

ADVANCED READING, WRITING, LISTENING, AND SPEAKING

WHAT WILL WE DO?

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

Grammar Foundations: In the advanced curriculum, students embark on a comprehensive exploration of English grammar. They will begin with modals, understanding their diverse applications across temporal contexts. This foundation is built upon with a dive into the passive voice, its contrast with the active form, and nuances like the use of 'get'. Students will also delve into noun clauses, focusing on initiation by various words and mastering reported speech modal shifts. Adjective clauses come next, highlighting their modification and reduction to phrases for concise prose. The level then deepens into gerunds and infinitives, emphasizing their contextual applications and the strategic use of causative verbs. Finally, they conclude with coordinating and adverb clauses, ensuring adept portrayal of relationships, contrasts, and conditions.

Initial Module on Grammar: Each learning day will commence with a concise grammar session, taught in an explicit manner. The first module starts with a foundational introduction to basic modals where students will grasp the nuances of expressing necessity through forms such as "must", "have to", and "have got to". They will contrast these with the articulation of lack of necessity and prohibition. Advancing further, they will explore modal expressions of advisability, suggestions, and expectations. The course emphasizes the ability and possibility, teaching students the distinctions between "can", "may", "might", and related verbs. In ensuring practical application, learners will master the art of crafting requests, responding using modals, and formulating polite solicitations. Concluding the module, there will be a focus on making suggestions with phrases like "let's", "why don't", and "shall I/we", thereby equipping students with robust modal usage capabilities. 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 Advanced level encompasses chapters 9-17 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 Advanced-level writing instruction, learners will refine their paragraph writing skills by mastering foundational elements, such as the construction of clear topic sentences, effective brainstorming techniques, the importance of supportive details, and the delineation between complete sentences and fragments. Emphasis will be placed on the three cardinal features of a well-composed paragraph, ensuring the content is both coherent and compelling. Participants will acquaint themselves with the five quintessential features of superior writing, bolstered by a clear understanding of consistent and clear pronoun references. This level will equip students with essential proofreading strategies, enhancing the overall quality and clarity of their written work. Learners will explore the intricacies of different paragraph types, emphasizing the nuances of subject-verb agreement and the utilization of diverse word forms. An introduction to essay writing will be provided, wherein students will contrast the structure of essays and paragraphs, grasp the essence of classification essays, and the pivotal components of the five-paragraph essay format. They will then take a deep dive into specialized essay types, such as cause-effect and comparison essays, will be undertaken, elucidating the organizational strategies and grammar structures vital for each, ensuring learners are well-prepared to craft articulate, sophisticated essays with ease.

Reading: Apart from identifying the target and previous grammar in their reading, students will refine their analytical reading skills, progressing from basic comprehension to a critical engagement with an array of sophisticated texts, including academic journals, technical reports, and specialized research papers. By expanding their vocabulary, they will adeptly interpret the connotations of words in diverse contexts, fostering a profound appreciation of stylistic nuances and the subtle undertones of both factual and literary materials. They will master the synthesis of information from varied sources, drawing meaningful connections and contrasts, and reconstructing cohesive arguments. As they navigate advanced academic content, students will critically evaluate the coherence, validity, and assumptions underlying arguments, while also discerning potential biases and the cultural or ideological foundations of the content. Emphasizing efficiency, they will enhance their skimming and scanning techniques for quick information retrieval. In culmination, they

will craft a tailored reading strategy aligning with their academic goals, granting them the finesse to approach dense material with both agility and depth.

Listening: Advanced-level learners will achieve superior auditory comprehension, adeptly deciphering nuances and complexities across a range of spoken materials. These individuals will be proficient in detecting implicit meanings, cultural undertones, and linguistic subtleties in both academic and everyday scenarios. Whether engaging with lectures, films, or multifaceted discussions, they will discern varied perspectives, recognizing shifts in tone, emphasis, and emotional nuances. Instead of merely absorbing information, they will critically analyze spoken content, distinguishing core themes from secondary details and assessing the credibility of arguments. Their acute listening acumen will enable them to understand extended, unstructured speech and navigate through specialized terminologies or rapid native interactions effortlessly. Additionally, they will effortlessly grasp television narratives and require only occasional clarifications during complex discussions. Through their enhanced listening skills, they will confidently participate in academic discussions and tasks, while also recognizing a wide spectrum of idiomatic and colloquial expressions.

Speaking: In the Advanced stage, students will exemplify unparalleled eloquence and precision, adeptly navigating specialized academic subjects. Their spoken expressions will be enriched with complex theories, research findings, and in-depth analyses, going beyond simple argumentation to integrate critical thinking, intercultural understanding, and persuasive rhetorical techniques. Demonstrating enhanced linguistic dexterity, they will seamlessly weave idiomatic expressions, intricate syntactical structures, and nuanced rhetorical devices into their discourse. While engaging with native speakers, their fluency will shine through as they adapt to diverse conversational dynamics, cultural references, and varying academic contexts. Notably, in seminars and debates, their contributions will echo depth of knowledge and heightened sensitivity to diverse viewpoints. They will articulate concepts, defend positions, and construct robust arguments with both conviction and intellectual rigor, ensuring readiness for elite academic and professional dialogues.

Vocabulary: In the advanced curriculum, students will amplify their vocabulary breadth and depth. Beginning with modals, they will master words and applications like 'might' for possibility, 'shall' for suggestions, and 'must' for necessity. As they transition to the passive voice, they will differentiate between structures like "The book was read" (passive) and "She read the book" (active), while incorporating terms like 'get', as in "The cake got eaten." When addressing noun clauses, learners will adeptly use words such as 'that', 'whether', and 'if', mastering constructs like "She said that she was tired." In their exploration of adjective clauses, they will employ relative pronouns such as 'who', 'which', and 'whose', transforming "The man, who was late, apologized" to the more concise "The late man apologized." Their vocabulary journey through gerunds and infinitives will introduce terms like 'enjoy' before gerunds as in "enjoy doing" and 'decide' before infinitives as

in "decide to do". Incorporating causative verbs, they will distinguish between "I had my car washed" and "I let him wash my car." By the end, with coordinating and adverb clauses, students will adeptly use conjunctions like 'and', 'but', 'because', and 'although', crafting sentences that clearly convey relationships, contrasts, and conditions.

Grammar Content (Reference):

1. Modals, Part 1
2. Modals, Part 2
3. The Passive
4. Noun Clauses
5. Adjective Clauses
6. Gerunds and Infinitives, Part 1
7. Gerunds and Infinitives, Part 2
8. Coordinating Conjunctions
9. Adverb Clauses

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 – “Modals, Expressing Necessity: "Must", "Have To", "Have Got To”

Lesson Objective – Students will be able to accurately use modals of necessity ("must", "have to", and "have got to") in academic and daily contexts, recognizing their similarities and subtle differences.

In this one-hour, task-based grammar lesson tailored for Advanced learners aspiring to study at universities in English-speaking countries, the focus is on the modals of necessity: "must", "have to", and "have got to". Starting with a discussion-based warm-up centered on university preparation, the lesson delves into the nuances and distinctions between these modals. Students then engage in three **tasks**: responding to academic scenarios using the modals, reconstructing a modal-depleted academic text, and drafting a preparation list for their upcoming university semester, integrating the lesson's modal structures. Throughout these activities, emphasis is placed on understanding the context-driven selection of each modal. The lesson concludes with reflective feedback and an essay assignment to further solidify their understanding.

Reading and Writing Lesson – Flipped Classroom and Journal Writing on " Modals, Expressing Necessity: "Must", "Have To", "Have Got To"

Lesson Objectives – Students will enhance understanding of the modals "must", "have to", and "have got to" in expressing necessity, and develop the skill of incorporating them into personal academic-oriented journal entries.

In this one-hour reading and writing lesson designed for Advanced-level learners, the focus is on understanding and applying the modals "must", "have to", and "have got to" to express necessity. The **flipped classroom** approach requires students to pre-engage with an online article and a quiz on the topic, and **write a journal** entry about a personal experience involving a sense of obligation. During the in-class session, students discuss their pre-class readings, share their journal entries, participate in a structured writing exercise tailored to academic scenarios, and engage in peer reviews. The lesson concludes with reflections and insights on the use of these modals. As a post-class activity, students continue their journaling journey, emphasizing the modals, and interact on an online discussion platform to share experiences and provide feedback.

Listening and Speaking Lesson – Listening Bingo and Role Play on "Modals, Expressing Necessity: "Must", "Have To", "Have Got To"

Lesson Objective – Students will be able to recognize and use the modals "must", "have to", and "have got to" to express necessity in spoken English.

In this one-hour listening and speaking lesson designed for Advanced learners, they will focus on the modals "must", "have to", and "have got to" as tools to express necessity. The lesson initiates with a brief discussion on the importance of expressing obligation in academic settings. This is followed by a **"Listening Bingo"** activity, where students actively engage with pre-recorded dialogues, marking their Bingo cards when they identify statements of necessity. The lesson then delves into a **role play** activity, wherein pairs of students practice and perform scenarios that naturally incorporate the target modals, allowing classmates to identify and discuss the modal usage. The session wraps up with a review and sets the groundwork for further immersion by assigning relevant homework based on online 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 Advanced Level (Includes All Four Skills)

" University Life in English"

Objective:

For students to demonstrate proficiency in the various grammatical components studied throughout the course, encompassing modals, passive voice, clauses, gerunds, infinitives, conjunctions, and adverb clauses.

Project Overview:

Students will craft a comprehensive "Guide to University Life" aimed at international students. This guide will include multiple sections, drawing upon different skills (reading, writing, listening, and speaking).

1. Reading: Research & Annotations

- a. Students will research articles and blogs about university life, challenges faced by international students, and tips for success.

Task:

- Identify and annotate at least two articles for each grammatical component, highlighting examples and explaining their significance.

2. Writing: Guide Composition

- a. Using the research, students will write various sections of their guide, integrating the grammar topics.

3. Sections & Content:

- a. Introduction (Use of modals for recommendations)
- b. Adjusting to University Culture (Use of passive voice for events/actions)
- c. Understanding Lectures (Noun clauses to express reported speech)
- d. Engaging in Group Projects (Adjective clauses to describe students)
- e. Leisure Activities on Campus (Gerunds and infinitives for likes/dislikes & suggestions)
- f. Do's and Don'ts of Campus Etiquette (Coordinating conjunctions for comparing & contrasting)
- g. Navigating Difficult Conversations (Adverb clauses for reasons, conditions, etc.)

4. Listening: Podcast Reflection

- a. Students will create a podcast segment featuring an interview with a current or former university student.

Task:

- Students will prepare questions, conduct the interview, and record it.
- Using modals, passive voice, and other grammatical structures studied, the interviewee will share experiences, recommendations, and insights.

5. Speaking: Guide Presentation

- a. Each student or group will present their guide to the class.

Task:

- Prepare a 10-minute presentation on your guide's highlights.
- During Q&A, classmates will pose questions requiring the presenter to use various grammatical components in their responses.

Assessment Rubric:

- Criteria will be based on:
 - Accuracy and effective use of all grammatical structures.
 - Comprehensiveness and relevance of content.
 - Clarity, coherence, and organization of the written guide and presentation.
 - Effective incorporation of research and insights into university life.
 - Engagement and interaction during the speaking and listening components.

Reflection:

After completing their project, students will write a reflection on what they learned, the challenges they faced, and how their understanding of university life in English-speaking countries has evolved.