reinforcing correct usage and addressing any errors, while also setting the stage for real-world application through a homework assignment involving podcasts or university lectures.

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 Intermediate Level (Includes All Four Skills)

"Future Innovations Symposium"

Objective: To demonstrate proficiency in various Intermediate-level language structures by researching, presenting, and discussing innovations projected for the next decade in a symposium-style format.

1. **Research & Reading** (Gerunds and Infinitives, Noun Clauses, Articles)
 - a. Students will research an innovation (technological, environmental, societal, etc.) projected to emerge in the next decade. The sources must be credible articles, journals, or reports.
 - b. As they read, students will note down examples of gerunds, infinitives, and noun clauses in their texts.
 - c. Create a bibliography, ensuring correct use of articles before nouns.
2. **Written Report** (Perfect and Perfect Progressive Tenses, Future Time, Subject-Verb Agreement, Nouns, Articles)
 - a. Compile a 3-page report on the chosen innovation. The report should discuss its potential impacts, benefits, challenges, and timeline for implementation.
 - b. Ensure the use of perfect and perfect progressive tenses to discuss the research behind the innovation. Utilize future time structures to discuss projections.
3. **Listening Exercise** (Present and Past; Simple and Progressive, Pronouns)
 - a. Students will listen to a pre-recorded interview (by the teacher or a guest) with an expert in the field of their chosen innovation.
 - b. Post-listening, students will answer comprehension questions, focusing on understanding the usage of present and past tenses in the interview and identifying pronouns and their antecedents.

4. Presentation & Speaking (All content areas)

- a. Students will give a 10-minute presentation on their innovation, ensuring they showcase their understanding of all the listed grammar structures.
- b. Following each presentation, the student will host a 5-minute Q&A session. Here, they should craft their responses to integrate noun clauses and appropriately use gerunds and infinitives.

5. Group Discussions (All content areas)

- a. After all presentations, students will be divided into groups. Each group will discuss the pros and cons of each innovation, focusing on its feasibility and potential global impact.
- b. During discussions, students should be attentive to their use of subject-verb agreement, pronouns, and tenses.

Evaluation: Students will be assessed on their effective use of the target language structures in their written reports, presentations, and discussions, as well as their comprehension during the listening exercise. Peer assessment can also be integrated, where students evaluate their peers based on a given rubric during presentations and discussions.