

## LEVEL 3 LISTEN ACTIVELY/SPEAK SO OTHERS CAN UNDERSTAND

### LEVEL 3 Exit point for NRS High Beginning ESOL level

Individual expresses basic survival needs and participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily and some new phrases containing familiar vocabulary spoken slowly with repetition. Asks and responds to questions in familiar contexts. Individual has some control of basic grammar.

COMPONENTS OF PERFORMANCE	
LISTENING	SPEAKING
<ul style="list-style-type: none"> <li>Attend to oral information.</li> <li>Clarify purpose for listening and use listening strategies appropriate to that purpose.</li> <li>Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.</li> <li>Integrate information from listening with prior knowledge to address listening purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Determine the purpose for communicating.</li> <li>Organize and relay information to effectively serve the purpose, context, and listener.</li> <li>Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.</li> <li>Use multiple strategies to monitor the effectiveness of the communication.</li> </ul>

OHIO BENCHMARKS			
L 3.1	Demonstrate comprehension of sentences on simple topics.	S 3.1	Communicate using sentences on simple topics (e.g., needs, wants).
L 3.2	Comprehend nonverbal facial and body cues in informal, social settings.	S 3.2	Pronounce long and short vowels, blends, and diphthongs.
L 3.3	Use verbal strategies to demonstrate comprehension or lack of comprehension (e.g., listener uses simple rephrasing to check understanding).	S 3.3	Use grammatical structures (e.g., present tense, progressive tense, simple regular past tense) to communicate meaning.
L 3.4	Respond appropriately to simple questions and one-step directions.	S 3.4	Use an increasing vocabulary for everyday situations (e.g., health, housing, banking, school).
L 3.5	Recognize conventions of speech (e.g., common contractions, such as, "can't", "what's") by responding appropriately.	S 3.5	Use rephrasing to enhance communication.

EXAMPLES OF REAL-LIFE ACTIVITIES
<p>Adults performing at Level 3 can <i>Listen Actively/ Speak so Others can Understand</i> by:</p> <ul style="list-style-type: none"> <li>Following simple directions (to the restroom, office, library, fire exit, etc.).</li> <li>Following simple instructions for taking medication.</li> <li>Listening to phone recordings and responding appropriately (doctor's office, child's teacher).</li> <li>Following simple one-step directions in a classroom situation (circle, underline, copy).</li> <li>Interpreting speech intonations and responding accordingly (in questions, statements).</li> <li>Responding to requests for change (in a store or restaurant).</li> <li>Describing simple ailments (I have a headache, I have a fever).</li> <li>Making a request in simple terms (housing repair).</li> <li>Ordering food in a restaurant.</li> <li>Asking for simple, specific information (What's the price? Where's the bathroom?).</li> <li>Asking for help (Can you help me?).</li> <li>Answering questions about work, family, community. (Did you work in your country? Do you live near a library? Who is the President?)</li> <li>Giving simple directions (to the main office, the bus stop).</li> <li>Describing a simple recipe to the class.</li> </ul>

Resources: A Guide to Using the Listen Actively Performance Continuum <http://eff.cls.utk.edu/assessment/listen1.htm> and A Guide to Using the Speak So Others Can Understand Performance Continuum <http://eff.cls.utk.edu/assessment/speak1.htm>