

Listening/Speaking Class (070) A-2/CLB 3-4

Independent Study Requirement:

Teachers will assign listening task to be done on independent study days. The teacher is in charge of type of task and monitoring method. Tasks are not used for movement to the next level. However, teachers will keep track for the independent study award given at the end of the semester. There will need to be time set aside in the class period after independent study day each week for teachers to check in with students regarding their independent study assigned task.

Goals:

(Overall proficiency that students will be able to achieve by the end of the course.)

1. Students can demonstrate, through spoken, written or gestural production, with considerable effort, that they can recognize and interpret simple formal and informal communication on topics of personal relevance/importance in formal and informal settings.
2. Students can demonstrate, through spoken production, that they can communicate about everyday situations, including:
 - activities
 - experiences
 - wants
 - needs

Objectives:

(Specific curricular elements taught through content and activities, including specific language functions and skills that assist students in achieving learning outcomes. Objectives serve as descriptive guides for day-to-day, in-class implementation. They include examples that can be used during lessons.)

Listening

Interacting with others in everyday, professional, and academic situations

Students can identify and interpret short social exchanges in simple everyday, professional, and academic situations, such as introductions, casual small talk, and leave-taking.

[Communication is about 6 turns.]

For example, students should be able to:

- € Identify formal and casual style and register

- € Identify specific factual details and implied meanings
- € Identify roles of and relationships between participants

Identifying and Following Instructions

Students can follow common, sequentially presented instructions and directions related to familiar, everyday situations of personal relevance.

[Instructions are about 4 to 5 steps.]

Students should be able to:

- € recognize words and phrases that indicate movement, location, manner, frequency, and duration
- € respond with appropriate actions to directions and instructions
- € able to recognize and identify correct sequence of steps

Getting Things Done in personal, professional, and academic endeavors

Students can identify and interpret short communication intended to influence or persuade others in familiar, everyday situations and student life, such as announcements, commercials, or infomercials.

Students should be able to:

- identify the main ideas
- identify factual details and some implied meanings
- identify key words and expressions that are influential in nature
- identify wh- questions

Demonstrating understanding of information through written/spoken production

Students can identify and interpret short descriptive or narrative communication on topics of personal relevance.

Students should be able to:

- Identify the main idea.
- Identify factual details, some implied meanings, key words, and expressions.
- Identify who, what, where and when.

Speaking

Interacting with Others in everyday, professional, and academic situations

Students can use a range of courtesy formulas and some casual small talk in short one-on-one or small group interactions and simple phone calls.

Students should be able to :

- € open and close a short conversation
- € Introduce known people
- € ask and respond to questions about common everyday routines
- € use non-verbal communication (such as eye contact, nods, facial expressions) to show interest and initiate conversation
- € use a range of small talk phrases and expressions

Giving Instructions

Convey a set of simple, common, routine instructions and directions to a familiar person.

[Instructions are about 4 to 5 steps.]

- use appropriate courtesy forms, structures, and vocabulary or phrases expressing movement and location.

Getting Things Done in personal, professional, and academic endeavors

Students can express and respond to a range of personal, professional, or academic requests such as asking and getting assistance by asking for, offering, accepting or rejecting products or services.

Students should be able to:

- € ask questions, make requests, and produce polite and appropriate suggestions
- € use models with accuracy
- € follow the listener's comprehension by repeating and explaining

Sharing information through spoken production

Students can convey brief descriptions of personal experiences, situations or simple processes, such as getting products or services.

Students should be able to:

- € ask and answer simple, factual questions
- € express feelings, needs, preferences, satisfaction, and dissatisfaction
- € Develop sentences and carry meaningful, logical conversation

Learning Outcomes

(A description of what the student will know or be able to do as the result of the course instructions.)

Listening

Interacting with Others in everyday, professional, and academic situations

L-IWO: Identify and interpret short social exchanges in simple everyday, professional, and academic situations.

Identifying and Following Instructions

L-IFI: Follow common, sequentially presented instructions and directions related to familiar, everyday situations of personal relevance.

Getting Things Done in personal, professional, and academic endeavors

L-GTD: Identify and interpret short communication intended to influence or persuade others in familiar, everyday situations and student life

Demonstrating understanding of information through written/spoken production

L-DU: Identify and interpret short descriptive or narrative communication on topics of personal relevance

Speaking

Interacting with Others in everyday, professional, and academic situations

S-IWO: Use a range of courtesy formulas and some casual small talk in short one-on-one or small group interactions and simple phone calls.

Giving Instructions

S-GI: Convey a set of simple, common, routine instructions and directions to a familiar person.

Getting Things Done in personal, professional, and academic endeavors

S-GTD: Express and respond to a range of personal, professional, or academic requests

Sharing Information through spoken production

S-SI: Convey brief descriptions of personal experiences, situations, or simple processes.