***IEP 70 – A2 Listening and Speaking***

**Course Description**

1. Students can demonstrate, through spoken or written production, that they can recognize and interpret simple formal and informal communication on topics of personal relevance or importance.

2. Students can demonstrate, through spoken production, that they can communicate about everyday situations, including activities, experiences, wants and needs.

"Simple formal and informal" communication consists of:

* Communication about everyday situations, including activities, experiences, wants, and needs
* Simple complete sentences
* Stock phrases and expressions for formal and informal contexts
* An expanding range of everyday vocabulary

***Listening – Noninteractive Communication***

LNC1: Interpret simple formal and informal communication on a variety of everyday topics.

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| **Instructional Objectives**   * Identify the topic of a recorded discussion or conversation when it is conducted slowly and clearly * Identify agreements and disagreements in a conversation conducted slowly and clearly * Follow short, simple social exchanges, conducted very slowly and clearly * Identify the main point essential information in short, clear, simple messages and announcements * Extract important information from short broadcasts (e.g. the weather forecast, concert announcements, sports results), provided people speak clearly * Identify the important points of a story and manage to follow the plot, provided the story is told slowly and clearly | **Suggested Methods of Assessment**   * Students complete T/F or multiple-choice questions to indicate understanding of topic, conversation or discussion * Students put events in chronological order * Students indicate who said what in conversations * Students can identify in writing main ideas and/or supporting details of oral story or report |

LNC2: Follow simple, multistep (5-8 steps) instructions for a variety of everyday tasks at a moderated pace.

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| **Instructional Objectives:**   * Follow a series of instructions for familiar everyday activities such as sports, cooking, etc. * Identify the function of times, dates, and numbers in following instructions, e.g. when to turn in an assignment, how long to cook something for, how much to use of a particular ingredient, etc. * Identify everyday, high-frequency verbs in the imperative | **Suggested Methods of Assessment:**   * Students retell basic steps or instructions after viewing or listening to an explanation * Students follow a map and arrive at the appropriate destinations based on oral directions * Students can retell assignment directions * Students put events or steps in a procedure in logical/chronological order * Students retell spoken directions inwritten or oral format |

***Speaking – Noninteractive Communication***

SNC1: Describe experiences, stories, or provide information via short, sustained monologues or presentations

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| **Instructional Objectives**   * Give a simple description or short presentation as a short series of simple phrases and sentences linked into a list on a variety of topics, such as:   + people   + living or working conditions   + daily routines   + likes/ dislikes (give opinion) in simple terms * Can answer straightforward follow-up questions related to a presentation they prepared and presented * Tell a story or describe a past experience in a simple list of points in chronological order * Describe plans and arrangements, habits and routines, past activities and personal experiences. * Use simple descriptive language to make brief statements about and compare objects and possessions. | **Suggested Methods of Assessment**   * Students describe a tradition or common experience in their home culture/country and give their opinion about it. * Students describe an event that happened in their past. * Students compare school /life to in the US to their home culture/country |

SNC2: Give simple multistep instructions (8-10 steps) related to a variety of everyday situations.

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| **Instructional Objectives**   * Give instructions of up to 8-10 steps on a procedure using complete sentences and process connecting word, e.g. "after that," "before," "next," etc. * Use the imperative with simple verbs to give instructions * Use simple descriptive vocabulary to give details | **Suggested Methods of Assessment**   * Students can explain how to make a common dish from their home culture/country. * Students give simple directions on how to get from X to Y, using basic expressions |

***Interactive Communication***

IC1: Participate in discussions related to daily life, routines, or familiar topics

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| **Instructional Objectives:**   * Make and respond to invitations, suggestions and apologies * Express how they are feeling, using simple stock expressions, e.g. describing wants and needs * State what they like and dislike. * Ask and answer questions about habits and routines. * Ask and answer questions about pastimes and past activities. * Ask and answer questions about plans and intentions * Conjugate verbs in the present continuous * Conjugate a wider range of verbs in the simple present beyond high-frequency, common verbs * Use common time expressions * Use simple adverbs of frequency * Use wh- questions accurately and appropriately for the context | **Suggested Methods of Assessment:**   * Students interview each other about daily habits and routines and report back to the class describing their partner's daily habits and routines. |