

ESL III (Access) - VPAU503:

Give and respond to a range of straightforward instructions and informational texts

Element 1: Interpret an informational oral text

Performance Criteria: 1.1 / 1.2 / 1.3 / 1.4 / 1.5

STUDENT NAME:

DATE:



Listening Source:

<http://youtu.be/hO6nFwBzdqU>

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 ideas / Opinions / Attitudes

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

1-3 Supporting Information / Details

List supporting information for each of the main ideas or opinions:

- Facts or statistics
- Specific arguments or opinions
- Examples or anecdotes
- Non-verbal information such as photographs, models, diagrams, scenes or evidence

1-1 Listening Context and Topic

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 Purpose of the Oral Text

Why does the communication take place? Who is it for?

1-4 Tone / Register / Inferences

How does language used show relationships between people in the communication (moods and attitudes, formal/informal, polite, angry, sarcastic, ironic, etc.)? What extra things can we guess (infer)?

1-5 My Personal Opinion

Express your own opinion in response to the topic and communication. What do you think, believe, prefer, (not) agree with, like/dislike, etc.?

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

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*
- *Finding a related reading text and writing a summary/report about it*
- *Preparing an oral presentation that responds to or extends the topic*
- *Making a list of questions to interview or survey one or more classmates in relation to the topic*
- *Expanding and doing targeted practice with specific grammar and/or vocabulary to emerge from the text*

