***IEP 70 – A1 Listening & Speaking***

**Course Description**

1) Students can demonstrate, through spoken, written, or gestural production, that they can recognize and interpret short and simple communication related to everyday contexts and immediate personal needs

2) Students can demonstrate, through spoken production, that they can use short and simple communication related to everyday contexts and immediate personal needs, usually in response to questions about personal needs and experiences.

"Short and simple" communication consists of:

* Communication used in everyday, familiar contexts and related to immediate personal needs
* A limited number of individual words
* Some short, simple sentences
* High frequency, everyday vocabulary
* Short and simple stock phrases and expressions

***Listening – Noninteractive Communication***

LNC1: Identify concrete information on familiar topics encountered in everyday life, provided it is delivered slowly and clearly

|  |  |
| --- | --- |
| **Instructional Objectives**   * Identify high-frequency vocabulary words in short conversations or recordings related to everyday life, such as school, family, or daily routines * Identify common phrases related to everyday routines and interactions * Identify important details (places, times) from short recordings of conversations between two people | **Suggested Methods of Assessment**   * Students answer questions (matching, Multiple Choice Qs, T/F complete charts) about conversations about home, school, family, interests. |

LNC2: Following simple instructions (up to 5 steps) for task related to everyday situations, possibly delivered slowly and/or accompanied by pictures.

|  |  |
| --- | --- |
| **Instructional Objectives**   * Complete simple tasks by following short simple instructions given verbally (steps to tie a shoe, drawing a picture, etc.) * Locate and identify the location of objects or people using body language as a response to prompts/questions (pointing, etc.) | **Suggested Methods of Assessment**   * Students complete step-by-step instructions / directions based on common university activities or surroundings (e.g. around campus). * Students respond to simple instructions using TPR. |

***Speaking – Noninteractive Communication***

SNC1: Describe simple, personal information for tasks related to everyday, familiar situations.

|  |  |
| --- | --- |
| **Instructional Objectives:**   * Use high-frequency vocabulary to describe everyday situations and relationships such as school, (immediate) family, habits, or daily routines * Use common stock phrases related to everyday routines and interactions * Use key vocabulary to describe basic important details, such as vocabulary related to times, places, etc. * Use simple negation, "do not/don't", to describe actions that a student does not do. * Conjugate the verb "to be" in the simple present tense * Conjugate simple, high-frequency verbs in the present simple tense, e.g. "to eat," "to sleep," "to go," etc. | **Suggested Methods of Assessment:**   * Students give a small informal presentation describing their daily routine * Students give a small informal presentation on describing their immediate family members |

SNC2: Give simple instructions (up to 5 steps) for tasks related to everyday situations.

|  |  |
| --- | --- |
| **Instructional Objectives:**   * Give short, simple instructions up to 5 steps on a simple procedure or routine * Use simple sequence words to connect steps, i.e. first, second, last, etc. * Use set instructional phrases in the imperative, e.g. "turn left," "close the door," etc. | **Suggested Methods of Assessment:**   * Students give step-by-step instructions on a simple routine of their choice * Students work together in pairs. They watch someone do something without audio, and then they have to give the instructions verbally |

***Interactive Communication***

IC1: Ask and answer simple questions about people, personal details, and daily life.

|  |  |
| --- | --- |
| **Instructional Objectives**   * Ask and answer questions about themselves and other people, where they live, people they know, things they have, and (basic) questions about their family * Make an introduction and use basic greetings and leave-taking expressions * Use formulaic expressions and questions, e.g. Are you + adjective, noun, etc....? * Use simple prepositional phrases using "in" or "at." * Use simple descriptive vocabulary * Ask stock wh- questions (What? Where? When?), e.g. what is your name?, where do you live?, etc. * Conjugate the verb "to be" in the present, in the affirmative and the simple negative (not) * Conjugate common everyday verbs in the simple present | **Suggested Methods of Assessment**   * Students can interview other students about their home country, family, school (round robin/speed dating style) |