

## Language Proficiency Objectives by ESL Level: Speaking

| Beginning Literacy   | Beginning Low   | Beginning High   |
|--|---|--|
| <ol style="list-style-type: none"> <li>1. Demonstrate pronunciation of the various sounds of English.               <ol style="list-style-type: none"> <li>a. Vowels and consonants</li> <li>b. Voiced versus voiceless sounds</li> </ol> </li> <li>2. Demonstrate pronunciation and use of common contractions (I'm, he's, she's, it's, we're, they're).</li> <li>3. Make use of short answers (yes or no).</li> <li>4. Engage in basic social exchanges and conversation.</li> <li>5. Use basic requests for repetition or clarification.</li> <li>6. Convey basic single-step instructions and directions.</li> <li>7. Ask and answer basic informational questions.</li> <li>8. Use basic gestures, symbols, pictures, and other non-verbal language to convey meaning and communicate.</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate pronunciation of the various sounds of English.               <ol style="list-style-type: none"> <li>a. Vowels and consonants</li> <li>b. Long and short vowels</li> <li>c. Stressed versus unstressed syllables</li> <li>d. Voiced versus voiceless sounds</li> </ol> </li> <li>2. Demonstrate pronunciation of words and sounds when they are modified.               <ol style="list-style-type: none"> <li>a. Three types of final "s" sound (/s/, /z/, /Iz/)</li> <li>b. Simple inflections (he vs she)</li> </ol> </li> <li>3. Demonstrate pronunciation and use of common contractions (I'm, he's, she's, it's, we're, they're, isn't, aren't, don't, doesn't, didn't).</li> <li>4. Use intonation to distinguish questions from statements.</li> <li>5. Make use of polite language, commands, short answers, and long answers based on appropriate context.</li> <li>6. Engage in simple social exchanges and conversation.</li> <li>7. Use simple requests for repetition or clarification.</li> <li>8. Convey simple single and multi-step instructions and directions.</li> <li>9. Ask and answer simple informational questions.</li> <li>10. Use gestures, symbols, pictures, and other non-verbal language to convey meaning and communicate.</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate pronunciation of the various sounds of English.               <ol style="list-style-type: none"> <li>a. Multiple sounds of vowels and consonants</li> <li>b. Stressed versus unstressed syllables in polysyllabic words</li> <li>c. Voiced versus voiceless sounds</li> </ol> </li> <li>2. Demonstrate pronunciation of words and sounds when they are modified.               <ol style="list-style-type: none"> <li>a. Three types of final "s" sound (/s/, /z/, /Iz/)</li> <li>b. Three types of final "ed" sound (/d/, /t/, /Id/)</li> <li>c. Simple inflections (go vs going, my vs mine, she vs he)</li> <li>d. Comparative adjectives and adverbs</li> </ol> </li> <li>3. Demonstrate pronunciation and use of common contractions (haven't, hasn't, hadn't, wouldn't).</li> <li>4. Use reduced forms in high-frequency expressions (gonna, wanna, diju, gimme, want some?).</li> <li>5. Use of American English Pronunciation (water vs wader, butter vs budder, twenty vs twenny).</li> <li>6. Use basic stress and intonation patterns in English words and sentences.               <ol style="list-style-type: none"> <li>a. Rising intonation for yes/no questions</li> <li>b. Lowered intonation for "Wh-" questions</li> <li>c. Pause according to punctuation</li> </ol> </li> <li>7. Make use of polite language, commands, short answers, long answers, and tag questions based on appropriate context.</li> </ol> |

## Language Proficiency Objectives by ESL Level: Speaking

| Beginning Literacy | Beginning Low | Beginning High   |
|--------------------|---------------|--|
|                    |               | <ul style="list-style-type: none"> <li>8. Convey single and multi-step instructions and directions.</li> <li>9. Ask and answer yes/no and wh- informational questions.</li> <li>10. Restate brief non face-to face messages or announcements (schedule board, voice mail, phone conversations).</li> <li>11. Use gestures, symbols, pictures, and other non-verbal language to convey meaning and communicate in various social settings (doctor, school, community).</li> </ul> |

## Language Proficiency Objectives by ESL Level: Speaking

| Intermediate Low  | Intermediate High   | Advanced Low   |
|---|---|--|
| <ol style="list-style-type: none"> <li>1. Demonstrate level-appropriate pronunciation of the various sounds of English.               <ol style="list-style-type: none"> <li>a. Stressed versus unstressed syllables in polysyllabic words</li> <li>b. Voiced versus voiceless sounds</li> </ol> </li> <li>2. Demonstrate level-appropriate pronunciation of words and sounds when they are modified.               <ol style="list-style-type: none"> <li>a. Three types of final “ed” sound (/d/, /t/, /Id/)</li> <li>b. Comparative and superlative adjectives and adverbs</li> <li>c. Prefixes and suffixes</li> </ol> </li> <li>3. Demonstrate level-appropriate pronunciation and use of reduced forms in high-frequency expressions and contractions (Haven’t, I’ve, He’s, Di-ju, Wanna, Gonna, Where’d, Where’ve).</li> <li>4. Use stress and intonation patterns in English words and sentences.               <ol style="list-style-type: none"> <li>a. Rising intonation for yes/no questions</li> <li>b. Lowered intonation for “Wh-” questions</li> <li>c. Pause according to punctuation</li> </ol> </li> <li>5. Use pronunciation, stress, and intonation and rhythm patterns to convey moods, emotions, and attitudes.</li> <li>6. Give a short (1-3 minute) presentation.</li> <li>7. Restate short non face-to-face messages or announcements (schedule board, voice mail, phone conversations).</li> <li>8. Engage in short social exchanges and conversation.</li> <li>9. Use speech to persuade, argue, emphasize and express moods (sympathy, irritation, excitement).</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate level-appropriate pronunciation of the various sounds of English.               <ol style="list-style-type: none"> <li>a. Stressed versus unstressed syllables in polysyllabic words</li> </ol> </li> <li>2. Demonstrate level-appropriate pronunciation of words and sounds when they are modified.               <ol style="list-style-type: none"> <li>a. Three types of final “ed” sound (/d/, /t/, /Id/)</li> <li>b. Comparative and superlative adjectives and adverbs</li> <li>c. Prefixes and suffixes</li> </ol> </li> <li>3. Demonstrate level-appropriate pronunciation and use of reduced forms in high-frequency expressions and contractions (Di-ju, Wanna, Gonna, Where’d, Where’ve, Where’d-e, When’d-ju).</li> <li>4. Use stress and intonation patterns in English words and sentences.               <ol style="list-style-type: none"> <li>a. In complex sentences with various clauses</li> </ol> </li> <li>5. Use pronunciation, stress, and intonation and rhythm patterns to convey moods, emotions, and attitudes.               <ol style="list-style-type: none"> <li>a. Express skepticism, doubt, enthusiasm, interest, relief, worry, surprise, and a variety of moods, emotions, and attitudes.</li> </ol> </li> <li>6. Give a medium-length (3-4 minute) presentation.</li> <li>7. Restate medium-length non face-to-face messages or announcements (schedule board, voice mail, phone conversations).</li> <li>8. Engage in extended social exchanges and conversation.</li> <li>9. Use speech to persuade, argue, defend, report, and emphasize.</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate accurate pronunciation of the various sounds of English.               <ol style="list-style-type: none"> <li>a. Stressed versus unstressed syllables in polysyllabic words</li> </ol> </li> <li>2. Demonstrate accurate pronunciation of words and sounds when they are modified.               <ol style="list-style-type: none"> <li>a. Three types of final “ed” sound (/d/, /t/, /Id/)</li> <li>b. Comparative and superlative adjectives and adverbs</li> <li>c. Prefixes and suffixes</li> </ol> </li> <li>3. Demonstrate accurate pronunciation and use of reduced forms in high-frequency expressions and contractions (Where’d, Where’ve, When’d-ju, Why’s-e, Whaddaya).</li> <li>4. Use stress and intonation patterns in English words and sentences.               <ol style="list-style-type: none"> <li>a. In complex sentences with various clauses and parts of speech (rEcord vs recOrd)</li> </ol> </li> <li>5. Use pronunciation, stress, and intonation and rhythm patterns to convey moods, emotions, and attitudes.               <ol style="list-style-type: none"> <li>a. Express skepticism, doubt, enthusiasm, interest, relief, worry, surprise, irony, and a variety of moods, emotions, and attitudes.</li> </ol> </li> <li>6. Give an extended (4-8 minute) presentation.</li> <li>7. Restate extended non face-to-face messages or announcements (schedule board, voice mail, phone conversations).</li> <li>8. Engage with increased fluency in social exchanges and conversation.</li> </ol> |

## Language Proficiency Objectives by ESL Level: Speaking

| Intermediate Low   | Intermediate High  | Advanced Low  |
|--|--|---|
| <ul style="list-style-type: none"> <li>10. Use format and structure suitable for purpose and audience.</li> <li>11. Convey multi-step instructions and directions.</li> <li>12. Ask and answer informational requests.</li> <li>13. Relate past personal history, narratives, experience, and conditions that continue until the present.</li> <li>14. Make suggestions and give advice.</li> <li>15. Participate in an interview.</li> <li>16. Give and take surveys.</li> <li>17. Paraphrase information for clarification.</li> <li>18. Emphasize key points to guide listeners in following important ideas.</li> <li>19. Give examples, experiences, descriptions and facts to support ideas.</li> <li>20. Switch between informal and formal register as situation warrants.</li> <li>21. Use signal words to signify contrast, example, sequence, continuation, choice, and cause-effect.</li> <li>22. Use appropriate nonverbal cues to convey meaning.</li> </ul> | <ul style="list-style-type: none"> <li>10. Use format and structure suitable for purpose and audience.</li> <li>11. Convey complex multi-step instructions and directions.</li> <li>12. Ask and answer informational requests.</li> <li>13. Relate narratives with the active and passive voice and repeated actions in a variety of time frames.</li> <li>14. Make suggestions and give advice using various modals.</li> <li>15. Participate in an interview.</li> <li>16. Give and take surveys.</li> <li>17. Make requests, refusals, acceptance, and suggestions tentatively or indirectly using polite language (“You may want to,” “Why don’t you?”).</li> <li>18. Paraphrase information for clarification.</li> <li>19. Emphasize key points to guide listeners in following important ideas.</li> <li>20. Give examples, experiences, descriptions and facts to support ideas.</li> <li>21. Switch between informal and formal register as situation warrants.</li> <li>22. Use signal words to signify contrast, example, sequence, continuation, choice, cause-effect, and condition.</li> </ul> | <ul style="list-style-type: none"> <li>9. Use speech to persuade, argue, emphasize and express moods (sympathy, irritation, excitement).</li> <li>10. Use format and structure suitable for purpose and audience.</li> <li>11. Utilize multimedia to help convey meaning, key points, and purpose.</li> <li>12. Give impromptu speech.</li> <li>13. Present arguments in a debate format.</li> <li>14. Make suggestions and give advice using modals of past, present, and future. .</li> <li>15. Participate in an interview.</li> <li>16. Give and take surveys.</li> <li>17. Make requests, refusals, acceptance, and suggestions tentatively or indirectly using polite language (“Would you happen to,” “I was wondering if”)</li> <li>18. Paraphrase information for clarification.</li> <li>19. Emphasize key points to guide listeners in following important ideas.</li> <li>20. Give examples, experiences, descriptions and facts to support ideas.</li> <li>21. Switch between informal and formal register as situation warrants.</li> <li>22. Use signal words to signify contrast, example, sequence, continuation, choice, cause-effect, and condition.</li> <li>23. Use a range of different styles for various purposes (technical subjects, academic pursuits, work demands).</li> </ul> |