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| **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 texts  Non-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 subjects  descriptions 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 predictions  2.2. 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 boundaries  4.2. Identify key words  4.3. 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 ideas  6.3. Follow text coherence and organisation |
| 7. Assess strenghts and difficulties in listening | 7.1. Monitor comprehension  7.2. Act on strengths and weakneesseswith guidance |