

# **Combined Skills Content Course-A-Level/CLB 1-4**

## **Listening/Reading**

### **A level/CLB 1-4 Themed Listening & Reading:**

**Course description:** The combined skills content course supplements the listening and reading skills taught in the 060 and 070 classes. Assessments of students in this class are optional and are used to gauge acquisition of information and skills and not as determinants for achievement of Student Learning Outcomes or level movement. Assessments used can include small quizzes, homework assignments, and in-class activities. There are, therefore, no Student Learning Outcomes for this course. Instead, objectives will be used to inform instructional planning. Students will only be assessed on attendance and participation.

Participation and attendance will be assessed on the following scale:

- 100% - appearance in class and full participation (completion of homework assignments and active engagement in class discussion and class activities)
- 60% - appearance in class but participation is lacking or absent (homework is not complete, they do not engage in class discussions, they do not engage in class activities, and/or they come late/leave early)
- 0% no appearance in class

#### **Goals:**

***Goals are the overall proficiency that students will be able to achieve by the end of the course.***

1. The listener can demonstrate through spoken, written, or gestural production that they can recognize and interpret spoken English at a rate that is slower and more clearly pronounced than that of native speakers in academic, professional, and personal situations.
2. The reader can demonstrate through spoken, written, or gestural production, that they can read and interpret most information from short, simple texts related to familiar, routine everyday topics of personal, professional, and academic relevance.

"Short, simple texts" are those that:

- are concrete and factual with some simple descriptions
- use common, everyday vocabulary with one or two specialized words
- contain no more than a paragraph of 3-7 sentences
- may be supported by visuals

## Objectives:

***Objectives are specific curricular elements taught through content and activities that permit students to acquire knowledge and specific language functions and skills related to a specific topic or cultural situation. Objectives serve as descriptive guides for day-to-day, in-class implementation. They include examples that can be used during lessons.***

### Listening:

A. Students can identify and interpret simple, contextualized conversations, such as a dialogue between a student and a teacher, ordering food from a restaurant, or shopping for a specific product.

Students should be able to:

- Identify the purpose, the main points, some factual details, and some simple implied meanings in audio texts or teacher communication

B. Students can identify and interpret short descriptive or narrative communication, such as telling a short anecdote to a new friend or describing a personal experience.

Students should be able to:

- Identify the purpose, the main points, factual details, and some simple implied meanings in audio texts.

C. Students can identify and accurately respond to simple questions, vocabulary, and idiomatic expressions associated with everyday living situations, such as responding to questions at a doctor's appointment, responding to questions while registering for classes, or accurately following along in a social conversation between friends.

Students should be able to:

- Accurately respond to, verbally or in writing, simple WH (who, what, when, where, and how) and yes/no/maybe questions

### Reading:

A. Students can read and interpret short, simple texts.

Students should be able to:

- Identify the main ideas and the supporting details in texts from various genres that contain familiar, routine everyday topics of personal, professional, or academic relevance
- Identify basic vocabulary, idioms, and expressions in different everyday contexts

- Identify basic syntax structures, such as statements, negatives, questions, word order, prepositional phrases, coordination, subordination, and simple yes/no/maybe or wh- questions
- Identify tone, mood, attitude, and simple opinions as conveyed by specific words or phrases

B. Students can use reading strategies to identify key information and ideas from a short, simple text.

Students should be able to:

- Use skimming and scanning
- Identify pronoun referents
- Identify links between paragraphs
- Identify context clues
- Predict the reading content based on context clues