Hear the Whole Story

Evaluate an actual recorded announcement through active listening.

8.DL.12 "Interpret and evaluate language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Teacher: record the three paragraphs as one audio message on a classroom device, using the delivery cues in the key. Keep the transcript covered while students listen twice and answer; uncover it afterward to mark supporting words.

Practice Audio: A Library Update

1. This is Nia Patel, youth librarian at the fictional Harborview Library. I am recording this Thursday for families planning weekend visits. On Saturday, the library will close at noon while workers inspect a roof leak. Please come before noon or use our online catalog. I will say the closing time once more: noon. This practice announcement is not a real local closure notice.

2. Some posts say the building will close for weeks. We do not know that. The city facilities office has scheduled an inspection, not a long closure. Our practice scenario includes a dated city inspection notice under Building Updates and current hours on the library website. Please check those sources before repeating a closure date you cannot confirm.

3. I want you to keep using the library's services, but I cannot promise when the leak will be fixed. We will post any schedule change by Friday evening. Before you leave home, check the latest hours and the date of the notice. An older message may no longer describe the current plan. Thank you for checking before you travel.

2 ANSWER WITH EVIDENCE

Use the passage

1. From the recording, identify the subject and occasion of the message.

2. Who is the audience, and what does the speaker want listeners to do?

3. Describe the tone you actually heard. Give one audible delivery detail and explain its effect.

4. Assess credibility: give one helpful source detail and one limitation requiring a check.

3 YOUR TURN

Your own words

With a partner, record a two-sentence practice school announcement on the classroom device. Exchange recordings and listen without the script; then write four sentences evaluating the subject, occasion, audience, purpose, tone, and a credibility check.

Hear the Whole Story

PART 1 · READ AND MARK

Teacher: record the three paragraphs as one audio message on a classroom device, using the delivery cues in the key. Keep the transcript covered while students listen twice and answer; uncover it afterward to mark supporting words. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	From the recording, identify the subject and occasion of the message.	**A roof-leak inspection and Saturday noon library closure; a Thursday update before families' weekend visits.**
2	Who is the audience, and what does the speaker want listeners to do?	**Families planning weekend visits; plan around noon closing and check current, dated notices before traveling or sharing claims.**
3	Describe the tone you actually heard. Give one audible delivery detail and explain its effect.	**Accept a tone supported by the actual recording, such as calm but firm delivery and emphasis on noon. Do not accept invented sound effects or cues that were not performed.**
4	Assess credibility: give one helpful source detail and one limitation requiring a check.	**The speaker identifies a library role and points to dated notices, but the inspection is not complete and the audio may become outdated. These are credibility cues, not proof that a fictional notice exists.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For a recorded bus-change scenario: the subject is a pickup-time change announced before tomorrow's trip. The audience is riders and families, and the purpose is to help them arrive at the right time. I heard a calm voice that emphasized the new time, making it easy to notice. Before acting on a real message, I would check a dated transportation-office notice for my route.

Record the supplied fictional script in a calm voice, stress "noon," pause before the requested actions, and speak "cannot promise" cautiously. Assess students against what the actual recording does, not a transcript's description; no sound effects are required. For Your Turn, supervise recording and exchange on a classroom device; do not replace digital listening with silent reading.