***IEP 70 - B1 Listening and Speaking***

**Course Description**

1. Students can demonstrate, through the spoken or written production, that they can recognize and interpret most moderately complex formal and informal communication, including some abstract concepts and ideas related to personal and student life experiences.
2. Students can demonstrate, through spoken production, that they can communicate, with some confidence, in routine social and academic situations and present information in some detail about familiar topics of personal and academic relevance.

"Moderately complex communication" is identified as:

* Mostly concrete, factual, and descriptive
* Using mostly common vocabulary with some abstract specialized vocabulary and idioms
* Occasionally supported by visuals
* Relatively short, about 3-5 minute listening and speaking tasks
* Speech presented in standard language or in a familiar variety, provided the delivery is relatively slow and clear.

***Listening- Noninteractive Communication***

LNC1: Interpret interactions about everyday situations in a variety of moderately complex contexts.

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| **Instructional Objectives**   * Follow and identify main details of a conversation between multiple speakers on a variety of topics * Identify the purpose of conversation between multiple conversation partners, e.g. making plans, solving a problem, sharing info, etc. | **Suggested Methods of Assessment**   * Students indicate “who said it?” * True or false quiz * Multiple choice comprehension check-off * Prepare a Venn Diagram, comparing and contrasting opposing points of view * Invent an alternative ending to a story or dialogue |

LNC2: Identify the main idea and details of lectures given by a singular speaker on a variety of routine social and academic topics.

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| **Instructional Objectives :**   * Identify the main idea of a recorded lecture or presentation on a variety of routine academic or personal topics * Identify basic details * Identify essential information to focus on for effective notetaking * Complete guided notetaking templates on a variety of standard types of notetaking methods, e.g. Cornell method, mapping, the outline method, a hybrid, etc. | **Suggested Methods of Assessment:**   * Answer comprehension questions about a recording (short answer, multiple choice, T/F, etc.) * Use notes to write a summary of the lecture, presentation, or recording |

LNC3: Follow moderately complex multistep instructions for a variety of social and academic purposes.

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| **Instructional Objectives:**   * Follow a series of instructions with 8-10 steps, occasionally accompanied by photos or visuals, e.g. how to complete a project, how to apply to an academic program, instructions from the doctor's office for preparation before an appointment * Identify some accompanying details, such as detail related times, places, quantities, etc. * Identify order of steps accurately by following sequential language | **Suggested Methods of Assessment:**   * Perform a task as orally directed * Put detailed instructions in chronological order * Use a map to track directions given orally, circling key features as outlined in directions, e.g. a corner on which they are told to turn left |

***Speaking- Noninteractive Communication***

SNC1: Describe experiences or stories through oral monologue of at least 5 minutes.

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| Instructional Objectives:   * Narrate a story, fiction or nonfiction, that includes details * Express and describe emotions/feelings * Use chronological connecting devices to link events in a story * Use tone to engage audience * Give reasons to explain or justify viewpoint, experience, or actions * Use descriptive vocabulary, adjectives, and adverbs | Suggested Methods of Assessment:   * Students will retell a story from their home culture in English * Students will retell the plot from their favorite book or movie * Students will tell the story of how they met their best friend * Students will tell the story of why they came to Milwaukee |

SNC2: Give a short academic presentation of about 3-5 minutes on a routine social or academic topic.

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| **Instructional Objectives**   * Identify key parts of a good presentation: organization (with a clear main idea), delivery, pronunciation, body language, etc. * Give simple reasons to justify a viewpoint. | **Suggested Methods of Assessment:**   * Students give a presentation on their favorite lifestyle, describing the characteristics of the lifestyle and giving their opinions and reasons why they like it * Students give a presentation on how to apply to a university in their home country, giving some details on cultural aspects of university life in their home culture |

SNC3: Give moderately complex multistep instructions of 10 or more steps for a variety of social and academic purposes.

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| **Instructional Objectives:**   * Use the imperative accurately for a variety of verbs to give instructions * Use a variety of sequential and connecting vocabulary words and phrases, i.e. First, then, next, after that, while doing that, etc. * Use descriptive adjectives and adverbs to expand on the specifics of how to follow the instructions. * Use a variety of vocabulary related to the context of the instructions | **Suggested Methods of Assessment:**   * Students will give instructions on how to apply to a university in their home country * Students will give instructions on how to play a favorite sports, board, or card game |

***Interactive Communication***

IC1: Participate in discussions on a range of moderately complex personal and academic topics.

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| **Instructional Objectives:**   * Ask relevant follow-up questions to keep discussion going * Use strategies to ensure comprehensibility, even when exact vocabulary is unknown, i.e. circumlocution. * Identify and practice responsibilities of being a group leader, i.e. initiating conversation, ensuring all members can contribute, keeping conversation on task, etc. * Give and support opinions relevant to the discussion * Describe experiences relevant to the discussion | **Suggested Methods of Assessment**   * Students will act out role plays from scenarios on a specific topic * Students will discuss a video or a movie they watched, discussing main ideas, giving their opinions, etc. * Students will be assigned to be the leader in the above assessments and assessed on leadership skills (rotate who is the assigned leader in when scenario or topic is changed) |