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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 is cooking together. The child is using a spatula to cook food in the frying pan.

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

24 UNIT 1 Listening and Speaking

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
1	Listening	Beginning Intermediate	1—Demonstrate a basic understanding of spoken English used in a variety of contexts
<p>ELPS Student Expectation: 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</p>			
<p>Description: Students will select from one of four prompts or images as answer choices; Conversational Language</p>			

5 What's Happening?



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

🔊 In science class, the students are having a hands-on lesson. The teacher watches as one student makes notes about his experiment while another student conducts her experiment.

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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Item	Language Domain	Targeted Proficiency Level	Reporting Category
2	Listening	Beginning Intermediate	1—Demonstrate a basic understanding of spoken English used in a variety of contexts
<p>ELPS Student Expectation: 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</p>			
<p>Description: Students will select from one of four prompts or images as answer choices; Conversational Language</p>			

5 What's Happening?



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

The car cannot be driven until it is fixed. The mechanic has the car on a lift and is working on it.

Pause for students to mark an answer.


Instruct students to turn the page.

LISTENING


5 What's Happening?

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


3.




(A)



(B)



(C)



(D)

26 UNIT 1 Listening and Speaking

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
3	Listening	Beginning Intermediate	1—Demonstrate a basic understanding of spoken English used in a variety of contexts
<p>ELPS Student Expectation: 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</p>			
<p>Description: Students will select from one of four prompts or images as answer choices; Conversational Language</p>			

5 What's Happening?



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


On a sunny summer day, the girl is sailing on the lake.

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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EXTENSION ACTIVITY

1. To encourage focused listening among your students, read aloud to them for ten minutes daily. Provide four or five key questions to guide their listening.
2. Have students signal that they have heard the answer to a question by raising their hands. Vary the questions to include main idea, details, cause and effect, sequence, compare and contrast, drawing conclusions, making predictions, and author's purpose.
3. Have students illustrate the stories and articles they listen to.

Item	Language Domain	Targeted Proficiency Level	Reporting Category
4	Listening	Beginning Intermediate	1—Demonstrate a basic understanding of spoken English used in a variety of contexts
<p>ELPS Student Expectation: 2(l) 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</p> <p>Description: Students will select from one of four prompts or images as answer choices; Conversational Language</p>			

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.

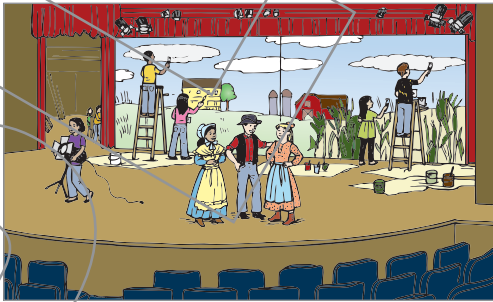
Lesson
9




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.



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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
<p>ELPS Student Expectation: 3(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>			
<p>Description: Students will describe a picture including a minimum of three pieces of information about the picture; Conversational Language</p>			



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.

2

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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
ELPS Student Expectation: 3(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired			
Description: 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.

3. 

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EXTENSION ACTIVITY

1. Ask for two volunteers. One will play the part of the boy in the illustration. The other will be the adult male.
2. On the board write: *What are they doing, and what is the man saying to the boy?*
3. Invite students to read the question with you out loud. Ask a volunteer to provide an answer.
4. Work with students to create a scene between two students on a basketball court. For example, one may be showing the other how to shoot a layup. Have students generate a two-part question.

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
ELPS Student Expectation: 3(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired			
Description: 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.

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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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
ELPS Student Expectation: 3(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired			
Description: Students will describe a picture including a minimum of three pieces of information about the picture; Conversational Language			