

ESL III (Access) - VPAU502:
Engage in casual conversation and straightforward spoken transactions.

Element 1: Interpret a casual conversation on everyday topics.
Performance Criteria: 1.1 / 1.2 / 1.3 / 1.4 / 1.5 / 1.6

STUDENT NAME:

DATE:



Listening Source:

<http://youtu.be/fFCRoWDtwBo>

Pre-Listening: Predicting

Look at the title and the picture; what do you think this is going to be about? What and/or who might be featured? Where could they be? Why?

1-2 Main topics, opinions, attitudes

List the main topics and/or opinions or attitudes you can recall from listening/watching. Stick to the general or most important points.

1-3 Details / Implied Meanings

List any additional details from the conversation's main section, opinions or attitudes.
Are there any implied meanings (where speakers mean something but don't say it directly)?

1-1 Context/Situation + Relationships

What sort of environment does the communication take place in? Social, cultural, educational, vocational (etc.) setting? What is the general topic (family, experiences, recreation, events/issues, etc.)?

1-4 Emotional states/Attitudes

What sorts of emotions and attitudes do different speakers show? Why?

1-5 Conversational Strategies

How is conversation initiated (started)? Is anything repeated for interest/emphasis? How do speakers respond to each other? Are there interruptions, questions, changing of topic, invitations for others to participate? How is it handled? How is non-verbal behaviour used in the conversation?

1-6 Clarifications/Ambiguous points

Do speakers ask for clarification or additional information? How?
Is there anything said that could mean more than one thing? Is this deliberate?

Language Notes

- Sentence structures (simple, compound, complex)
- Verb tenses/aspects (present perfect continuous, past perfect, present and past passive, conditionals)
- Range of modals and reported speech, phrasal verbs, adjectives, adverbs, adverbial phrases
- Conversational discourse markers, conjunctions, modifying words and phrases to explain/qualify ideas
- Colloquial and idiomatic expressions; syntactic, semantic, logical, contextual cues
- Tone, stress, intonation to modify meanings or show opinions or attitudes

VERIFICATION OF OWN WORK

Identify which of the sections above you did independently or with the help of others.
Sign your work, indicate date and place of lesson (+ name of teacher)
Include a link to any recordings or photographs documenting this lesson.



Activity Extension A

▶ Activity Extension B

Consider a range of follow up activities, including but not limited to:

- *Making a full listening transcript of the oral text, with corrections and language notes alongside*
- *Writing an informative, summarizing, fictional or opinion-based text in response to the topic*
- *Making a script and adjusting it so that different outcomes happen as a result of the conversation, then perform it*
- *Continuing the scene/context with new scripts and additional outcomes*
- *Preparing an oral presentation that responds to or extends the topic or issues in some way*
- *Making a list of questions to interview or survey one or more classmates in relation to topics relevant to the conversation*
- *Engage in targeted practice using stress, intonation and tone from the conversation but in new/other contexts and situations*
- *Target a few of the conversational strategies and apply them in new/different contexts*
- *Practice making implied meanings or using ambiguity in speech*
- *Expanding and doing targeted practice with specific grammar and/or vocabulary to emerge from the text*

