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Lesson
5 What's Happening?

Student Book
PAGE 24

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?

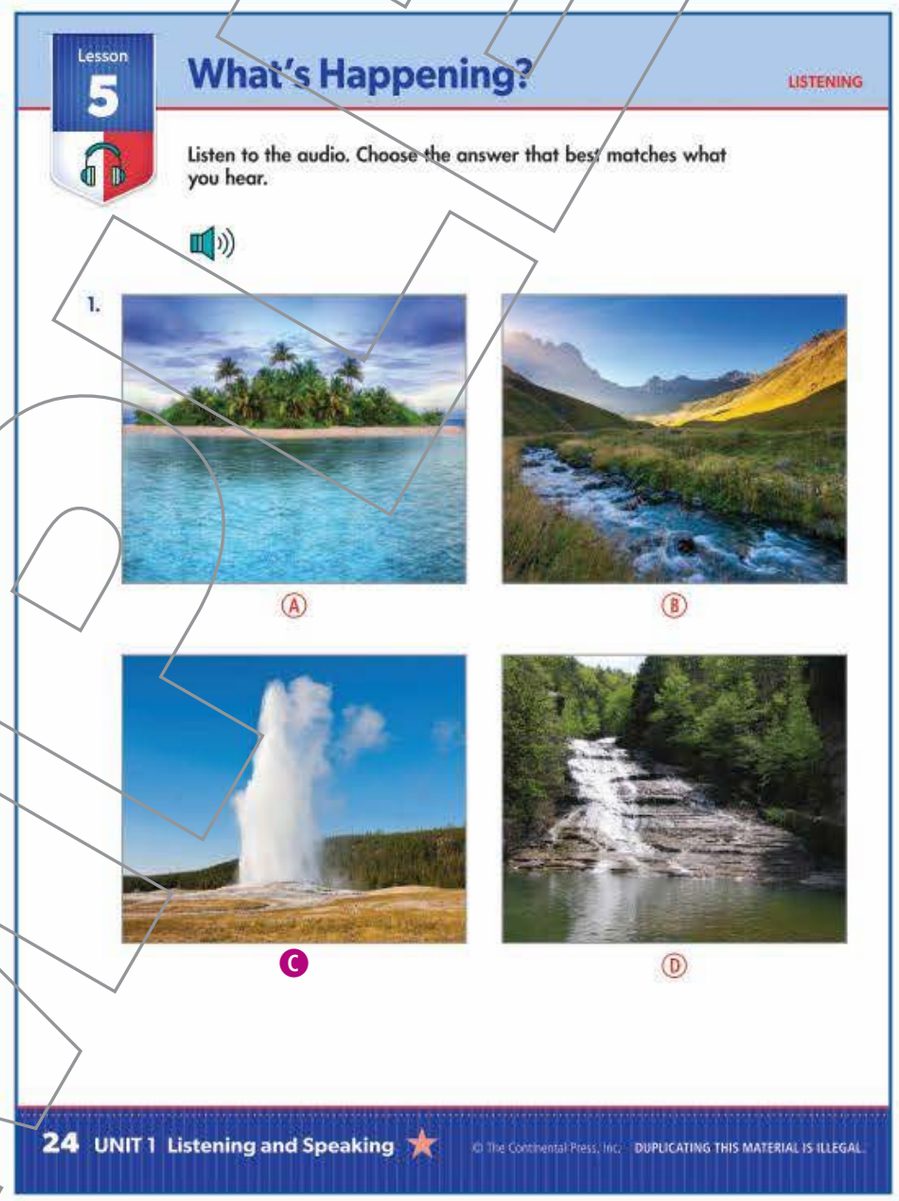
Answer any questions. Make sure that each student has a pencil and that each student is on page 24.

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

The geyser predictably erupts 17 times a day, spewing boiling water up to 184 feet into the air. Each eruption lasts from 1.5 minutes to 5 minutes.

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
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			
Description: Students will select from one of four prompts or images as answer choices; Conversational Language			

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5 What's Happening?

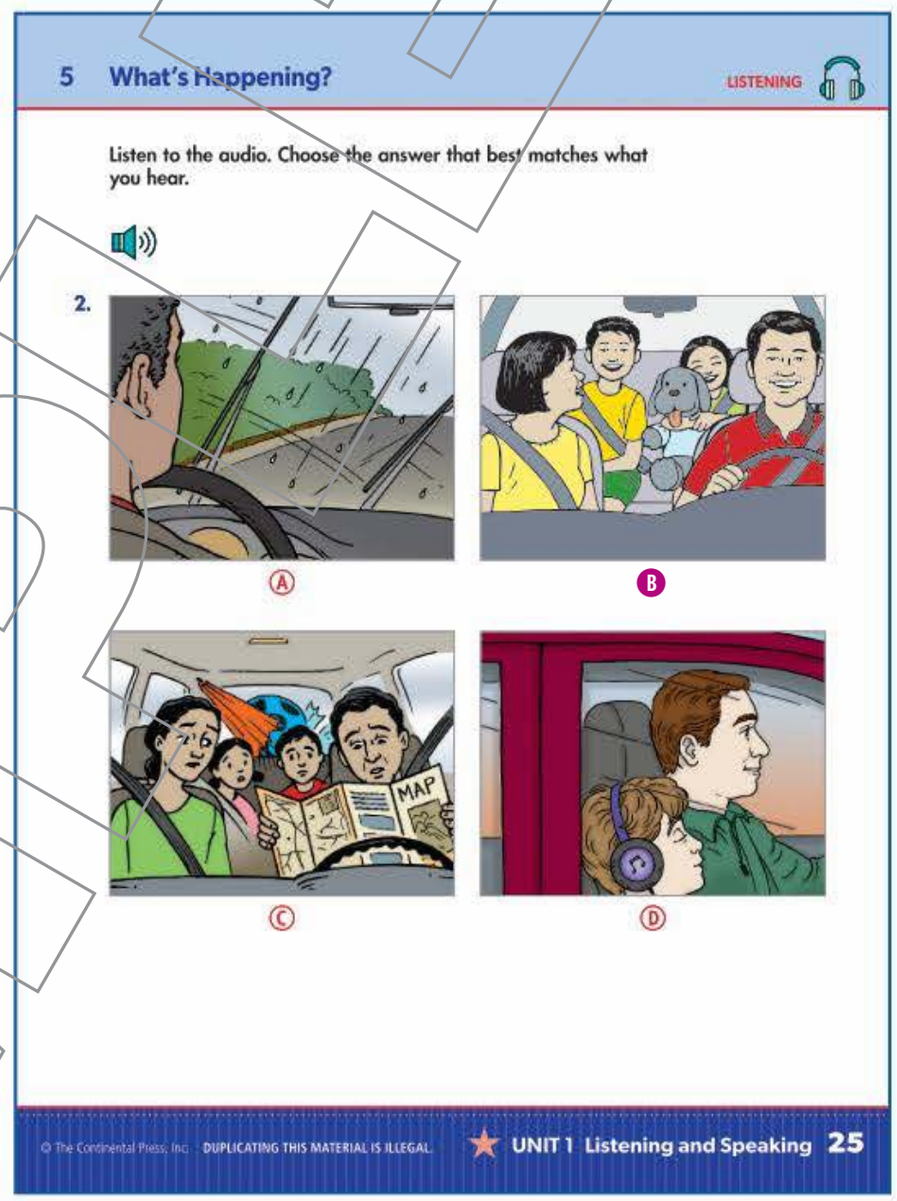
Student Book
PAGE 25

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

The man is driving his happy family home. The family spent the day at the state fair, where the girl won a stuffed animal prize.

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.

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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
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			
Description: Students will select from one of four prompts or images as answer choices; Conversational Language			

SAMPLE

5 What's Happening?

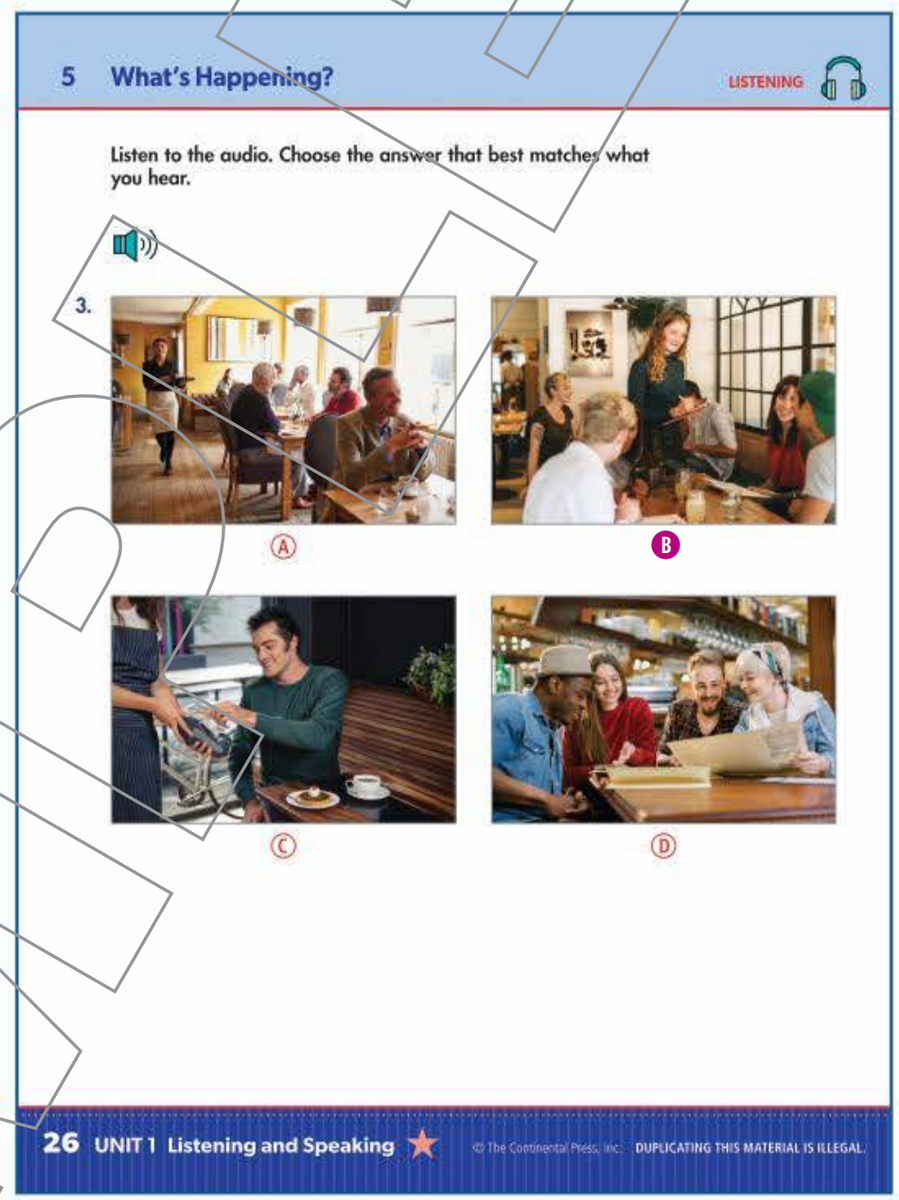
Student Book
PAGE 26

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

The group of friends made plans to have dinner together. They have looked at the menu. The server is now taking their orders for their meals.

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.

Ⓐ Ⓑ Ⓒ Ⓓ

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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
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			
Description: Students will select from one of four prompts or images as answer choices; Conversational Language			

SAMPLE

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5 What's Happening?

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

The family is on vacation this week. They went sightseeing earlier in the week. Today, they are horseback riding on a mountain pass.

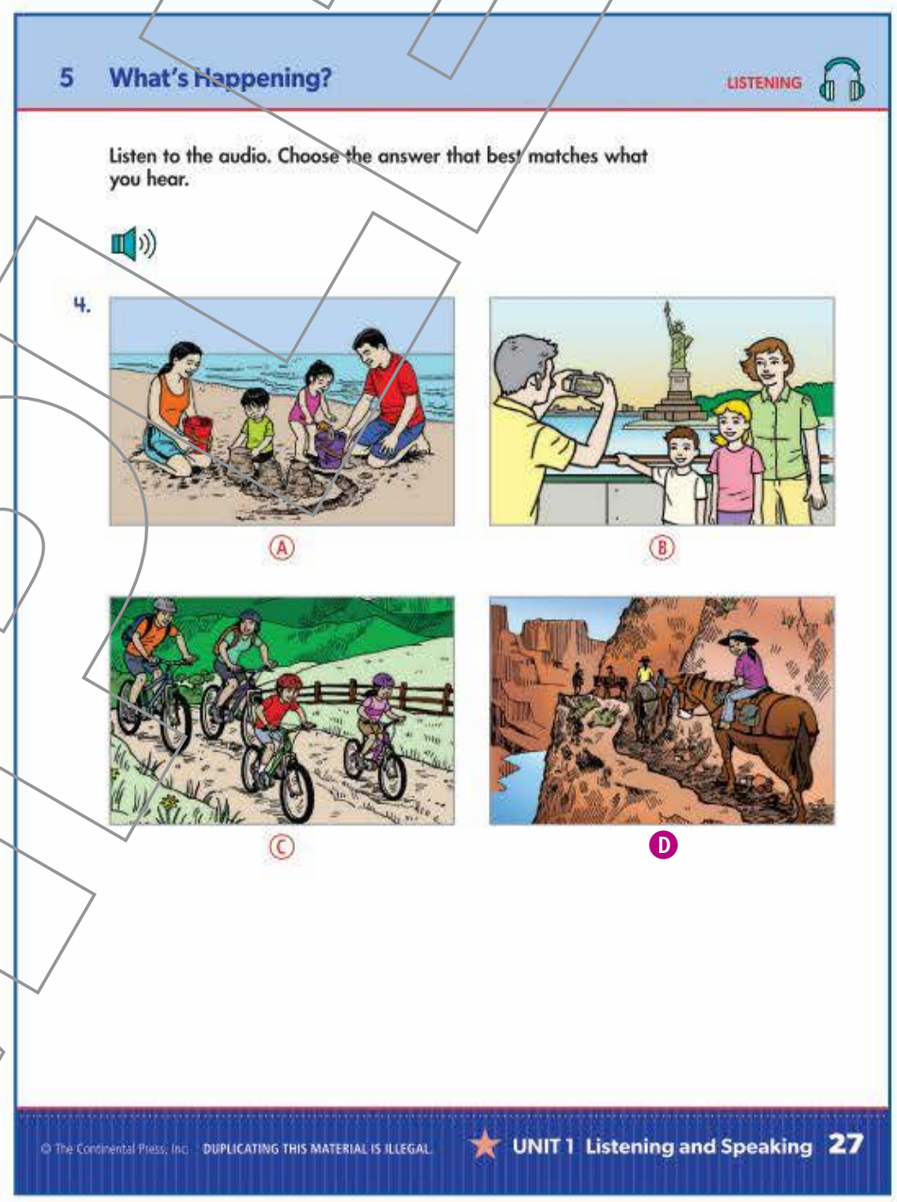
Pause for students to mark an answer.

EXTENSION ACTIVITY

Develop focused listening skills among your students by conducting brief listening practice sessions for several days in a row. Then continue the session weekly.

For beginners and early intermediate students, provide questions about a short narrative passage, such as a biography, before reading the passage aloud to them. Adjust vocabulary and sentence complexity to students' English proficiency levels. Do not give students a copy of the passage. Read the passage aloud. Have students work with a partner to answer the questions. You may wish to read the passage to small groups.

Challenge more advanced students by reading nonfiction passages related to the subjects they are studying in other classes. These subjects might include American history or earth science. Choose informational passages that are short and self-contained. Provide the questions students will answer before reading the passage. Gradually increase the length and difficulty of passages and the number of questions.


5 What's Happening? LISTENING

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

4.

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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

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

Description: Students will select from one of four prompts or images as answer choices; Conversational Language

SAMPLE

Lesson 9

Describe What You See

Student Book PAGE 48

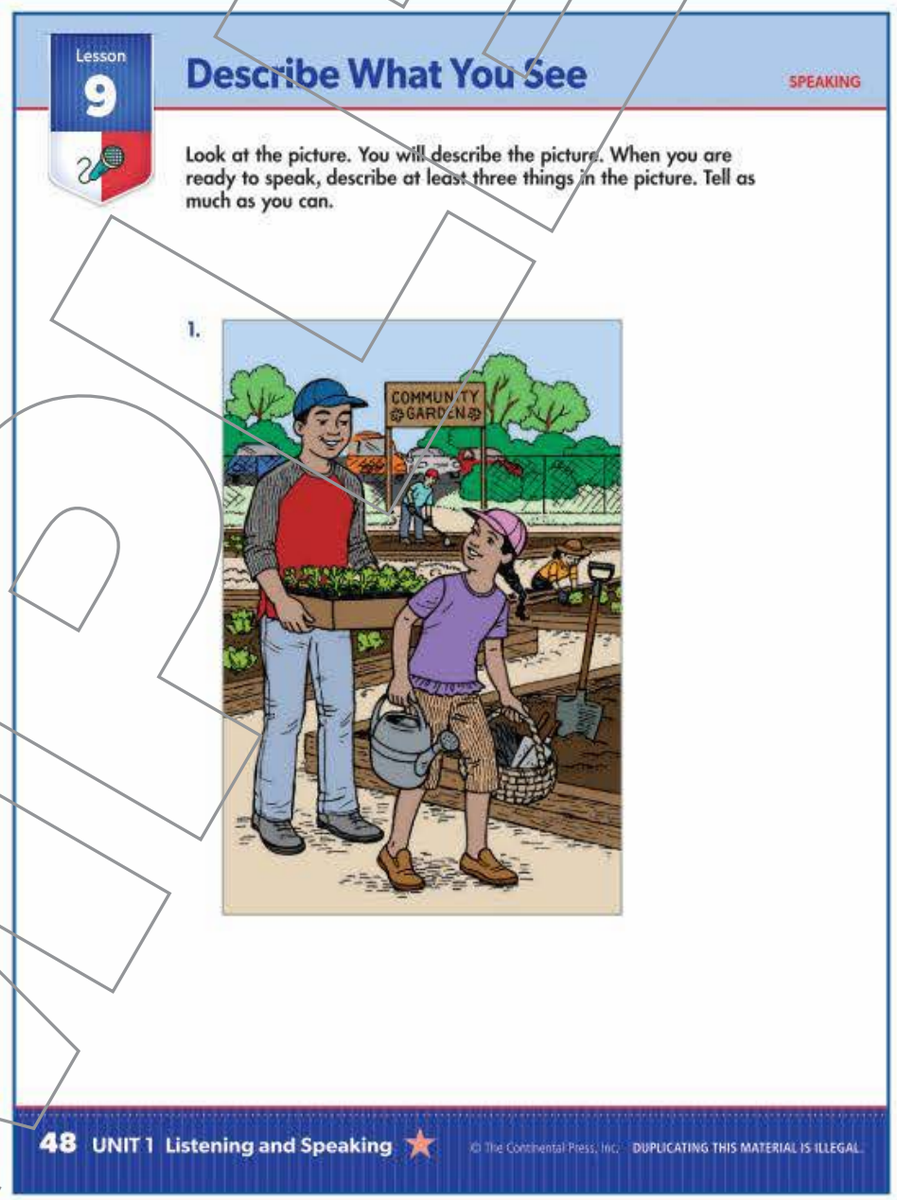
Say: Turn to page 48. We are going to do a Speaking lesson. You will answer some questions. Some questions may be easier for you than others. Don't worry if you don't know the answer to a question. Just do the best you can to answer in English. Do you have any questions before we begin?

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.

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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
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			

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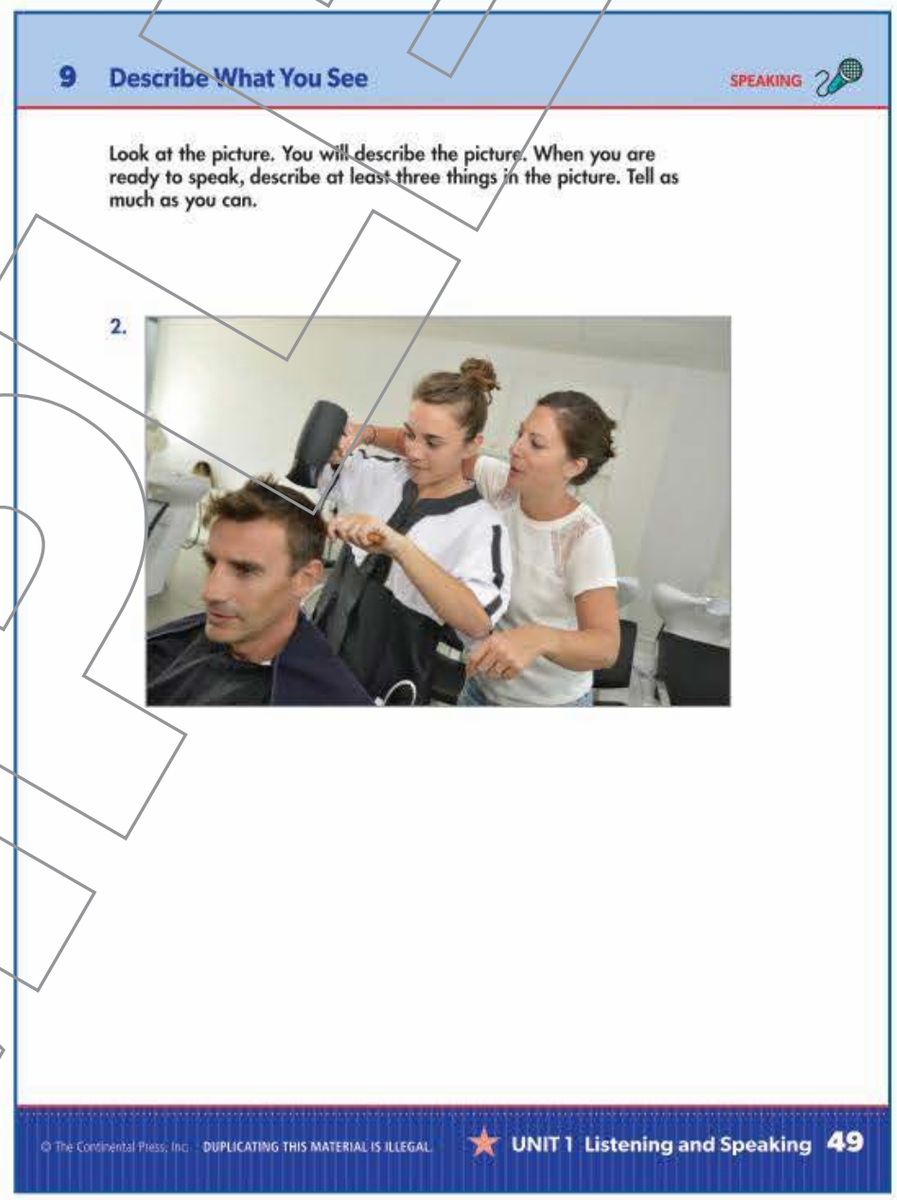
9 Describe What You See

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.

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			

SAMPLE

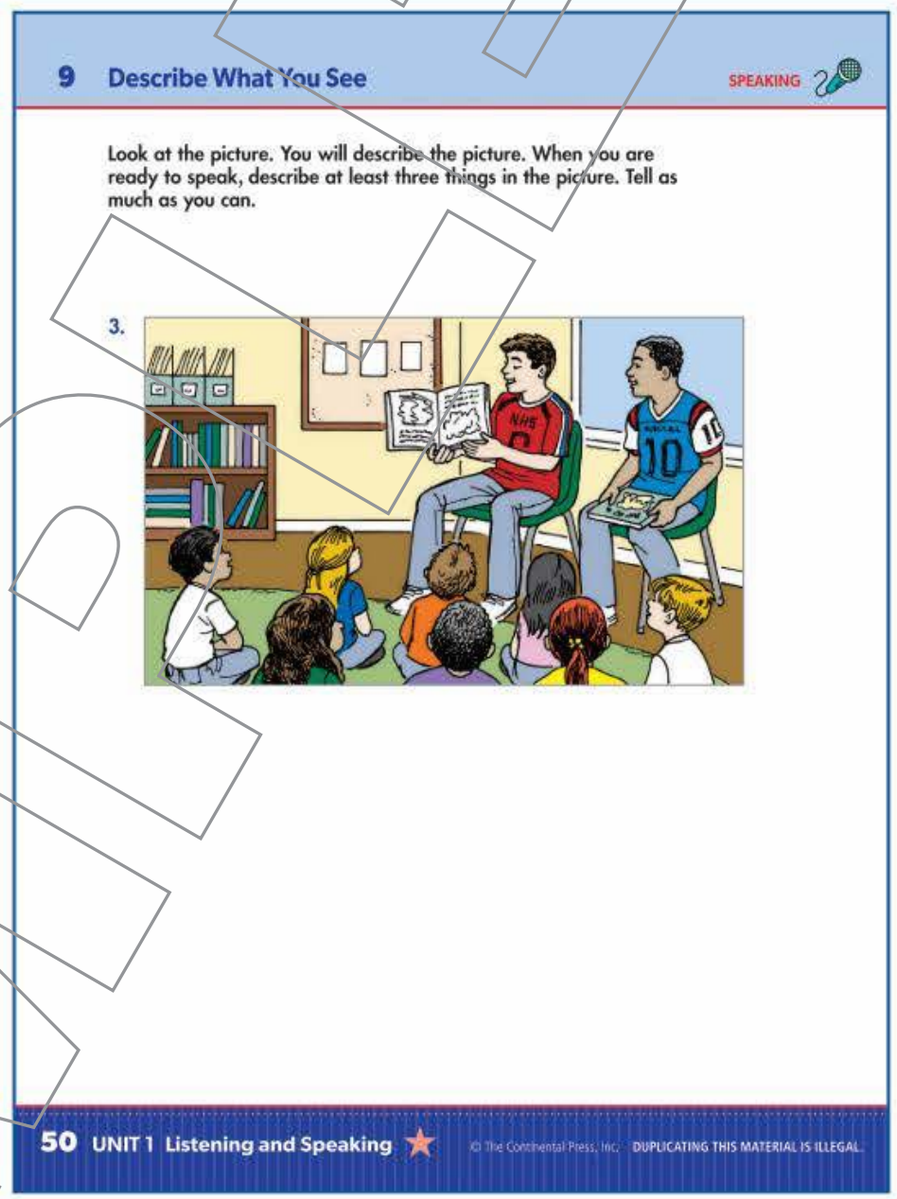
9 Describe What You See

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
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			

SAMPLE

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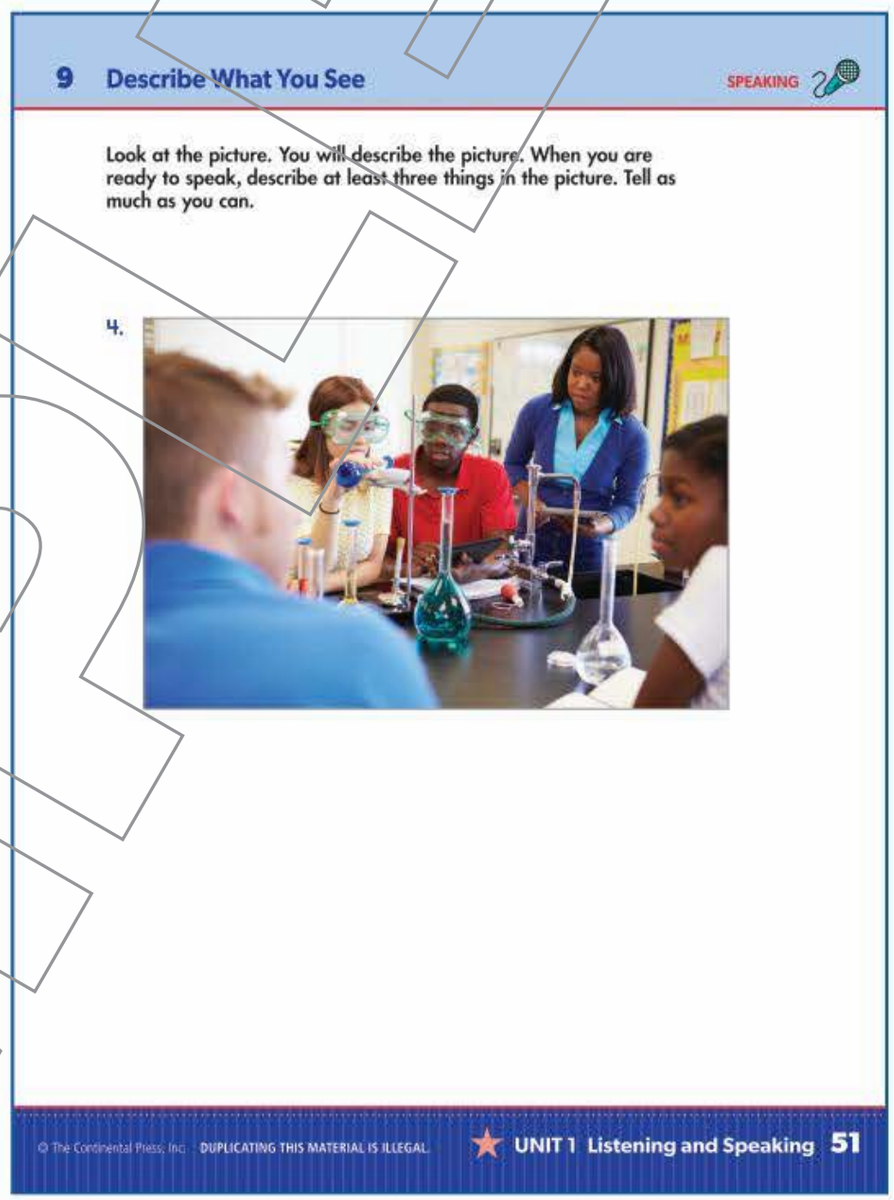
9 Describe What You See

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.

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.

4.

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EXTENSION ACTIVITY

1. Brainstorm with students a variety of events that might occur outside on school steps in the morning before school starts. Examples are standing holding books, looking for a friend to chat with, eating or drinking something, talking with friends, and reading a book or studying for a test. Write the brainstorming list on the board.
2. Have students illustrate several situations from the list, giving specific details about what is happening.
3. Assign pairs to write the first few words of a story related to each of their pictures. Tell students to stop the story before completing the first sentence. Explain that this kind of prompt is called a "story starter."
4. Have students trade pictures and story starters. Have the students tell a story about what is happening in the picture, using the story starter.

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

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