|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ELM****A2** | **Type of listening sub skills** | **Strategies** | **Type of texts & topics**  | **Language consolidation** | **Mid- level outcomes** ***The learners can*** | **End-of-level outcomes*****The learners can*** |
|  | 1. Recognise familiar sounds, words and very basic phrases on familiar topics and within their repertory  | 1.1. Match sound to spelling | Short, simple, slowly, clearly and carefully articulated textsNon-authentic/(semi) authentic texts written in clear and very simple language with long pauses and repetitions * short descriptive texts
* instructions
* statements
* questions
* dialogues (generally with max. 2 speakers)
* monologues
* short narrative listening texts
* announcements
* telephone information
* weather forecasts
* traffic information
* tourist information
* publicity texts: radio, TV, supermarket, etc
* routine commands

Concrete factual topics everyday subjectsdescriptions of people, places, habits and routines relevant to their immediate environment and interests e.g., places, habits & routines  | Listening to develop grammatical competence/vocabulary, morphology and syntax to reach a basic language threshold that will allow learners to start interacting with texts in order to consolidate G/V**PRON WORK**Sounds:* vowel sounds and dipthongs

/æ/ /ı//i://ʌ/ /ɜ:/ /ɒ/ /e/ /ei/ /ɔ/  /ɔ:/ /Әʊ/ /Ә/ * Introduction to consonants

/w/,/r/ ,/Ɵ/, /ð /, /dʒ//Ɵ/,/ ð/,/dʒ/* Problem consonants r:

*/*w/,/r/ * Word final position

/s/ ,/z/, /ız/* Problem consonants final –s
* Plural nouns:
* Possessives
* Contraction of *is*
* Present Simple Forms
* ‘-ed’ at the end of regular Past Simple forms:

/d/ , /t/, /ıd/ * Problematic sounds for Turkish learners of English

 /w, /v/,/Ɵ/, / ð//æ/, /ʌ/, /ŋ/* **-est** in superlative adjectives pronounced as/ɪst/

Connected speech:* Short forms/ contractions
* Weak forms and linking
* Stating dates
* Weak forms of "of"
* Comparative and superlatives
* Past simple forms
 | * recognize word boundaries and sounds in model phrases/ sentences
* start developing the awareness that some words sound different from how they are written
* identify the function/ purpose of short texts e.g. announcements, instructions and short dialogues etc.
* identify speakers, contexts and topic of short texts
* understand the gist of short descriptive listening texts
* identify and locate specific information in listening that is slow and carefully articulated
 | * understand the gist of longer descriptive / narrative listening texts
* identify speakers, contexts and topic of longer texts
* understand the function/purpose of longer texts

(announcements, dialogues, monologues etc.) * understand specific information in longer descriptive/ narrative texts
 |
| 2. Understand gist | 2.1. Use visuals and titles to make simple predictions2.2. Predict content using background knowledge of a subject 2.3. Discard unknown words |
| 3. Identify speakers, relationship between speakers, context, topic and feelings | 3.1. Recognise various language functions and expressions to identify the speakers and context 3.2.Follow the order of simple information |
| 4. Identify function/purpose of short utterances and statements | 4.1. Recognise word boundaries4.2. Identify key words4.3. Recognise words that go together (chunks and expressions)4.4. Understand simple contextual clues |
| 5. Understand and locate specific information in short conversations and monologues | 5.1. Identify specific factual details 5.2. Cope with unknown words, background noise, informal authentic speech 5.3.Take words and phrases as notes 5.4. Identify specific information in short conversations and monologues |
| 6. Follow the order and sequence of information | 6.1. Recognise linkers 6.2. Follow sequence of ideas6.3. Follow text coherence and organisation |
| 7. Assess strenghts and difficulties in listening | 7.1. Monitor comprehension7.2. Act on strengths and weakneesseswith guidance |