

IV. Comprehending Information

- Understand descriptive or narrative monologues or presentations related to everyday, personally relevant topics or situations.

Task Listen to a short description of designs that are found in aboriginal art.

Tool Score/Record Sheet

This example is based on *First Peoples: Learning Materials for Newcomers*, “Aboriginal Art Unit (CLB 5)” <http://www.listn.info/site/resources/resources-for-teachers/listn-resources/first-peoples-learning-materials-for-newcomers>. Ss listen to a 5-minute description of designs that are found in aboriginal art. This listening task is used to prepare them to participate in an art walk in their local community (see <http://www.listn.info/site/resources/resources-for-teachers/listn-resources/resources-for-higher-levels-clb-5-8>) for details.

1. Give the Ss the questions and provide them with one minute to review the questions before starting the task. Ss should have the opportunity to watch/listen to the lecture twice.
2. When the task is complete, collect the Ss’ answers and see which questions were the most difficult for Ss to answer correctly.
3. In a subsequent lesson (or time permitting, done during the same lesson), go over the answers and play back the section of the lecture so that Ss can hear the correct information. If there is still some uncertainty, encourage the Ss to discuss the answers.

Designs in Aboriginal Art – First Peoples: Learning Materials for Newcomers

(<https://www.youtube.com/watch?v=EgMV6K5zppU&feature=youtu.be>)

You will listen to a speaker describe the designs that are commonly seen in aboriginal art. As you listen, answer the questions. You have 60 seconds to read the questions before you listen.

Instructions: Fill in the blank/circle the correct answer for each question.

1. What is the **main idea** of this speech?
 - a. Aboriginal people protect the natural environment.
 - b. Bears, frogs, and beavers are common designs in aboriginal art.
 - c. Learning about art can help you learn more about the culture.**
2. Which of these are facts from the speech? (circle all that apply)
 - a. Designs can refer to where a family came from.**
 - b. Eagles sometimes eat salmon.
 - c. In the past, aboriginal people were dependent on the natural environment.**
 - d. Cedar trees were very important to aboriginal people on the west coast of BC.**
 - e. Aboriginal art is only found on useful items like blankets.
3. Animal designs are common in aboriginal art because...

(**various answers acceptable**, e.g. In the past, Aboriginal Peoples on the West Coast of BC had a very close connection to the natural world because they depended on it for survival)
4. What is the speaker's tone?
 - a. Angry, frustrated, and mean
 - b. Friendly, relatable, and interested**
 - c. Sad, discouraged, and melancholy
5. What is the speaker's attitude toward aboriginal art?
 - a. Negative – it is too simple and repetitive
 - b. Positive – we can look at art to help us understand the culture**
 - c. Neutral – she doesn't have an opinion

Scoring: When listening for information, a CLB 5 learner should be able to

- identify the main idea (Question #1)
- identify factual details (Question #2)
- interpret descriptions (Question #3)
- identify implied meaning (Question #3 and #5)
- recognize register (Question #4 and #5)

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