

2

This unit looks at

how 'listening and doing' activities help children

- to **acquire** English by listening to instructions
- to be active and enjoy doing things in English
- to use **non-verbal** clues (e.g. **gestures**) to interpret meanings
- to get used to understanding general meaning
- to prepare for spoken interaction
- to **absorb** good pronunciation and **intonation** patterns.

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Introduction

If you ask children in English to do something you are

— using language for a purpose

— giving them the opportunity to show they understand.

Your pupils need to understand just enough to follow your instructions, but they don't need to speak yet. Each time you speak in English you are giving your pupils another opportunity

— to acquire the language

— to absorb the sounds and patterns of the language naturally.

The teachers you will hear in this unit are carrying out a selection of 'listen and do' activities in English. These activities could be part of almost any lesson.

Let's look, first of all, at the kind of basic instructions you use every day

— in between teaching activities

— when organizing your children.

2.1 Giving instructions in English

It is very easy to use your mother tongue when asking children to sit, stand, or move around in preparation for another activity. It is often easier and quicker. But your aim is to teach them English, not to be quick. At first, while telling them what to do in English, you can use gestures and demonstrate what you want them to do. After a few days, they will understand without your gestures, and they will have learnt a lot more English.

LANGUAGE FOCUS 2.1

Look at the **phrases** on the next page. Choose the ones you might use in your lessons.

- Make any changes you need to. Practise saying the phrases with suitable gestures.





RECORD Finally, choose around ten to record on your own cassette.

Sitting down and standing up

Come in please and sit down.
OK – sit down now please.
Sit down together at your tables.
OK – everyone – sit down – quietly.
Ana – sit down over there – with your friend.

Midori, turn round and face the front.
OK, everybody, stop talking now and listen carefully.

OK, please stand up. And don't make too much noise.

Everybody up! That's right!

Stand still! Don't move.
Stay in your places! Stay where you are.

Moving around

Right, Taro, can you come here, please?
OK, come out here to the front of the class.
OK, your group, come up to the front.
Right, now, you, you, and you ... come over here.

Now, get into a line. Stand in a line.
I want you to make two lines, along here ...

Like this ... one behind the other.
Let's see ... move up a bit ... good ... that's nice and straight!

Can you make a circle? A nice round circle. Good!
Not too close ... a bit further apart ... step back a bit, that's better!
Suresh ... come forward a bit ... Yes, that's it.

OK, thank you. Now go back to your places.

2.2 Listening and identifying

When children do 'listen and identify' activities they are

- practising a basic language skill – listening
- making sense of English words and phrases
- developing their vocabulary
- acquiring meaning and sound together.

For vocabulary development

For 'listen and identify' activities you can use:

- the classroom and all the things the children can see, such as wall charts, pictures, and picture cards
- **Cuisenaire rods** or coloured bricks or blocks for colour words or size words
- objects that you/children bring in, for example, things to eat such as fruit, biscuits, sweets; sets of farm animals, other small toys
- objects that children draw or make from paper, plasticine, or other craft materials.

There are generally two stages to 'listen and identify' activities.

- 1 Talk to the children about the things you want them to learn the names of:

Look, here's my bag. Now, what have I got in here?

There's a book, that's my English book ...

And my pencil box, with my pencils in it ...

Look ... I'll open it.

Here are my pencils ... some coloured pencils.

One, two, three, four pencils ...

- 2 Ask the children to point to or show you the things when you name them.

2 A

Personal possessions

TEACHER: OK now ... show me your book, your book. Show me your book that's in your bag. Where's your book? (Children take out books – lots of mother tongue talk.)

TEACHER: OK. Good. Now show me your pencil box ... your pencil box ... your pencil box. Show me your pencil box. Let me see your pencil box. Good. One, two, three, good. Your pencil box? Good.

Erin with four to five year olds.



Pri

2 B

Listen and point

TEACHER: OK, OK. Listen carefully. OK. One, two, three. Are you ready, OK, steady, let's go. Point to the picture I am talking about. Is it the boy or the girl?

He's wearing a blue sweater, right. He's wearing a blue sweater.

(The children point)

Yes, very good. It's the boy ... OK. Now, she's carrying a green schoolbag. She's carrying a green schoolbag....

Brian with seven to eight year olds.



Listen to the teacher in 2A at the second stage with her very young learners. The children are identifying what she is calling out. They do this a lot and it is like a game that they play.

Notice how this teacher

- changes her language as she asks the children to show her different things
- repeats a lot
- sings some phrases
- keeps everything moving quite fast.

The important thing for these very young learners is to listen and identify. They are associating what they have in their hands with the phrases the teacher is using.

You can also use

- small picture cards which they can hold up and show you
- big pictures on the wall or other classroom objects, and the children can point to what you call out.

Later on, children may begin to repeat the words and then you can encourage them to practise saying them.

For grammatical awareness

You can use 'listen and identify' activities to do more than extend the children's vocabulary. For example, with older learners, you can help them to distinguish between

- singular and plural, by pointing to cards with one or more items on: *A dog. Some dogs. It's brown. They are brown.*
 - gender pronouns, by pointing at cards with different people on them.
- You don't teach grammar to very young learners but you can help them discover meanings. By doing activities that focus on basic concepts such as singular/plural or gender, children unconsciously begin to acquire a feeling for what is grammatically accurate. (This does not mean that they will get it right every time they speak!)

For this kind of activity you could also use fun pictures of cartoon characters or pictures from story books but the original meaning must be clear.



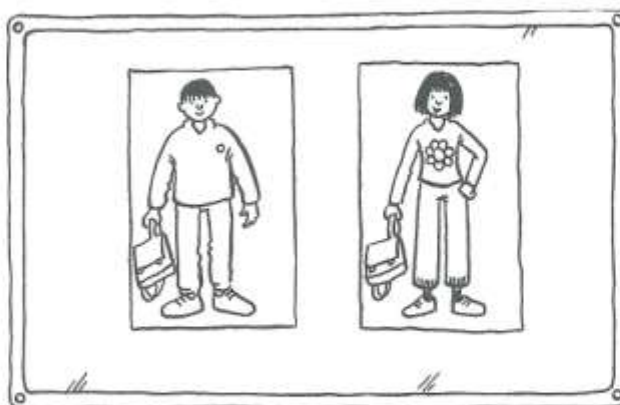
Now listen to the teacher in 2B. He has put two pictures on the board. One is a picture of a boy. It is on the left. The other is a picture of a girl. It is on the right.

They are both alike, both wearing the same colours, carrying the same schoolbags, doing the same things. But there are a few differences.

The teacher wants the children

- to listen carefully and point to the correct picture when they hear *she* or *he*
- to associate the pronouns *he* and *she* with gender
- to absorb where colour adjectives come in English.

He repeats what he says at natural speed and with natural intonation.



LANGUAGE FOCUS 2.2

Being good – a positive approach to discipline

How can you get young children to settle down and listen properly? Here are some things you can say in order to control children but still sound positive and encourage good behaviour.

- *Please stop talking now. No more talking for a bit. Good, you lot. That is nice and quiet. You others ... sh ... sh. Calm down now, OK. That's better.*
- *Quiet please! Settle down now and listen. That's good, Eva. Thank you, Emilio.*
- *Everyone is sitting really nicely ... except for Tom! Tom, could you sit down like the others please? Thank you. OK ...*
- *OK, we need to be quieter to hear what everyone is saying. These two groups are doing an excellent job. Thank you for being quiet. And now we are waiting for ...*
- *Now who can tell me the name of the book. Lots of hands raised. Excellent.*

- 🗣️ Imagine when you might use these or similar phrases with your pupils. Adapt these examples to suit your situation, then practise them.

RECORD Record three examples on your cassette.

🗣️ Pronunciation point

👉 Sounds /s/, /k/, and /ʃ/

- 1 Say these twelve words: *pencil, special, face, fantastic, carrying, carefully, combing, dice, ocean, ceiling, physical, bouncy.*
- 2 You pronounce the letter *c* in three different ways: /s/, /k/, and /ʃ/. Group the words according to the sound of *c* in each word.

2.3 Listening and doing – Total Physical Response

Total Physical Response (TPR) is when children listen and follow a whole sequence of instructions, doing what the teacher says. It is a good way to start using English for communication in the classroom.

The teacher

- tells the pupils what to do
- uses clear pronunciation and natural intonation
- helps them understand by gestures or by doing the actions.

The pupils

- have to listen carefully to the instructions
- enjoy doing the actions
- can do the actions all together or on their own
- do not have to speak (but often do!)
- understand because the movement and language go together.

Here are some TPR activities.

Follow the leader

The most basic TPR is when children copy the teacher and listen to what she says.



Listen to the teacher in 2C. It is her first class. She is playing 'follow the leader'. All the children get in line behind the teacher. The children follow her and copy her movements.



2 C

Follow the leader

TEACHER: OK, now get in a line. Peter ... you're here. Now Anna. Now Lara.
OK, now follow me. Come on ... round the class. OK, we're walking, walking, walking. Now, jumping like a kangaroo, jumping, jumping. Yes. Now flying ... like a plane. We're flying, flying, flying ... down again. We're driving ... driving on the bus ... driving ...

Lucy with six to seven year olds.

'Follow the leader' is a good activity for very young learners starting to learn English. It is good fun and they see and understand what to do at the same time. Later, when children are familiar with the activity, they can take turns calling out the instructions to the others.

Topic-based TPR

You can use TPR activities for vocabulary practice.



Listen to the teacher in 2D. She is practising clothes vocabulary and simple movements.

You could do something similar to practise colours: *If you are wearing something blue, put your hand up ... If you've got on something green, stand on one leg ...*

2 D

TPR with clothes vocabulary

TEACHER: Now ... listen carefully.
Now everyone who's wearing jeans ... stand up.
(Child wearing jeans stands up.)

TEACHER: OK. Good. Now ... Now, if you are wearing a T-shirt, come up here.

Lucy with seven to eight year olds.

TPR routines

You can use TPR to wake children up if they are feeling sleepy, or let children have a break when they have been concentrating on another activity.

2 E**An action routine**

TEACHER: Clap your hands.

Clap your hands.

Slap your legs.

Slap your legs.

Stamp your feet.

Stamp your feet.

Snap your fingers.

Snap your fingers.

Clap your hands.

Clap your hands.

Juan with eight to nine year olds.

2 F**A pointing rhyme**

TEACHER: Point to the ceiling.

Point to the floor.

Point to the window.

Point to the door.

Clap your hands together.

One, two, three.

Now sit down and look at me.

Brian with five to six year olds.

2 G**Rearranging the class**

TEACHER: OK, I'll show you ... but first of all, ... what do we do when we're learning a new song?

Right. Everyone come out here ...

to the front of the class. Uh uh ...

Now let's start with the first row.

You go over there and leave

a space.

Now the next row. And now this

one. OK.

Cristina with seven to eight year olds.



Listen to the teacher in 2E using a fast TPR routine. The children have been drawing and the movements are a short physical break from a longer activity.



Now listen to the teacher in 2F saying a pointing rhyme. The rhyme ends with a line that settles the children down again quietly. The teacher is using actions and gestures that the children can follow.



Choose one of these routines to learn by heart. Practise on your own or practise doing it with a partner.

RECORD After you have practised, record yourself saying it fast.

TPR for arranging the class

Using TPR activities from the very beginning gets children used to directions in English.



Listen to Cristina in 2G who is going to introduce a new song. As always when teaching a new song, she wants everyone to sit on the floor close to the blackboard.



a Listen to Cristina in 2G again and put a / mark between the chunks.



Then, in each chunk, mark the words she stresses. You should find one or two in each chunk.

Finally listen, pause, and repeat, trying to imitate her intonation and stress patterns.

RECORD Then record yourself taking the teacher's part.

LANGUAGE FOCUS 2.3**Recalling routines: what do we do when ...**

Cristina says:

First of all, what do we do when we're learning a new song?

Right, everyone come out here

In this case, Cristina answers her own question, but later when the children have learnt how to express this routine, they will be able to answer themselves.

What routines do you have (or would you like to have) with your classes?

If you have the opportunity, compare with other teachers and ask them what routines they have.



Add more ideas in the table on the next page. Adapt the instructions to suit your lessons.

RECORD Choose four or five to record on your cassette.

What do we do	when we are learning a new song? when we are having a story? when we're reading a big book? when we're going to play 'follow the leader'? after cutting out and sticking? at the end of the lesson?	everybody stand up come up and sit on the mat come and stand round the board everyone come out here to the front clear everything up nicely line up – one behind the other get our/your bags line up in rows beside our/your tables push the front desks/tables back line up quietly by the door _____ _____
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TEACHING TIPS

Total Physical Response

- ✓ The first time you use TPR you can explain in the mother tongue before you start. Do simple actions and say what you are doing.

TPR with big classes

- ✓ If you have a large class, divide it up into groups depending on the space you have: *Six pupils go first, then six more.*
The group(s) waiting will be watching the activity, listening, and trying to understand, so will still be learning.

TOPIC TALK

Sports and hobbies

- 1 Here are some questions you could ask your pupils. Can you think of two or three more?
 - Who likes collecting things? Who collects stamps? postcards?
 - What do you collect? Do you collect badges? 
 - Who likes playing football? What other games do you play? Skipping?
Hide and seek? Who likes swimming?
 - What other hobbies do you have?

Practise asking these prompt questions and answering them as if you were a child in school.

RECORD Record yourself asking and answering the questions.

- 2 Do you have a favourite sport or hobby?

RECORD Prepare what you could say about it in just one minute. Record your talk.

2.4 Listening and performing – miming

Revising and consolidating topic words through mime

When children are familiar with the vocabulary used for a particular topic, you can introduce mime.

Miming means acting silently, without speaking.

The children

- have to listen carefully when you describe what they have to mime
- have to decide how to perform what you describe
- may need some thinking time for this
- move and act but do not have to speak.

Miming is more complex than simple TPR activities. TPR involves children doing everything you say. Mime gives the children more freedom to be creative.

Children have to be familiar with the language of the topic you are going to describe. Mime is very suitable for stories: as you read, ask the children to mime the key actions.



Now listen to Lucy, the teacher in 2H. She is calling out actions to her class. This is a very simple way to mime. The children can listen and watch other children or the teacher if they have forgotten what the instructions mean. This teacher waits for the children to mime the actions – then she does the action as well.

In 2H the whole class is miming the actions. You can also let individuals/pairs/groups mime and let the rest of the class guess what they are doing.

If children want to check meaning – they may ask you in your mother tongue. You can confirm or correct in your mother tongue, then repeat what you said in English.

TEACHING TIPS

Miming

- ✓ Give very young learners one instruction at a time.
- ✓ With VYLs you can say *pretend you are a squirrel*.
- ✓ Increase the number of instructions in a sequence as learners progress.
- ✓ Make the activities simpler or more complicated.
- ✓ Using real things can make the mime more realistic. Let children use things they make or bring in.
- ✓ Play a game like *statues*. The children mime an activity to music – and then stand still like statues when the music stops. Anyone who moves after the music stops is out.
- ✓ Later, use mime as a speaking activity and let the children describe what is happening.
- ✓ Groups or individual children can mime different people or animals. The others guess what or who they are miming.

Miming to rhymes and chants

All children love nursery rhymes and **chants**. Before children begin to say the words in rhymes and chants, they should understand **roughly** what they mean.

- Listening and miming helps children understand when they are learning rhymes and chants.

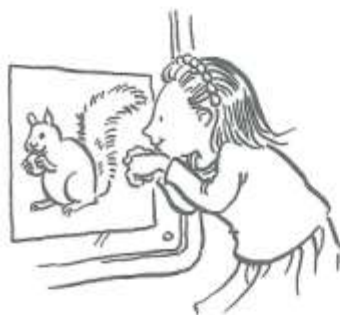


2H

Miming a morning routine

TEACHER: You're washing your hands ... washing your hands. Very good, washing your hands. Now you're combing your hair ... combing your hair. Good, combing your hair. Now, again, wash your hands ... good. Now combing your hair. Very good. Now washing your face ... ah ... your face, not your hands!

Lucy with seven to eight year olds.



21

Physical break chant

TEACHER: OK, let's have a break and do a physical break chant. OK, so yeah it'll be fun. So are you all ready? OK, everyone stand. Right, now, yeah everyone ready? OK, here we go.

You're a tree, grow tall.
 You're a very bouncy ball.
 You're a lady, in the rain.
 You're a bird, you're a plane.
 You're a lion, you're a frog.
 You're a monkey, you're a log.

Brian with six to seven year olds.
 (Based on a chant in *JET go* – Ronald Woods and Bill Bowler)



Listen to the teacher in 21 using a chant to let the children do some actions and work off some of their energy. It is called a physical break chant and the teacher has put pictures of the items named in the chant on the board.



TEACHING TIPS

Physical break chants

- ✓ Use pictures to help the children remember the meaning of the words.
 - ✓ Use movements to help them understand.
 - ✓ Use big gestures to help them enjoy the chant.
 - ✓ Later once they understand some of the words, you can gradually remove the pictures.
- You can change the chant by
- ✓ putting in different animals or things you want the children to mime
 - ✓ making it shorter or longer
 - ✓ letting individual children do the actions.
- Later on the children can say and do the action rhymes on their own.

LANGUAGE FOCUS 2.4

Turn-giving

➤ Read these phrases out loud. Decide whether you want the whole class, half the class, or smaller groups or individuals.

➤ a Put them in order from large group to individual responses. Then say them out loud again, if possible from memory.

RECORD Choose five to record.

- | | |
|--|---|
| 1 Everybody – all of you! Ready? | 7 OK, yellow, your turn next. |
| 2 Just this row. | 8 Right, now boys and girls ... all together. |
| 3 Maria, your turn. | 9 Class – you're in two halves ... OK, this half first. |
| 4 OK, this group now ... | 10 Back row, then front row. |
| 5 Anybody else? Hands up ... one at a time ... don't just shout out. | 11 Second row, then third row. |
| 6 Blue team – you start. Then red, then yellow. | 12 OK, you two, then you two, next. |

2.5 Listening and responding games

You can extend the listening activities you do in class in many ways. One way is by playing games that demand careful listening.

These games help children have fun and make them listen while you are speaking English.

Right or wrong

Here is a simple response activity. You can also say *true or false?* or *true or not true?*

- Ask children to listen carefully.
- Explain that you are going to tell them something. It might be right or wrong.
- If you are wrong, they must clap twice and if you are right, they clap once.

2J

Right or wrong

TEACHER: OK, am I right or am I wrong?

Listen and remember. Two claps wrong ... one clap right. Now listen carefully. I know I'm right.

OK. Today's Monday. Am I right?
(one clap)

TEACHER: It's sunny today.
(two claps)

TEACHER: Very good it's not sunny ...
It's raining. OK.

TEACHER: This is Anna.
(one clap)

TEACHER: This is Lea.
(two claps)

TEACHER: Oh, oh, silly me ... this
is Maria.

Lucy with seven to eight year olds.



Now listen to the teacher in 2J.

LANGUAGE FOCUS 2.5

Instructions for true/false activities

Which instructions would suit your class best? Choose the best ones and record them.

If it is true	clap once, like this.
If I'm right	nod your head, like this ... shout out 'yes'. put one hand up.
If it is not true	clap twice – two claps.
If I'm not right	shake your head, like this.
If I'm wrong	shout out 'no'. put both hands up, two hands up.

Simon says

This is a very popular action game. It is very easy and the children have to listen carefully, to find out whether to respond or keep still. You can play it inside or outside.

When you play 'Simon says'

- if possible, have a space where all the pupils can stand up
- with big classes choose actions that children can do sitting down
- stand in front of your pupils
- explain before you begin
- tell them they can only move when you say 'Simon says'
- explain that if you don't say 'Simon says', they must keep still
- tell them if they move when you do not say 'Simon says' – they are out
- tell them that, when they are out, they have to sit and wait for the next game.

2K**'Simon says'**

TEACHER: Put up your hands
(No one moves.)

TEACHER: Simon says ... put up
your hands.
(Children put hands up)

TEACHER: Very good.

TEACHER: Simon says ... put your
hands on your heads.

Brian with eight to nine year olds.



Listen to Brian in 2K playing 'Simon says' with very simple actions.



You can use other words instead of 'Simon says'. You could use

- 'Teacher says'
- a pupil's name – 'Anna says'
- or other words such as *Please*.



Now listen to Brian, the teacher in 2L. He is using the word *please*. When the children hear *please* they have to do the actions. When the teacher doesn't say *please*, they must stay still.

2L**Actions please!**

TEACHER: Now stand in two lines.
OK ... now sh ... quiet ... sh ...
sh ... sh.

OK, quiet. Right, good. Now OK,
listen very carefully. When I say
'please' – you can move. If I don't say
'please', don't move. OK. Now let's
see who's listening.

TEACHER: One step forward.
(No one moves!)

TEACHER: One step back please!
(Everyone takes a step.)

TEACHER: Very good. You're all listening.

TEACHER: Two steps forward please.
(Everyone takes two steps.)

TEACHER: Turn around.
(Some children turn.)

TEACHER: Oh, oh! You did it and I didn't
say please! OK, you come out and
wait beside me. OK.

TEACHER: Now, jump up.
(No one moves.)

TEACHER: Jump up please!

Brian with eight to nine year olds.

TEACHING TIPS**Listening and responding**

- ✓ Explain in mother tongue before you start a new game and then explain again in English.
- ✓ When children get good at this, make the instructions more complicated by asking the children to do two things at a time, e.g. *Stand up and comb your hair*.
- ✓ Later on the children can give the instructions in the action games.

REMEMBER

'Listening and doing' activities need action as a response. This lets you check immediately and you know instantly if the children understand or if they don't.

TOPIC TALK**Clothes**

- 1 Find four or five colour pictures showing small groups of people: some children, and some adults, wearing different kinds of clothes.
Practise describing out loud in English what each person is wearing.
- RECORD** Choose three different people and record yourself talking about what they are each wearing.
Play back your recording (without saying which person or picture it is). Show the children all the pictures and see if they can discover which person it is you are describing.
- 2 How would you describe the clothes your pupils wear to school if you were talking to someone from another country?
If children are emailing penpals overseas, this is the kind of thing they can write about.
- 3 What clothes do people wear for different sports or jobs?
- Make a list of three or four kinds of clothes. Then make a quiz for someone else, for example: *The person I am thinking about is wearing a blue uniform with a blue cap.*
This person is wearing shorts, boots, and a coloured T-shirt. What do you think he is doing?

Further ideas

- 1 Write in your notebook
— two or three things you feel you have learnt from this unit
— two or three areas you feel you need more practice in.
- 2 Read the classroom extracts again.
— Choose three and mark the key words that should be **stressed**.
— Mark where the pauses might come.
- 🔊 — Read them out loud, trying out various intonation patterns, then listen to them on the CD, and compare your intonation and pronunciation.
- 3 Find a coursebook or a resource book with 'listen and do' activities such as:
Reilly, Vanessa and Sheila M. Ward. 1997. *Very Young Learners*. Oxford: Oxford University Press.
Read the Introduction and look at the activities.
— Choose two/three activities that you might do in one of your classes.
— Work out how you can introduce and set up these activities in English.
— Look through this unit to find phrases that might have been useful.
— Teach these activities, using as much English as possible.
— Write down your reactions in your notebook.
- 4 Teach the same activities in another class but this time take in a cassette recorder with a microphone.
- RECORD** Record yourself setting up and leading the 'listen and do' activities.
— Listen to your recording two or three times.
— Write down what you notice about the things you said and did.