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**Say:** Turn to page 24. We are going to do a Listening lesson. It is important for you to listen carefully as I read the questions. Some questions may be easier for you than others. Don't worry if you don't know the answer to a question. Just do the best you can. Do you have any questions before we begin?

Answer any questions. Make sure that each student has a pencil and that each student is on page 24.

**Say:** Look at the pictures. Listen to the question. Choose the answer that best matches what you hear.



The family likes to spend time together. They enjoy making a snowman together after it has snowed.

Pause for students to mark an answer.

Instruct students to turn the page.

Lesson  
**5**

## What's Happening?

LISTENING

Listen to the audio. Choose the answer that best matches what you hear.

1.

A

B

C

D

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
1	Listening	Beginning Intermediate	2—Demonstrate a basic understanding of spoken English used in a variety of contexts
<b>ELPS Student Expectation:</b> 2(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs			
<b>Description:</b> Students will select from one of four prompts or images as answer choices; Conversational Language			

## 5 What's Happening?



**Say:** Look at the pictures. Listen to the question. Choose the answer that best matches what you hear.

Horses help people in many ways. Farmers use horses to plow their fields.


*Pause for students to mark an answer.*

*Instruct students to turn the page.*


**5 What's Happening?**
LISTENING

Listen to the audio. Choose the answer that best matches what you hear.


2.



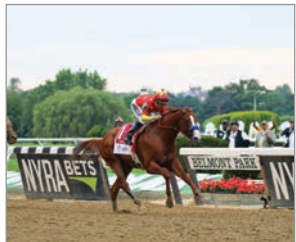
(A)



(B)



(C)



(D)

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★ UNIT 1 Listening and Speaking **25**

Item	Language Domain	Targeted Proficiency Level	Reporting Category
2	Listening	Beginning Intermediate	2—Demonstrate a basic understanding of spoken English used in a variety of contexts
<b>ELPS Student Expectation:</b> 2(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs			
<b>Description:</b> Students will select from one of four prompts or images as answer choices; Conversational Language			



## 5 What's Happening?

**Say:** Look at the pictures. Listen to the question. Choose the answer that best matches what you hear.


 Families in America celebrate Independence Day on July 4th by watching fireworks.

*Pause for students to mark an answer.*


*Instruct students to turn the page.*

**5 What's Happening?**
LISTENING 


Listen to the audio. Choose the answer that best matches what you hear.



3.




**A**



**B**



**C**



**D**

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
3	Listening	Beginning Intermediate	2—Demonstrate a basic understanding of spoken English used in a variety of contexts
<b>ELPS Student Expectation:</b> 2(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs			
<b>Description:</b> Students will select from one of four prompts or images as answer choices; Conversational Language			



## 5 What's Happening?



**Say:** Look at the pictures. Listen to the question. Choose the answer that best matches what you hear.


The white Arctic fox blends into its snowy environment.

*Pause for students to mark an answer.*


**5 What's Happening?**
LISTENING

Listen to the audio. Choose the answer that best matches what you hear.


4.




(A)



(B)



(C)



(D)

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★ UNIT 1 Listening and Speaking **27**

### EXTENSION ACTIVITY

#### Today's Weather Forecast


Lead a discussion of the typical four seasons in temperate zones, such as North America. Compare and contrast these typical seasons with the climate in your area.

1. Begin every day with a weather forecast for today. Teach students to use a local newspaper or the Internet to find the predictions for the high and low temperatures as well as sun, rain, or snow in your locality.
2. Assign pairs of students to prepare and deliver the morning forecast on a rotating basis.

Item	Language Domain	Targeted Proficiency Level	Reporting Category
4	Listening	Beginning Intermediate	2—Demonstrate a basic understanding of spoken English used in a variety of contexts
<b>ELPS Student Expectation:</b> 2(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs			
<b>Description:</b> Students will select from one of four prompts or images as answer choices; Conversational Language			



**Say:** Turn to page 48. We are going to do a Speaking lesson. You will answer some questions. Some questions may be easier for you than others. Don't worry if you don't know the answer to a question. Just do the best you can to answer in English. Do you have any questions before we begin?

 Look at the picture. You will describe the picture. When you are ready to speak, describe at least three things in the picture. Tell as much as you can.

**TIP:** Nod and smile encouragingly as the student speaks. If the student seems to be struggling, you may wish to ask additional leading questions to direct his or her thinking. However, remind the student that in a test situation, he or she will be recording responses alone, and you will not be able to help him or her.

Pause while the student answers the question. Evaluate the student's answer using the 2-point speaking rubric on page 163 and the speaking PLDs on page 172.

Instruct the student to turn the page.

Lesson

**9**



## Describe What You See

SPEAKING

Look at the picture. You will describe the picture. When you are ready to speak, describe at least three things in the picture. Tell as much as you can.


1.



**48** UNIT 1 Listening and Speaking ★

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
1	Speaking	All	1—Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
<b>ELPS Student Expectation:</b> 3(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired			
<b>Description:</b> Students will describe a picture including a minimum of three pieces of information about the picture; Conversational Language			

 Look at the picture. You will describe the picture. When you are ready to speak, describe at least three things in the picture. Tell as much as you can.


**TIP:** Nod and smile encouragingly as the student speaks. If the student seems to be struggling, you may wish to ask additional leading questions to direct his or her thinking. However, remind the student that in a test situation, he or she will be recording responses alone, and you will not be able to help him or her.

Pause while the student answers the question. Evaluate the student's answer using the 2-point speaking rubric on page 163 and the speaking PLDs on page 172.

Instruct the student to turn the page.

**9 Describe What You See**
SPEAKING

Look at the picture. You will describe the picture. When you are ready to speak, describe at least three things in the picture. Tell as much as you can.




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★
**UNIT 1 Listening and Speaking 49**

Item	Language Domain	Targeted Proficiency Level	Reporting Category
2	Speaking	All	1—Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
<b>ELPS Student Expectation:</b> 3(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired			
<b>Description:</b> Students will describe a picture including a minimum of three pieces of information about the picture; Conversational Language			




## 9 Describe What You See

 Look at the picture. You will describe the picture. When you are ready to speak, describe at least three things in the picture. Tell as much as you can.

**TIP:** Nod and smile encouragingly as the student speaks. If the student seems to be struggling, you may wish to ask additional leading questions to direct his or her thinking. However, remind the student that in a test situation, he or she will be recording responses alone, and you will not be able to help him or her.


Pause while the student answers the question. Evaluate the student's answer using the 2-point speaking rubric on page 163 and the speaking PLDs on page 172.


Instruct the student to turn the page.

**9 Describe What You See**
SPEAKING


Look at the picture. You will describe the picture. When you are ready to speak, describe at least three things in the picture. Tell as much as you can.


3.



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Item	Language Domain	Targeted Proficiency Level	Reporting Category
3	Speaking	All	1—Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
<b>ELPS Student Expectation:</b> 3(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired			
<b>Description:</b> Students will describe a picture including a minimum of three pieces of information about the picture; Conversational Language			

## 9 Describe What You See

 Look at the picture. You will describe the picture. When you are ready to speak, describe at least three things in the picture. Tell as much as you can.

**TIP:** Nod and smile encouragingly as the student speaks. If the student seems to be struggling, you may wish to ask additional leading questions to direct his or her thinking. However, remind the student that in a test situation, he or she will be recording responses alone, and you will not be able to help him or her.

Pause while the student answers the question. Evaluate the student's answer using the 2-point speaking rubric on page 163 and the speaking PLDs on page 172.

### 9 Describe What You See

SPEAKING 

Look at the picture. You will describe the picture. When you are ready to speak, describe at least three things in the picture. Tell as much as you can.



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### EXTENSION ACTIVITY

1. Show students several pictures of various activities. Have them sort the pictures into two piles for rainy day and sunny day activities.
2. Have students describe one picture using the sentence frames: *On rainy days, I \_\_\_\_\_; On sunny days, I \_\_\_\_\_.*

Item	Language Domain	Targeted Proficiency Level	Reporting Category
4	Speaking	All	1—Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
<b>ELPS Student Expectation:</b> 3(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired			
<b>Description:</b> Students will describe a picture including a minimum of three pieces of information about the picture; Conversational Language			