Listening Module 1 (LM1)

Resource 5: Varied listening activities

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Look at these activity types and tick if you already make good use of them, then tick and RAG-rate them (Red = No / Amber = Possibly / Green = Yes) for their potential in your lessons.

| Suggested Activity | ✓ | R/A/G |
| --- | --- | --- |
| Distribute drawings or photos which show episodes from a narrative (worth laminating for re-use!). Students listen to the narrative and move the pictures around on the table in pairs as they listen, to place them in the right order. |  |  |
| Borrow some plastic, coloured cubes from Maths. On the IWB, show episodes in a narrative in picture form with a coloured square next to each (about 6). Then read / play a narrative and students have to order their coloured cubes to fit the narrative. e.g. the yellow cube comes first (about arriving at the café), then the blue one (picture of 2 milkshakes), then the pink one (showing a picture of a fight) etc. They can hold them up at the end for checking / comparing to answers you show on the IWB. |  |  |
| Students listen to a short play / cartoon for 2, 3 or 4 characters. There are exercises (these could be existing ones in the text book) to explore the language and the plot. They should then devise a similar one, substituting parts of the play for new details ready to perform to the rest of the class.In order to promote respectful listening, give the audience a quiz after each playlet, asking e.g. Was Jacques a kind customer? What did Julie order? How much did they pay? etc. Team quizzes are a good way of involving students. |  |  |
| Speed dating. The starter activity involved the 2 facing rows. This can be used well for preparing for public exams. |  |  |
| Starter: Find two words which rhyme with e.g. fois / choix or Klaus / Laus. (This promotes the sound-spelling link and could lead into a dictation quiz.) |  |  |
| Dictation quiz starter: Read a list of words including specific letter strings e.g. Rezeption / Chauffeur / anticipación in order to make students familiar with letter strings. This should help with listening to unknown words and graphemes. |  |  |
| Starter: Show a simple rhyming poem in the target language with a few words underlined which should be replaced by words of the students’ choice which rhyme with one another and fit the context. This should develop students’ familiarity with phonemes in the target language.E.g. *Il y avait un cerf* | *qui était vert* could become *Il y avait une poire* | *qui était noire* |  |  |
| When practising transactional situations (e.g. customer in café / shop etc.), invite students to select a mood from a given list in the target language (e.g. moody, in a hurry, absent-minded, happy, friendly, impatient etc.) so that when students present their version, the rest of the class listens out for this and decide which type of character this is. Call them plays / dramas rather than role plays and remind them of performance in drama lessons. |  |  |
| Loop cards. Prepare cards or find shared ones on the web. Each student receives one card (a few may need two, depending on the size of your class). Each card has an answer at the top and then a question below e.g.:*It’s Lima.* *Whereabouts is Havana?* The card which another student will be holding somewhere in the class says:*It’s on the north coast of the island of Cuba.**What’s the official language of Mali?*Students take turns to read out the appropriate answer from their card and then ask their question until the loop cards have returned to the first person’s card. This can be timed and class records set against the clock. Examples can be found on resource sharing websites. |  |  |
| To train students to listen carefully and to listen for meaning, the teacher reads out a passage fairly quickly which is on the IWB and stops in front of specific words (especially if they contain tricky graphemes) and asks a student to say the next word. This can be repeated a few times progressively blanking the screen, and seeing whether students still remember what the next word is. The activity can also be done where the teacher stops in front of a word and somebody has to substitute a different word from the one shown on the screen e.g. Elle n’a pas *entendu* le concert => Elle n’a pas *vu*  le concert. |  |  |
| Spot the lie. Prepare a few photos / symbols which show e.g. how you spent the weekend / last summer holidays. Deliberately introduce details to the story which are not what the photos show. Ensure that students know how to say in the target language ‘You have lied’ and explain as far as their level of language allows what the lie is. This focuses students on listening for meaning. |  |  |
| Spot the mistake. Similar to the above, but you provide students with a written version of a text and deliberately read out a slightly altered version. They should either put hands up when they spot it or work in pairs in a ‘spot the difference’ way. This focuses on listening for meaning and, if well chosen, similar sounds. |  |  |
| Play a song in the target language and ask students to decide which word best describes the song e.g. love song / a break-up / comedy / political etc. Then listen for detail e.g. how many times the word ‘love’ occurs and maybe a phrase such as ‘There’s...’. On the second hearing, look out for the words which rhyme with three given words which occur in the song.  |  |  |
| Introduce a new phrase / piece of language at the start of the lesson and say at that some random point in the lesson, you will issue an instruction using this language. The first 3 to respond appropriately win the points for their teams e.g. Touch your head / Stand by the door / Repeat the phrase ‘ridiculous rabbits’. This makes pupils listen very attentively in the lesson! |  |  |