

Level One Listening and Speaking — Term A

Students will focus on developing competency in everyday conversational situations.

GOALS

1. Speak confidently and effectively in a variety of everyday survival situations
2. Understand expected behavior in these everyday survival situations
3. Improve clarity and accuracy of pronunciation through accent reduction training
4. Learn the sounds, rhythms and intonation of standard American English

OBJECTIVES

Listening and Speaking

1. Understand basic commands and warnings (i.e., sit down, stand up, look out)
2. Communicate simple needs and wants using formulaic structures and basic modals
3. Understand and follow directions relating to sequence and location (cooking; street directions)
4. Introduce oneself and others using formulaic expressions
5. Ask and tell time; use basic time expressions, including dates
6. Ask about and respond to questions about the weather

Pronunciation:

7. Learn to articulate vowel/consonant sounds of standard American English using IPA
8. Produce and identify meaning change through intonation
9. Use linking and contractions

Level One Listening and Speaking — Term B

Students will focus on developing competency in everyday conversational situations.

GOALS

1. Speak confidently and effectively in a variety of everyday survival situations
2. Understand expected behavior in these everyday survival situations
3. Improve clarity and accuracy of pronunciation through accent reduction training
4. Learn the sounds, rhythms and intonation of standard American English
5. Develop speaking confidence through simple oral presentations on a variety of student-chosen topics

OBJECTIVES

Listening and Speaking

1. Use shopping language to purchase clothing and food
2. Order food and drinks using a menu; understand basic table manners
3. Supermarket:
4. Use the telephone to call for help or information; take and leave simple messages
5. Express ability, obligation, likes and dislikes using formulaic structures and basic modals
6. Idioms: understand and use basic idiomatic expressions
7. Give simple oral presentations on a variety of student-chosen topics

Pronunciation:

8. Learn to articulate vowel/consonant sounds of standard American English using IPA
9. Produce and identify meaning change through intonation
10. Use linking and contractions

Level Two Listening and Speaking — Term A

Students will focus on developing confidence and effectiveness in a variety of social situations.

GOALS

1. Speak confidently and effectively in a variety of everyday social situations
2. Understand expected behavior in these everyday social situations
3. Improve clarity and accuracy of pronunciation through accent reduction training
4. Develop consistency in using the sounds, rhythms and intonation of standard American English
5. Develop speaking confidence through oral presentations on a variety of student-chosen topics
6. Develop listening confidence through fun and creative listening activities (practice and skills based)

OBJECTIVES

Listening and Speaking

1. Use a variety of registers to communicate: meeting and greeting, farewells, introductions (understand address systems) and invitations
2. Express opinions, necessity, obligation, probability, possibility, and prohibition
3. Give and receive suggestions and advice using formal and informal language
4. Identify main ideas and some details of native speech in recorded or videotaped dialogues

Pronunciation:

5. Consistently articulate vowel/consonant sounds of standard American English using IPA
6. Produce and identify meaning change through intonation
7. Use reductions, linking and contractions

Level Two Listening and Speaking — Term B

Students will focus on developing confidence and effectiveness in a variety of social situations.

GOALS

1. Speak confidently and effectively in a variety of everyday social situations
2. Understand expected behavior in these everyday social situations
3. Improve clarity and accuracy of pronunciation through accent reduction training
4. Develop consistency in using the sounds, rhythms and intonation of standard American English
5. Develop speaking confidence through oral presentations on a variety of student-chosen topics
6. Develop listening confidence through fun and creative listening activities (practice and skills based)

OBJECTIVES

Listening and Speaking

1. Use a variety of registers to communicate: thanking and replying to thanks, apologizing, expressing anger and resolving conflict
2. Request clarification, explanation, and repetition using polite language
3. Express wishes and hopes using present real conditionals (e.g., If, will)
4. Infer general feelings and relationships between speakers in recorded or videotaped dialogues

Pronunciation:

5. Consistently articulate vowel/consonant sounds of standard American English using IPA
6. Produce and identify meaning change through intonation
7. Use reductions, linking, and contractions

Level Three Listening and Speaking — Term A

Students will focus on developing consistent competency in listening, speaking and pronunciation.

GOALS

1. Speak confidently and effectively using idiomatic and complex speech
2. Communicate using non-verbal language
3. Understand intermediate-level conversational exchanges from TV and other media
4. Consistently use correct rhythms and intonation of standard American English
5. Identify and work on individual pronunciation problems
6. Develop speaking confidence and knowledge of American pop culture through oral presentations

OBJECTIVES

Listening and Speaking

1. Use a variety of registers to communicate: giving and replying to compliments, getting people's attention and interrupting
2. Ask for and respond to requests for favors
3. Use situation-specific idioms to communicate ideas, attitudes and feelings
4. Give detailed instructions and explanations
5. Make plans and arrange appointments with friends, doctors and other professionals
6. Use gestures and body language to communicate feelings, attitudes and ideas
7. Discuss current events; debate American and global perspectives on these events

Pronunciation:

8. Consistently articulate vowel/consonant sounds of standard American English using IPA
9. Learn to use contrastive stress and stress patterns; formulate thought group units (pausing)

Presentation skills:

11. Make group presentations of American songs; sing, explain meaning of lyrics and background of musician(s)

Level Three Listening and Speaking — Term B

Students will focus on developing consistent competency in listening, speaking and pronunciation.

GOALS

1. Speak confidently and effectively using idiomatic and complex speech
2. Understand intermediate-level conversational exchanges from TV and other media
3. Consistently use correct rhythms and intonation of standard American English
4. Identify and work on individual pronunciation problems
5. Develop speaking confidence and knowledge of American pop culture through oral presentations

OBJECTIVES

Listening and Speaking

1. Use a variety of registers to communicate: agreeing and disagreeing, and controlling conversations and getting information
2. Summarize and discuss dialogues, newscasts and events from taped television or radio news
3. Argue a point or persuade others in a debate, and take into account opposing points of view
4. Identify main and secondary ideas from oral presentations
5. Use the telephone to discuss problems and issues and to place orders
6. Express satisfaction and dissatisfaction about a service or product
7. Express wishes and hopes using present unreal conditionals (e.g., If, would)

Pronunciation:

10. Consistently articulate vowel/consonant sounds of standard American English using IPA
11. Learn to use contrastive stress and stress patterns; formulate thought group units (pausing)

Presentation skills:

12. Make group presentations of American songs; sing, explain meaning of lyrics and background of musician(s)

Level Four Listening and Speaking — Term A

Students will focus on developing advanced communicative skills

GOALS

1. Formulate and defend personal opinions and beliefs using logical arguments
2. Understand and summarize main ideas and details of native speaker dialogues
3. Develop proficiency in advanced question formulation through native speaker interviews on assigned topics
4. Consistently use level-appropriate grammar and self-correction of obvious mistakes
5. Use sounds, stress and intonation well enough to be understood by a native speaker
6. Develop speaking confidence and knowledge of American culture through oral presentations and skits

OBJECTIVES

Listening and Speaking

1. Understand and use logical arguments in formulating and defending personal opinions and beliefs
2. Comprehend lengthy native speaker dialogues in video clips and other visual / audio media
3. Summarize and reconstruct main ideas and supporting details of presentations or newscasts
4. Expand note-taking skills in full-length classroom and taped lectures at native speed without repetition
5. Interview native speakers about personal opinions and beliefs; explore findings in classroom discussions
6. Express empathy, doubts and reservations
7. Recognize use of irony and sarcasm in humor;
8. Use assigned, common idiomatic expressions correctly

Pronunciation:

9. Consistently self-correct common pronunciation errors using knowledge of IPA
10. Continue learning to use contrastive stress and stress patterns; use intonation to signal statements/questions

Presentation skills:

11. Speech Contest: memorize and deliver a famous American speech
12. Perform skits on student-chosen topics; write scripts, memorize lines and use props

13.

Level Four Listening and Speaking — Term B

Students will focus on developing advanced communicative skills

GOALS

1. Recognize and report on political viewpoints and rhetoric in televised media
2. Understand and summarize main ideas and details of current events and weather reports
3. Develop proficiency in advanced question formulation through native speaker interviews on assigned topics
4. Consistently use level-appropriate grammar and self-correction of obvious mistakes
5. Use sounds, stress and intonation well enough to be understood by a native speaker
6. Develop speaking confidence and knowledge of American culture through oral presentations and skits

OBJECTIVES

Listening and Speaking

1. Recognize rhetoric in how Americans propose and defend their ideas and values
2. Recognize and report on political viewpoints in televised reporting; use examples from recorded media
3. Report on and express reactions to current events and weather reports
4. Interview native speakers about political viewpoints; explore findings in classroom discussions
5. Express wishes and hopes using past unreal conditionals (e.g., If, would have)
6. Recount difficult situations using perfect modals
7. Use assigned, common idiomatic expressions correctly

Pronunciation:

8. Consistently self-correct common pronunciation errors using knowledge of IPA
9. Continue learning to use contrastive stress and stress patterns; use intonation to signal statements/questions

Presentation skills:

10. Group presentations: research global issues; present evidence of research; use visual media to provide clear organizational cues and transitions
11. Perform skits on student-chosen topics; write script, memorize lines and use props

Listening and Speaking — All Levels

Suggested Listening and Speaking Tasks for the Classroom

1. Native speaker interviews
2. Oral Presentations: Individual & Group (these can be based on the native speaker interviews)
3. 20 Questions
4. Kuzumi Game:
 - a. Give each student 2 or 3 pieces of paper with the name of an animal, thing, place, person, (activity/idea for higher levels)
 - b. Give students time to think of descriptions for each name.
 - c. Form two groups of students. Each group is a team that competes with the other team for points
 - d. Members of each team will describe what's written on their paper—without using the name itself, without gestures, and without any use of native language.
 - e. Someone from the other team will act as the timekeeper, allowing 30 seconds or so per person
 - f. Turns will alternate between teams after each description has been given. If no one on one team can give the name after the time has elapsed, members from the other team may guess one time only. If no one guesses it goes to the last round.
 - g. All correct guesses are awarded one point. Teams will play to a number of points specified by teacher
5. "Funniest Story" Game Show Competition
6. "Blind Date/Arranged Marriage" activity
7. Jazz Chants
8. Minimal Pairs
9. Music Project: In small groups, students will:
 - a. Choose an American song
 - b. Find the lyrics in English, work together to understand its meaning, and memorize the words
 - c. Research the musician(s) who wrote the song and why they wrote it
 - d. Sing the song to the class, and explain what the song means and why they chose it.
10. Conversation circles/ Discussion groups
11. Debates
12. Role-Plays/ Skits
13. Story Creation activity: give students a starter sentence and have them build upon it in groups
 - a. Each student takes turns adding one sentence to the story (go around the group 4 times in the same order)
 - b. Any student can change the direction of the story but it must continue its overall flow
 - c. Students should tape record their final story and
14. VIDEOTAPE students telling a story or giving a presentation, and give clear feedback on pronunciation and grammar problems while viewing the tape with students. Then have Ss repeat the same story/presentation with attention to noted problems and videotape them again.
15. Speeches: Definition, Process Analysis, Descriptive, Opinion, and Narrative. (these connect with Comp. 201 curriculum)
 2. Use handouts from websites for formulaic chunks of speech