

ELEMENTARY (A1-A2) LISTENING

TYPE OF LISTENING SUB-SKILLS	STRATEGIES	TYPES OF TEXTS AND TOPICS	LEARNER OUTCOMES
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 non-authentic/(semi) authentic texts on concrete factual topic and everyday subjects: <input type="checkbox"/> descriptions of people, places, habits and routines relevant to their immediate environment and interests <input type="checkbox"/> short descriptive texts <input type="checkbox"/> instructions <input type="checkbox"/> statements <input type="checkbox"/> questions <input type="checkbox"/> dialogues (generally with max. 2 speakers) <input type="checkbox"/> monologues <input type="checkbox"/> short narrative listening texts <input type="checkbox"/> announcements <input type="checkbox"/> telephone information <input type="checkbox"/> weather forecasts <input type="checkbox"/> traffic information <input type="checkbox"/> tourist information <input type="checkbox"/> publicity texts: radio, TV, supermarket, etc. <input type="checkbox"/> routine commands	<input type="checkbox"/> Distinguish phonemically distinct words, such as proper names of people and place names, etc. <input type="checkbox"/> Recognize word boundaries and sounds in model phrases/ sentences <input type="checkbox"/> Start developing the awareness that some words sound different from how they are written <input type="checkbox"/> Identify and locate specific information in listening that is short, slow and carefully articulated <input type="checkbox"/> Understand specific information in descriptive / narrative texts <input type="checkbox"/> Identify the function/ purpose of listening texts e.g. announcements, instructions, dialogues, monologues etc. <input type="checkbox"/> Identify speakers, contexts and topics of listening texts <input type="checkbox"/> Understand the gist of descriptive / narrative listening 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. Identify key words 3.2 Recognise various language functions and expressions to identify the speakers and context 3.2.Follow the order of simple information		
4. Identify and understand 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. Identify and understand 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 6.4. Use personal experiences to make predictions about the text 6.5. Verify predictions by following text organization 6.2. Identify and note key words		
7. Evaluate strengths and difficulties in listening	7.1. Monitor comprehension 7.2. Act on strengths and weaknesses with guidance		