

Language Proficiency Objectives by ESL Level: Speaking

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

Language Proficiency Objectives by ESL Level: Speaking

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

Language Proficiency Objectives by ESL Level: Speaking

Intermediate Low	Intermediate High	Advanced Low
<ol style="list-style-type: none"> 1. Demonstrate level-appropriate pronunciation of the various sounds of English. <ol style="list-style-type: none"> a. Stressed versus unstressed syllables in polysyllabic words b. Voiced versus voiceless sounds 2. Demonstrate level-appropriate pronunciation of words and sounds when they are modified. <ol style="list-style-type: none"> a. Three types of final “ed” sound (/d/, /t/, /Id/) b. Comparative and superlative adjectives and adverbs c. Prefixes and suffixes 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). 4. Use stress and intonation patterns in English 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. Use pronunciation, stress, and intonation and rhythm patterns to convey moods, emotions, and attitudes. 6. Give a short (1-3 minute) presentation. 7. Restate short non face-to-face messages or announcements (schedule board, voice mail, phone conversations). 8. Engage in short social exchanges and conversation. 9. Use speech to persuade, argue, emphasize and express moods (sympathy, irritation, excitement). 	<ol style="list-style-type: none"> 1. Demonstrate level-appropriate pronunciation of the various sounds of English. <ol style="list-style-type: none"> a. Stressed versus unstressed syllables in polysyllabic words 2. Demonstrate level-appropriate pronunciation of words and sounds when they are modified. <ol style="list-style-type: none"> a. Three types of final “ed” sound (/d/, /t/, /Id/) b. Comparative and superlative adjectives and adverbs c. Prefixes and suffixes 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). 4. Use stress and intonation patterns in English words and sentences. <ol style="list-style-type: none"> a. In complex sentences with various clauses 5. Use pronunciation, stress, and intonation and rhythm patterns to convey moods, emotions, and attitudes. <ol style="list-style-type: none"> a. Express skepticism, doubt, enthusiasm, interest, relief, worry, surprise, and a variety of moods, emotions, and attitudes. 6. Give a medium-length (3-4 minute) presentation. 7. Restate medium-length non face-to-face messages or announcements (schedule board, voice mail, phone conversations). 8. Engage in extended social exchanges and conversation. 9. Use speech to persuade, argue, defend, report, and emphasize. 	<ol style="list-style-type: none"> 1. Demonstrate accurate pronunciation of the various sounds of English. <ol style="list-style-type: none"> a. Stressed versus unstressed syllables in polysyllabic words 2. Demonstrate accurate pronunciation of words and sounds when they are modified. <ol style="list-style-type: none"> a. Three types of final “ed” sound (/d/, /t/, /Id/) b. Comparative and superlative adjectives and adverbs c. Prefixes and suffixes 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). 4. Use stress and intonation patterns in English words and sentences. <ol style="list-style-type: none"> a. In complex sentences with various clauses and parts of speech (rEcord vs recOrd) 5. Use pronunciation, stress, and intonation and rhythm patterns to convey moods, emotions, and attitudes. <ol style="list-style-type: none"> a. Express skepticism, doubt, enthusiasm, interest, relief, worry, surprise, irony, and a variety of moods, emotions, and attitudes. 6. Give an extended (4-8 minute) presentation. 7. Restate extended non face-to-face messages or announcements (schedule board, voice mail, phone conversations). 8. Engage with increased fluency in social exchanges and conversation.

Language Proficiency Objectives by ESL Level: Speaking

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