

Language Proficiency Objectives by ESL Level: Listening

Beginning Literacy	Beginning Low	Beginning High
<ol style="list-style-type: none"> 1. Recognize and distinguish between the various sounds of English. <ol style="list-style-type: none"> a. Vowels and consonants 2. Recognize common contractions (I'm, he's, isn't, aren't). 3. Recognize intonation used in statements and questions. 4. Demonstrate understanding of: <ol style="list-style-type: none"> a. Basic social exchanges and conversation b. Basic requests for repetition, clarification, or information c. Basic single commands, instructions, directions, and routine announcements d. Short, basic warnings e. Expressions of courtesy and polite language 5. Demonstrate recognition of common basic gestures, symbols, pictures, and other non-verbal language to convey meaning and communicate. 	<ol style="list-style-type: none"> 1. Recognize and distinguish between the various sounds of English. <ol style="list-style-type: none"> a. Vowels and consonants b. Minimal pairs and rhymes c. Stressed versus unstressed syllables d. Voiced versus voiceless sounds 2. Recognize words and sounds when they are modified. <ol style="list-style-type: none"> a. Three types of final "s" sound (/s/, /z/, /Iz/) b. Simple inflections (plural, possessive, third-person singular simple present tense, present progressive) 3. Recognize common contractions (doesn't, don't, didn't, wasn't, weren't). 4. Recognize simple stress and intonation patterns in words and sentences. <ol style="list-style-type: none"> a. Rising intonation for yes/no questions b. Lowered intonation for "Wh-" questions c. Pause according to punctuation 5. Demonstrate understanding of: <ol style="list-style-type: none"> a. Simple social exchanges and conversation b. Simple requests for repetition, clarification, or information c. Simple single and multi-step instructions and directions d. Simple commands and emergency warnings (Stop! Wait! Help!) e. Simple polite language, short answers, long answers f. Simple, brief non face-to-face messages or announcements (The plane is leaving at 5:25) 	<ol style="list-style-type: none"> 1. Recognize and distinguish between the various sounds of English. <ol style="list-style-type: none"> a. Vowels (long versus short, multiple sounds of a single vowel, diphthongs, triphthongs) b. Consonants (multiple sounds of single consonants, blends) c. Minimal pairs and rhymes d. Stressed versus unstressed syllables e. Voiced versus voiceless sounds 2. Demonstrate recognition of syllables in words. 3. Recognize words and sounds when they are modified. <ol style="list-style-type: none"> a. Three types of final "s" sound (/s/, /z/, /Iz/) b. Three types of final "ed" sound (/d/, /t/, /Id/) c. Simple inflections (plural, possessive, third-person singular simple present tense, present progressive, past participle) 4. Recognize common contractions (won't, haven't, hasn't). 5. Recognize high-frequency expressions (gonna, wanna, water vs wa-der, di-ju). 6. Distinguish basic stress and intonation patterns in words and sentences. <ol style="list-style-type: none"> a. Pausing according to punctuation b. Expression of intensity with exclamations c. Expression of urgency or authority with imperatives 7. Demonstrate understanding of: <ol style="list-style-type: none"> a. Short social exchanges and conversation

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	<p>6. Demonstrate recognition of simple gestures, symbols, pictures, and other non-verbal language to convey meaning and communicate.</p>	<p>b. Short requests for repetition, clarification, or information</p> <p>c. Short emergency warnings and commands</p> <p>d. Polite and impolite language</p> <p>e. Brief non face-to-face messages or announcements</p> <p>f. Short single and multi-step instructions and directions</p> <p>g. Past experiences and narratives</p> <p>8. Demonstrate recognition of gestures, symbols, pictures, and other non-verbal language to convey meaning and communicate.</p> <p>9. Recognize essential contextual clues to get information (time references, key vocabulary).</p>

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Intermediate Low	Intermediate High	Advanced Low
<ol style="list-style-type: none"> 1. Recognize and distinguish between the various sounds of English. <ol style="list-style-type: none"> a. Stressed versus unstressed syllables b. Voiced versus voiceless sounds 2. Recognize words and sounds when they are modified. <ol style="list-style-type: none"> a. Three types of final “ed” sound (/d/, /t/, /ɪd/) b. Inflections (plural, possessive, third-person singular simple present tense, present and past participles) c. Comparative and superlative adjectives d. Prefixes and suffixes 3. Demonstrate understanding of reduced forms in high-frequency expressions and contractions (Haven’t, I’ve, He’s, “Di-ju,” “Wanna,” “Gonna,” “Where’d” “Where’ve”). 4. Identify stress and intonation patterns in words and sentences. <ol style="list-style-type: none"> a. Rising intonation for yes/no questions b. Lowered intonation for “Wh-“ questions c. Pause according to punctuation 5. Identify pronunciation, stress, and intonation and rhythm patterns used to convey moods, emotions, and attitudes. <ol style="list-style-type: none"> a. Express intensity b. Express emphasis of intensifiers, qualifiers, and stressed words 6. Demonstrate understanding of: <ol style="list-style-type: none"> a. A short (1-3 minute) presentation b. Short social exchanges and conversation c. Speech used to persuade, argue, emphasize and express moods d. Format and structure suitable for purpose 	<ol style="list-style-type: none"> 1. Identify and interpret the various sounds of English. <ol style="list-style-type: none"> a. Stressed versus unstressed syllables in poly-syllabic words 2. Demonstrate understanding of words and sounds when they are modified. <ol style="list-style-type: none"> a. Comparative and superlative forms b. Prefixes and suffixes 3. Demonstrate understanding of reduced forms in high-frequency expressions and contractions (Wha’dya, Whacha). 4. Identify and interpret pronunciation, stress, intonation, and rhythm patterns in words and sentences used to convey moods, emotions, and attitudes. 5. Demonstrate understanding of <ol style="list-style-type: none"> a. A medium –length (3-4 minute) presentation b. Medium-length social exchanges and conversation c. Format and structure suitable for purpose and audience d. A variety of moods, emotions, and attitudes e. Medium-length non face-to-face messages or announcement f. A narrative with the passive voice and repeated actions in a variety of time frames g. An interview h. Surveys i. Polite requests, refusals, acceptance, and suggestions using indirect language 	<ol style="list-style-type: none"> 1. Identify and interpret the various sounds of English. <ol style="list-style-type: none"> a. Stressed versus unstressed syllables in poly-syllabic words 2. Demonstrate comprehension of words and sounds when they are modified. 3. Demonstrate comprehension of reduced forms in high-frequency expressions (When’d-ju, Why’s-e, shouldn’uv). 4. Identify and interpret pronunciation, stress, and intonation and rhythm patterns in words and sentences used to convey moods, emotions, and attitudes. 5. Use complex sentences with various clauses 6. Demonstrate understanding of: <ol style="list-style-type: none"> a. An extended (4-8 minute) presentation b. Extended social exchanges and conversation c. Format and structure suitable for purpose and audience d. A variety of moods, emotions, and attitudes e. Extended non face-to-face communication (messages, talks, announcements) f. Speech used to persuade, argue, report, analyze, advise, compromise, and emphasize g. An interview h. Surveys i. Arguments in a debate format j. Polite requests, refusals, acceptance, and suggestions using indirect language

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<p>and audience</p> <p>e. Abbreviated forms of speech (Want some?)</p> <p>f. Short Non face-to-face messages or announcements</p> <p>g. Multi-step instructions, directions, and information requests</p> <p>h. Past personal history, narratives, experience, and conditions that continue until the present</p> <p>i. An interview</p> <p>j. Surveys</p> <p>7. Use non-verbal clues to guess meaning (gestures, situations, relationships).</p> <p>8. Identify the topic, main idea, specific details, and summary of short discourse or information.</p> <p>9. Use contextual clues to get information (time references, key vocabulary) and to guess meanings of new words.</p> <p>10. Recognize fillers and place holders in speech (“Um,” “Like,” “You know”).</p>	<p>j. Differences between polite and impolite language and behavior</p> <p>6. Identify the topic, main idea, specific details, and summary of a medium-length discourse.</p> <p>7. Predict content of discourse types that follow common patterns based on information exchange (doctor and patient, job interview, customer and salesperson).</p> <p>8. Use contextual to get information (time references, key vocabulary) and to guess meanings of new words.</p> <p>9. Recognize fillers and place holders in speech (“Um,” “Like,” “You know”).</p> <p>10. Determine when clarification is necessary.</p>	<p>k. Differences between polite and impolite language and behavior</p> <p>7. Identify the topic, main idea, specific details, and summary of an extended discourse.</p> <p>8. Predict content of discourse types that follow common patterns (doctor and patient, job interview, customer and salesperson).</p> <p>9. Use contextual clues to get information (time references, key vocabulary) and to guess meanings of new words .</p> <p>10. Recognize fillers and place holders in speech (“Um,” “Like,” “You know”).</p> <p>11. Determine when clarification is necessary.</p>