

LISTENING

Objectives across levels:

A LEVEL

Conversations/Lectures (live or recorded):

1. understand what is said clearly and slowly in simple everyday conversation
 -) identify familiar words and expressions in very short simple dialogues
 -) respond to greetings, farewells, introductions; saying please, thank you, sorry.
 -) respond to personal questions about themselves and other people like their names, nationalities, jobs, date of births etc. by filling in charts
 -) respond to simple spoken messages accurately by e.g. answering questions, providing the needed information, making comments etc.
2. understand specific information related to times, dates, numbers and prices
 -) find differences in pictures by using the information in short conversations
 -) take notes on the important information by filling in forms, tables and charts with one word or two words
 -) complete a task such as matching, behaving accordingly, etc.
 -) find out the order of events

Instructions/Announcements:

3. understand short, clear, simple messages and announcements at the airport, railway stations etc.
 -) recognize information about descriptions of people
4. follow short, simple oral directions and instructions
 -) find out how to go somewhere on a map or real life or how to do something

TV/Films:

No descriptor available

A+ LEVEL

Conversations/Lectures (live or recorded):

1. understand what is said clearly, slowly, directly to them in simple everyday conversation if there is a help
 -) provide simple basic information and/or answer questions about family, people, homes, work and hobbies
2. understand when people are talking about themselves and their families if they speak slowly and clearly, using simple words
3. understand people describing objects and possessions (e.g. color, size etc.)
 -) match pictures with descriptions by using the information in short conversations
4. identify the gist/main idea by
 -) interpreting contextual clues
 -) listening for key words in a listening text of their level.
5. identify specific information (ideas as true/false or fact/opinion) by
 -) listening for key content words (names, dates, numbers)
 -) listening for micro-markers (e.g. now, so, because)
6. decode information in a listening text of their level by recognizing and differentiating English sounds such as:
 -) consonant sounds including / / and /ð /
 -) choosing between weak and strong vowels (e.g. /k n/ or /kæn/
 -) verb endings (*present simple* /s/ /z/ /ɪz/, *past simple* /t/ /d/ /ɪd/)
7. decode information in a listening text of their level by recognizing and differentiating features of stress and intonation such as:
 -) syllable and word stress
 -) stress in compound nouns
8. decode information in a listening text of their level by recognizing and differentiating features of connected speech such as:
 -) sound change: assimilation /d/ and /j/ (e.g. would **you** like...?)
linking /w/ (who is= whowiz)

Instructions/Announcements:

9. understand simple directions how to get from X to Y on foot or by public transport, provided that people speak very slowly and clearly
10. understand instructions given to them in clear, slow speech
 -) complete a chart or table
11. understand the main information in announcements if people talk very clearly
 -) identify short, clear and simple messages at the airport/ train station etc.
 -) recognize the basic information about weather reports, sports results etc.

TV/Films:

12. follow changes of topic in TV news reports and understand the main information
 -) predict the content of the news items using other visual clues
 -) draw on prior knowledge and experiences by considering what they know and need to know about the news items
 -) identify the main messages in the news items

B LEVEL

Conversations/Lectures (live or recorded):

1. understand the main points in discussions and conversations when they are told slowly and clearly
 -) identify people/ places /things from a short conversation/description.
 -) give or find out personal views and opinions in a discussion with friends.
2. understand enough of what people say to be able to meet immediate needs, provided they speak slowly and clearly
 -) catch the main points in short, clear, simple messages/announcements/talks
 -) identify the topic of a discussion when people speak slowly and clearly
3. comprehend the main points in discussions, conversations and interviews
 -) recognize the main points of an interview to fill in charts
4. understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification at times
5. understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but they sometimes need help in understanding details
 -) recognize the main points and some specific details in conversations/ interviews/ talks to complete the missing information in a given chart/text
 -) follow the main points of extended discussion around themselves
 -) identify ideas as true/false, fact/opinion, real/imaginary
 -) find out the order and relation of events
6. infer who the speakers are, what the situation is, the speaker's attitude and purpose by
 -) recognizing speaker's overall organization of ideas
 -) interpreting contextual and audio/visual clues
 -) identifying key words in a listening text of their level.
7. decode information in a listening text of their level by recognizing and differentiating English sounds such as:
 -) voiced/unvoiced consonant pairs (e.g. /p/ and /b/, /t/ and /d/)
 -) weak forms with *was/were*
 -) choosing between weak and strong forms (*a, of, to, some, are* and *can*)
 -) consonant sounds with *use/used to*
8. decode information in a listening text of their level by recognizing and differentiating features of intonation in:
 -) agreement & dis agreement
 -) wh- questions
 -) tag questions

Instructions/Announcements:

9. understand simple technical information such as operating instructions for familiar types of equipment
 -) recognize the basic information
 -) identify the steps and do what is required.

TV/Films:

10. follow the main points of discussion on TV or radio when people talk slowly and clearly, if they are familiar with the subject
 -) make connections to prior knowledge and experiences(i.e. relate the talk to self, and to world)
 -) extract the essential information in short recorded passages dealing with predictable everyday matters
 -) take notes on the main points of discussion to fill in charts

B+ LEVEL

Conversations/Lectures (live or recorded):

1. follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech
 -) put given ideas in order while listening to conversations/interviews/talks.
 -) use the information in the reading text to draw a map/to fill a chart/to match the given items
 -) identify ideas as true/false, fact/opinion, real/imaginary
2. understand straightforward information about every day, study or work related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent
3. follow clear speech directed at them in everyday conversation in an accent that is familiar to them
4. follow a lecture or talk within their own field if the subject matter is familiar and the presentation clearly structured
 -) draw on prior knowledge and experiences by considering what they know and need to know about the topic
 -) make notes on the main ideas or information in the talk
 -) analyze and evaluate the ideas presented
 -) seek additional information from other sources as needed or desired
 -) draw conclusions based on evidence in the talk
 -) paraphrase and summarize the main ideas and specific information
5. infer who the speakers are, what the situation is, the speaker's attitude, mood and purpose by
 -) recognizing speaker's overall organization of ideas
 -) interpreting contextual and audio/visual clues
 -) identifying key words in a listening text of their level.
6. decode information in a listening text of their level by recognizing and differentiating features of stress such as:
 -) word stress in compound adjectives (e.g. easy-**going**, open- **minded**)
 -) syllable stress
 -) contrastive stress for correcting politely (e.g. "So you work in New York?", "No, actually, I work in **Los Angeles**")
 -) using stress to respond to tag questions, yes/no questions
 -) word stress in different word forms (e.g. **record (v)** and **record (n)**)
 -) contrastive stress to emphasize different meanings (e.g. "John studies **medicine (i.e. not politics)** at YBU)
 -) using pauses and rhythm to link different chunks (e.g. "*When I was a kid – I dreamed- I was flying*")
7. decode information in a listening text of their level by recognizing and differentiating features of intonation such as:

) tag questions, uncertainty, presenting factual statements.

Instructions/Announcements:

8. understand information in announcements and other recorded, factual texts if they are delivered in clear standard speech
 -) identify the messages at the airport/ train station etc.
 -) recognize the information about weather reports, sports results etc.

TV/Films:

9. catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear
 -) identify the main points of radio news bulletins and simple recorded material on topics of personal interest delivered relatively slowly and clearly
10. follow TV programs on topics of personal interest when people speak clearly

C LEVEL

Conversations/Lectures (live or recorded):

1. understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect including technical discussions in their field of specialization
 -) use a variety of strategies to achieve comprehension, including listening for main points, checking comprehension by using contextual clues
 -) draw on prior knowledge and experiences
 -) put the given ideas in order while listening to conversations/interviews/talks
 -) make notes on the specific information in texts by filling in tables and charts
 -) identify ideas as true/false, fact/opinion, real/imaginary
2. understand in detail what is said to them in standard spoken language
 -) express opinions/agreements/disagreements on a given topic.
3. with some effort catch what is said around them, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way
4. follow the essentials of lectures, talks and reports and other forms of complex academic or professional presentations in their fields
 -) recognize the overall organization of ideas
 -) take notes on main points
 -) take notes on specific information
 -) deduce the speaker's attitude, mood, or purpose
 -) recognize the level of formality
 -) analyze and evaluate the ideas presented
 -) seek additional information from other sources as needed or desired
 -) draw conclusions based on evidence in the talk
 -) paraphrase and summarize the main ideas and specific information
5. follow lively conversations and discussions with several fast speakers, although they have a problem joining in

Instructions/Announcements:

6. understand announcements and messages spoken in standard dialect at normal speed
 -) use the information in a listening text to draw a map/to fill a chart/to match the given items.

TV/Films:

7. understand TV news, current affairs, documentaries, interviews, talk shows etc.
8. follow TV drama and the majority of films in standard dialect

C+ LEVEL

Conversations/Lectures (live or recorded):

1. understand standard spoken language, live or broadcast, even in a noisy environment
 -) use pragmatic (e.g., speaker's purpose, audience, point of view, use of language to achieve purpose, and tone), textual (e.g., speaker's thesis or main idea, how speaker organized text to achieve unity and coherence), syntactic (e.g., main and subordinate ideas, parallel structures, and variety of sentence structures), and semantic (e.g., connotation and denotation, imagery, figurative language, allusions, specific word meanings by their context) cues to construct and confirm meaning
2. understand in detail what is said to them in standard spoken language, even with an element of background noise
3. keep up with an animated conversation between native speakers
4. generally understand people they talk to. Only disorganized speech or idiomatic non-standard usage influence their ability to understand
5. follow lectures and presentations in their field, even if the language or the organization are both complex
 -) draw on prior knowledge and experiences
 -) recognize the overall organization of ideas
 -) take notes on main points
 -) take notes on specific information
 -) identify ideas as true/false, fact/opinion, real/imaginary
 -) deduce the speaker's attitude, mood, or purpose
 -) recognize the level of formality
 -) analyze and evaluate the ideas presented
 -) seek additional information from other sources as needed or desired
 -) draw conclusions based on evidence in the talk (messages, values, or point of view)
 -) paraphrase and summarize the main ideas and specific information
6. understand viewpoints and attitudes in discussions on social, professional or academic subjects
 -) compare the ideas expressed in the talk to their own ideas
 -) analyze and evaluate the ideas presented

Instructions/Announcements:

7. understand announcements, instructions, telephone messages etc. even when they are spoken fast, provided they are in standard dialect

TV/Films:

8. understand in detail TV documentaries, interviews, plays and films in standard language

C++ LEVEL

Conversations/Lectures (live or recorded):

1. understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance, though they may need to confirm some details, especially if the accent is unfamiliar
 -) take notes on the main points and specific information
 -) summarize the main points and specific information
 -) draw conclusions from the arguments or information
 -) make inferences about the arguments or information
 -) use pragmatic (e.g., speaker's purpose, audience, point of view, use of language to achieve purpose, and tone), textual (e.g., speaker's thesis or main idea, how speaker organized text to achieve unity and coherence), syntactic (e.g., main and subordinate ideas, parallel structures, and variety of sentence structures), and semantic (e.g., connotation and denotation, imagery, figurative language, allusions, specific word meanings by their context) cues to construct and confirm meaning
2. follow extended discussion even when it is not clearly structured and when relationships are only implied and not signaled explicitly
3. generally understand everybody they talk to, though they may need to confirm some details, especially if the accent is unfamiliar
4. follow most lectures, discussions and debates both within and outside their field
 -) draw on prior knowledge and experiences
 -) recognize the overall organization of ideas
 -) take notes on main points
 -) take notes on specific information
 -) identify ideas as true/false, fact/opinion, real/imaginary
 -) deduce the speaker's attitude, mood, or purpose
 -) recognize the level of formality
 -) analyze and evaluate the ideas presented
 -) seek additional information from other sources as needed or desired
 -) draw conclusions based on evidence in the talk (messages, values, or point of view)
 -) paraphrase and summarize the main ideas and specific information
 -) compare the ideas expressed in the talk to their own ideas
 -) relate what was in the talk to personal experience or needs

Instructions/Announcements:

5. understand complex technical information such as instructions for operating equipment and specifications for products and services they know about

TV/Films:

6. understand in detail an argument in a discussion program
7. without too much effort follow films which contain a large amount of slang and a wide range of idioms