

Listening in the classroom

1. When the pupils start to learn a foreign language, it is going in mainly through their ears and what the pupils hear is their main source of the language.
2. It is worth remembering that once something has been said, and then it disappears.
3. If you are the listener, you can't decide how fast you work.
4. Listening is different from hearing
5. Listening is a receptive skill
6. Listening requires decoding words
7. Listening requires phonological awareness

Some Rules

1. Although listening is a receptive skill, the students are not and should not be passive while listening; in other words, they should be engaged and/or work in the listening task actively.

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"I'm taking an innovative approach to teaching this semester. I'm using books!"

2. The students should be engaged with different listening tasks according to their age, learning style, listening capacity and phonological awareness.

3. The language teachers should train the students to listen to the English sounds carefully.

4. The teachers should train the young learners to follow simple instructions to get them ready to develop other language skills. The students should be given a different task each time they listen to the same text. (i.e.: **First**, listen to have a general idea;

second listen to complete the blanks; **third**, listen to check your answers)

5. Input through tapes, videos or teacher modelling should be provided; the audio tools should be in good quality.

6. The teachers should be aware of the importance of familiarity (with the context, language, task, voice ...etc.), difficulty (what is expected as the output) and teacher's language (repeating, simplifying, and using gestures, intonation and formulaic expressions that help children to figure out the intended meaning)

7. It is important to embed listening into stories, games, routines, rhymes, songs. They may not understand every word, but they can understand the meaning from the context, visuals, and gestures as in real life.

8. Both bottom-up (requiring linguistic knowledge) and top-down (requiring world knowledge) listening should be addressed.

UNIT 4: GAMES AND HOBBIES

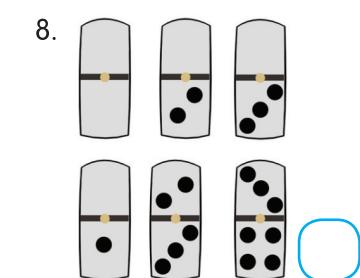
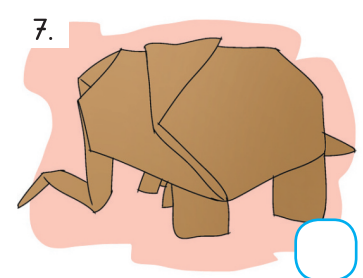
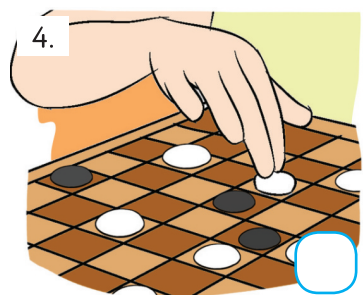
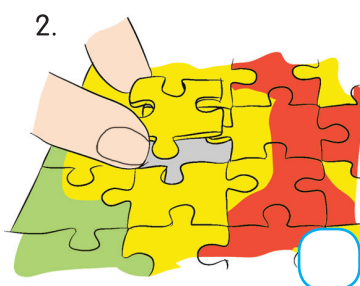
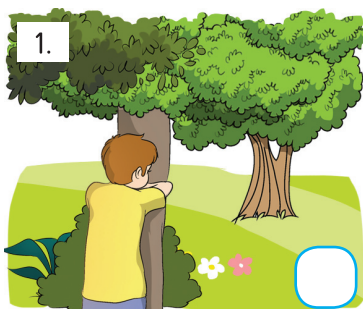
1 LISTENING

1.A Write the names of the children games under the pictures.

blind man's buff
hide and seek
dodge ball

hopscotch
domino
puzzle

checkers
chess
origami



1.B Listen to the dialogue and tick the pictures of the games in part 1A.

1.C Listen to the dialogue again and circle their favourite games.

LYN	JUAN
a) hopscotch	a) hopscotch
b) hide and seek	b) checkers
c) chess	c) hide and seek
d) origami	d) chess

2

LISTENING

2.A Match the illnesses with the pictures.

backache _____
toothache _____

headache _____
flu _____

sore throat _____
cough _____



2.B Listen to the speakers and write their illnesses.

1. Johnny _____

2. Suzan _____

2.C What should they do? Listen to the speakers again. Choose the correct suggestions.
Write "S" for Suzan and "J" for Johnny.

1. Don't drink cold water. _____
2. Have a rest. _____
3. Take a painkiller. _____
4. See a dentist. _____
5. Stay at home. _____
6. Don't go to school. _____