Listen for Purpose

Use a speaker's words and actions to understand a request.

7.1.L.2 "Students will actively listen and interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Listen as your teacher reads Nia's words aloud and acts out the bracketed cues. Then underline the sentence that tells exactly what three volunteers would do, and circle all four bracketed cues.

Nia's Library Proposal

1. [Raises one finger.] At lunch yesterday, I tried to finish a mystery novel in the library. Near the windows, a group was practicing lines for a play. They were not breaking any rules, but I kept rereading the same page. I talked with the librarian afterward. She said we could try a quiet corner for one week if students helped plan it. I want you to help me test that idea, not ask anyone to stop talking in the whole library.

2. [Opens both hands.] Here is what I mean by a quiet corner: a few seats where students agree to speak softly during lunch. The rest of the library would stay as it is. I am asking for three volunteers to help me count how many students use the corner and record any problems during the trial week. If nobody uses it, that is useful to know, too. The point is to find out whether a small change helps readers without making lunch less welcoming for everyone else.

3. [Shakes head.] I am not asking you to sign up for a permanent rule today. [Pauses, then speaks more slowly.] Before I take the plan back to the librarian, I need to know whether you would help with the trial. You can tell me after this meeting if you are willing to volunteer. I also want to hear what might make the corner fair to students who want to talk. If my plan still sounds unclear, please ask me what volunteering would involve before you decide.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does Nia want listeners to do? Give one detail from her words that supports your answer.

2. When Nia shakes her head, what part of her request is she trying to make clear?

3. Nia pauses and speaks more slowly before saying what she needs. How does that cue help you understand her purpose?

4. What specific question could you ask Nia to clarify what volunteering would involve?

3 YOUR TURN

Your own words

Imagine a classmate says, “We should change how students choose seats at lunch,” while looking down and twisting a sleeve. In three sentences, explain one possible purpose, how the body language shapes your interpretation, and a question you would ask to clarify the purpose.

ANSWER KEY

Listen for Purpose

GRADE 7 · 7.1.L.2

PART 1 · READ AND MARK

Listen as your teacher reads Nia's words aloud and acts out the bracketed cues. Then underline the sentence that tells exactly what three volunteers would do, and circle all four bracketed cues. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does Nia want listeners to do? Give one detail from her words that supports your answer.	**She wants three students to volunteer for the trial. She says they would count students using the corner and record problems.**
2	When Nia shakes her head, what part of her request is she trying to make clear?	**She is making clear that she is not asking students to agree to a permanent rule.**
3	Nia pauses and speaks more slowly before saying what she needs. How does that cue help you understand her purpose?	**It draws attention to her immediate goal: finding out whether listeners will help with the trial before she returns to the librarian.**
4	What specific question could you ask Nia to clarify what volunteering would involve?	**How many lunch periods would each volunteer need to spend counting students and recording problems?**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The classmate may want assigned seats because choosing a seat feels stressful. Looking down and twisting a sleeve could suggest nervousness, but I cannot know for sure. I would ask, "Are you asking for assigned seats, or do you want another way to help students find a place to sit?"

Accept other questions that target an unstated detail of the volunteer role. For the final task, accept plausible interpretations of the body language that do not treat a possible feeling as certain.