



Abstract

The topic of this research is “Strategies to develop the listening skill in nine-year-old primary school students”. The purpose of this work is to find out strategies in order to create suitable activities to help primary school students develop their listening skill inside and outside the EFL (henceforth English as a foreign language) classroom. Richards states “listeners can be taught effective ways of approaching and managing their listening” (11); for this reason, it is very important to apply the most useful strategies to help students develop this skill. Thus, we have created a booklet with some useful activities that teachers can use with their students (see appendix 4 pag. 39). Since, the listening skill is considered the most important one, it is essential for kids to develop it, so they become good listeners. Thus, the acquisition of the new language will be more productive.

Key words: strategies, listening skill, develop, nine-year-old students, primary school.



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CIENCIAS DE LA EDUCACIÓN

“Strategies to Develop the Listening Skill in Nine-year-old Primary
School Students”

**Tesina previa a la obtención del Título de
Licenciada en Ciencias de la Educación
en la Especialización de Lengua y
Literatura Inglesa.**

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AUTHORSHIP

The ideas, opinions, and comments specified in this document are the sole responsibility of its authors, Marcia Barros and Karina Pereira.

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To

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Introduction

Teaching a foreign language is a task that requires lots of effort but especially lots of time. For instance, in Ecuadorian schools, especially in Cuenca, students are exposed to a reduce number of English classes. This is the reason why teachers do not have enough time to apply activities to help students develop the listening skill.

Jalongo, states that it is important that teachers can teach their students to 'listen better'. Although the author explains that this is not an easy task since from her point of view, achieving this goal demands three key things. First of all, an understanding of the listening process; besides, the implementation of suitable strategies for children's listening improvement, and motivation so students can be able to apply what they learn in their daily life (7).

Taking all this into consideration, the purpose of this research is to look for useful strategies and activities, which teachers can implement in their classrooms. In this way, students will be able to practice their listening skill and thus improve it.

The beneficiaries of this research will be elementary schools teachers and students. The teachers will benefit from this research because the booklet can provide them with useful listening activities to be applied in their EFL classrooms. On the other hand, students will also benefit because they will be entertained with the activities included in the booklet and in that way, they will feel motivated and encouraged to learn English.



CHAPTER I

The Problem

1.1 Topic

Strategies to develop the listening skill in nine-year-old primary school students.

1.2 Description of the Problem

Based on our personal experience, gathered along our teaching internship at Carlos Cueva Tamaríz and Tomas Rendón public high schools, we have seen that most students have great difficulties in understanding the teacher when using English to instruct, as they do not have developed the listening skill.

1.3 Justification

For public high schools students it is difficult to understand spoken English because they have not been exposed to the language in an authentic way. Therefore, in order to be able to communicate in the target language, a student has to be exposed to as much aural input as possible. Thus it is considered important to apply listening strategies in the teaching of English as a Foreign Language, at very early stages as it is nine-year-old students. Thus, nine-year-old graders will have developed this skill by the time they will have gotten into high school.

Finally, another reason to work on this topic is to encourage teachers to use listening strategies to take advantage of their students' early age.



1.4 Objectives

1.4.1 General objective

- To provide teachers with practical listening strategies to help their nine-year-old primary school students develop the listening skill.

1.4.2 Specific objectives

- To collect listening activities suitable for nine-year-old primary school students.
- To select among listening activities to narrow down to specific ones.
- To plan the use of listening activities en the EFL classroom.
- To compile listening activities into a booklet



CHAPTER II

Literature Review

The sources from this literature review provide scientific information about the topic “Strategies to develop the listening skill in nine-year-old primary school students.” This scientific information is associated to foreign language learning as well as strategies to develop the listening skill. The first topic to be analyzed is why English is important nowadays?

2.1 Why English is important nowadays?

Mydans, a writer of *The New York Times* newspaper states that according to Graddol, English has established its dominance on the Internet, since the 80% of the data is in English. Also Mydans writes that one-fourth of the inhabitants in the world uses English for communication at least in to a certain degree. Moreover, English is known as the mutual language in almost every activity (par. 9-11).

Mydans agrees with Warschauer when he mentions that English is seen as the second language for everyone. And that “it’s gotten to the point where almost in any part of the world to be educated means to know English” (par. 14).

English is the language of sources of communication, such as the radio, television, newspapers; it is the language of law courts, government institutions, education, business, industries, science. In other words, English is considered the universal language. A wide knowledge of English, as the L2, is the key that opens the success doors (Broughton et al. 5).

As a conclusion, many authors describe English as the Universal



language, and it is important for each person to learn it for interacting in the world in terms of culture, technology, education, and general knowledge.

2.2 Teaching and Learning EFL

According to Smith, the first assignment of a teacher in the teaching process of a foreign language is to determine what material he/she will use. This is the evident process “where the nature and purpose of the course are already established.” Therefore, it is important to clarify what they refer to (1).

First of all, according to the nature, each language is seen as a means of communication with a code of symbols, but in terms of purpose, the functions of the language are very important since a living language involves “a form of social behavior, a means of expressing thoughts and emotions, and a source of aesthetic gratification” (Smith 1-2).

A form of social behavior refers to language as a product derived from the actions of an established community –interest, traditions, and common system of life. A source of aesthetic gratification makes reference to the use of language to express wishes, opinions, feelings, and information (Smith 3).

The learning process of English as a foreign language is not only focused on obtaining the skill of understanding sounds in terms of the natural process, but also focused on developing grammar and vocabulary.

Moreover, the most important aspect when learning a foreign language is to practice it in real situations as Smith mentions “ Like all skills, the language abilities can be acquired only by practice and careful training” (Smith 8-10).

Vyas and Patel agree with Quirt et al. when they define a foreign language as “a language used by persons for communication across frontiers



or with others who are not from their country: listening to broadcasts, reading books or newspapers engaging in commerce or travel, for example (5).”

Additionally, they state “it [English] is needed for access to at least half of the world’s scientific literature, and that the most important scientific journals are in English” (49).

Broughton et al. cite Mr. Nehru, recognized in Indian parliament, when he says, “English was the mayor window for us to the outside world. We dare not close that window, and if we do it will spell peril for the future!” (2).

There are two relevant types of motivation in foreign language learning that Broughton et al. consider important when learning a foreign language: *instrumental and integrative*. In one hand, instrumental motivation refers to operative aims-“to be able to read books in the new language, to be able to communicate with other speakers of that language.” On the other hand, integrative motivation has to do with how a foreign language is learned-“to identify much more closely with a speech community which uses that language variety;to feel at home in it, to understand that attitudes and the world view of that community” (5).

One of the skills that must be reinforced when teaching a second language is listening. As this research work has as its main focus this skill, it is important to describe some of the most relevant information related to the listening skill.

2.3 Listening skill

2.3.1 Listening

Michael Purdy and Deborah Borisoff state the following definition:



“Listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings” (8).

2.3.2 Skill

The English Collins Dictionary defines *skill* as a “special ability in a task, sport, etc.,” which has to be “acquired by training.”

Moreover, the *Business Dictionary* states that a skill is “An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas(cognitive skills), things (technical skills), and/or people (interpersonal skills).”

Thus, based on the above definitions given by Purdy and Borisoff for listening and by the English Collins dictionary and the Business Dictionary for skill, *listening skill* could be defined as the active and lively capacity to receive, understand,recall, and reply (verbal and nonverbal) requests, interests, and data through considered, methodical, and constant training.

2.3.3 Why does it need to be developed?

Listening is the most common language skill used by human beings.Children are supposed to dedicate much more time to listen than adults do. The listening skill is thought of as the most important skill of all, thus the amount of time that a common child engages in reading, writing, and speaking combined is equal to the time spent just for listening. Although children have a lot of opportunities for listening, they require knowing the way



to develop it correctly (Jalongo 7).

According to Jalongo,

Teaching children to "listen better" is an essential task. It is also long overdue. Achieving this goal demands three things from the adults who work with children: an understanding of the listening process, the implementation of research-based strategies for improving children's listening, and an appreciation for the changes we need to make in ourselves, in our homes, and in our schools (7).

It is inferred then that listening is indeed the first language skill that every human being is exposed to. It is the most important one and the one that students should be mostly focused on, since the reproduction of the language will be based on how much input a language learner receives. Consequently, an EFL teacher must be aware of different strategies, so his/her students can become successful listeners.

2.4 Strategies

2.4.1 Definition of strategies

Richards states that strategies "can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities seek involving listeners actively in the process of listening." (11)

2.5 Types of strategies

Brown says that listening abilities are developed by the clear, obvious, and definite instruction of broad learning strategies that are "method of



approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulation certain information” (qtd. in Vilmanté Liubiniené 91).

According to Vilmanté Liubiniené there are three types of strategies that can be employed by listeners in order to simplify comprehension and improve the construction of knowledge; these strategies are Metacognitive, Cognitive, and Socio-affective (91).

Metacognitive strategies are important for the reason that they observe, control or guide the language learning process.

Cognitive strategies control the information to be learned or apply a particular technique to a listening assignment.

Socio-affective strategies explain the techniques listeners employ to cooperate with others, to prove understanding or to reduce apprehension.



Table 1.Listening comprehension strategies and practice activities

Activities for metacognitive strategies	Activities for cognitive strategies	Activities for socio-affective strategies
<ol style="list-style-type: none"> 1. Preview the content in different forms. 2. Rehearse the pronunciation of potential content words. 3. Establishing the purpose for listening. 4. Practice perception regularly. 5. Take short notes of important content words. 6. Check current comprehension with context of the message and prior knowledge. 7. Continue to listen for clarification in spite of difficulty. 8. Evaluate comprehension using contexts, prior knowledge and external resources. 9. Determine potential value of subsequent parts of input. 10. Listen selectively according to purpose. 11. Listen for gist. 12. Determine the potential value of subsequent parts and vary intensity of attention accordingly. 13. Memorize words or phrases for later processing. 14. Pay attention to discourse markers, visuals and body language, tones and pauses. 	<ol style="list-style-type: none"> 1. Use prior knowledge and knowledge about the target language to elaborate and complete interpretation. 2. Infer missing or unfamiliar words using contextual clues, familiar content words, visual clues. 3. Draw on knowledge of the world. 4. Apply knowledge about the target language. 5. Visualize scenes, objects, events, etc. being described. 6. Reconstruct meaning using words heard. 7. Relate one part of the text to another. 8. Relate limited interpretation to a wider social/linguistic context. 9. Assess the importance of problematic parts and decide whether to ignore them or actively seek clarification. 10. Find L1 equivalents for selected key words. 11. Translate a sequence of utterance. 12. Predict general contents before listening using contexts and prior knowledge. 13. Predict details and unfinished utterances using contexts and prior knowledge. 	<ol style="list-style-type: none"> 1. Paraphrase what speakers say to check understanding. 2. Ask speaker for clarification and repetition. 3. Learn to relax before and during listening. 4. Encourage oneself to continue listening.

Source: Vilmantė Liubinienė; 91

Studies demonstrate that trained listeners employ more metacognitive strategies and the use of them is more flexible than their less-trained counterparts. The capable listeners can choose from a great list of strategies and employ the correct ones selectively and flexibly according to the



assignment requirements while the less trained listeners use a limited number of strategies and they fail to select the proper strategies for the designated assignment (Vilmanté Liubiniené 91).

2.6. Advantages of using different strategies

The use of different strategies motivates students to learn and creates a comfortable environment making students get interested in the class.

Vyas and Patel agrees with O`Neill when he states that there should be a“pluralistic teaching strategies and techniques which allow for greater diversity and choice not just for individual learners but also for individual teachers”. This thought, according to him, was because no single method or strategy had been found useful in all situations (48).

It is inferred that using different strategies helps students to have a meaningful learning since the strategies are tools that students can use in the process of acquiring a new language in a better and easy way. Also, they can make students improve their self-confidence.



CHAPTER III

Methodology

3.1 Basic Methodology

We based our research on information taken from articles and books, and field research through an interview to an expert and a survey to ten English teachers. The methods used for the development of this research project were the bibliographic one, in order to develop the collection of scientific information for the elaboration of the literature review, as well as the research of strategies and activities that teachers can use in order to reinforce the listening skill in the EFL classroom. Also, the qualitative method was used in order to describe and analyze the interview and the survey. It was important to interview an expert in the field of teaching kids with the purpose of getting valuable information based on years of experience. Thus, this information would contribute to support the importance of developing the listening skill. This interview had eight questions about the importance that the development of the listening skill has in learning a foreign language, and especially in children (see appendix 1 pag.33). It was first recorded and then transcribed for further analysis (see appendix 2 pag. 34). In addition, a survey was applied to ten elementary school teachers in order to know the activities they use to help their students reinforce and develop the listening skill. It consisted of eight questions (see appendix 3 pag. 38); six of them were about strategies and activities that teachers use to help students develop the listening skill and two of them were just about general knowledge, of course, related to listening. It was designed with multiple



choice answers and some of them require additional explanation which depended on different points of view. This took place in the University of Cuenca on March 23, 2012. Finally, the qualitative method was used to analyze the results obtained from the survey and interview.

CHAPTER IV

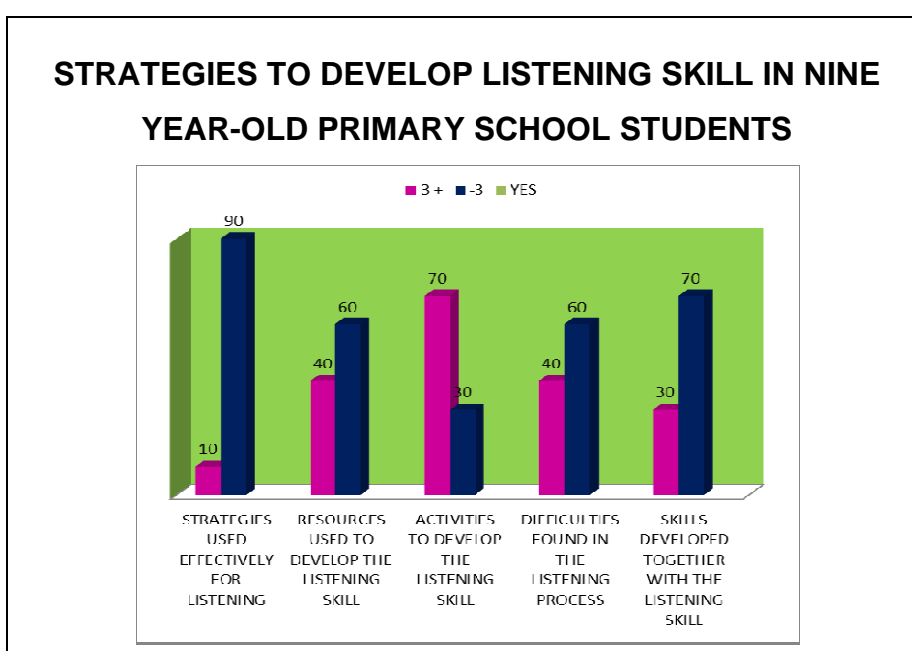
Results and Analysis

We established a quantitative and qualitative analysis of our field research in order to interpret statistically the results and to find the trends.

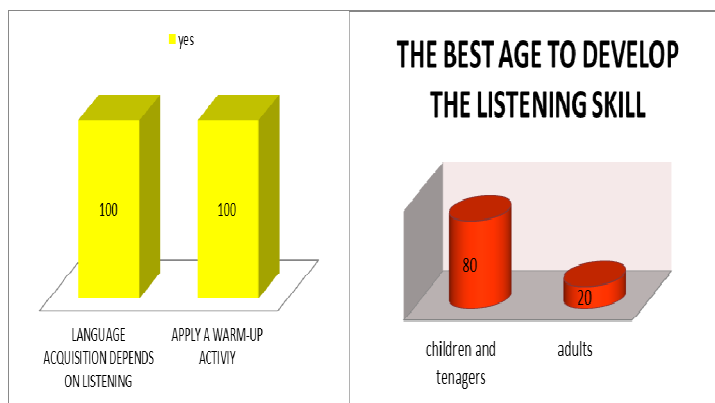
4.1 Interview

The interviewed expert states that is very important to expose students to different vocabulary, songs, or activities since the language acquisition as she said “has to do with how much input a child or a person actually hears. The more input you listen, the more productive it will be”. Also she mentions that it is essential to develop the listening skill in children because there is no way you can reproduce the language if you do not have developed this skill. Therefore, all the information acquired from the interviewee`s experience has been valuable for us because it matches the theory we have previously described.

4.2 Survey



STRATEGIES TO DEVELOP LISTENING SKILL IN NINE YEAR-OLD PRIMARY SCHOOL STUDENTS



90% of teachers do listening in order to find details or main ideas, while extensive listening is only applied by a 10%. 100% of teachers introduce their classes by means of a warm up. 60 % of teachers use CDs and their own voice to perform a listening activity. Dialogues and songs are most effective activities that teachers use to develop this skill. According to the results 60% percent of teachers agree that the problems that teachers find in the listening process are that students do not understand listening and they want teachers to repeat many times the listening or to translate it.

70% of teachers agree that speaking and writing are the skills that can be naturally developed with the listening skill because each listening activity involves the others, for instance, when students are asked to answer or to write about what they have heard.

80% of teachers agree that the best age to develop the listening skill in when students are children and teenagers due to their ability to retain more



information than adults and old adults. 100% of teachers think that language acquisition depends on listening since through this skill students can acquire knowledge in terms of how to use words and structures, to improve their pronunciation, to get vocabulary, and to understand ideas and expressions.

All this information is coherent with the ideas of some authors like Jalongo when he states the importance of developing the listening skill because “listening is essential in the learning process” (7), and also he mentions “Teaching children to ‘listen better’ is an essential task” (8). So we conclude saying that our survey has helped us to restate the fact that it is very important to work on listening in previous levels.



CHAPTER V

Conclusions and Recommendations

5.1 Conclusions

Based on the developed research, it is concluded:

- As some authors agree that the ability to listen is the most important in the learning process since most of everything that is learned depends on what you hear then it is very important to develop this skill even more when learning a new language.
- It is paramount to start working on the development of the listening skill in early years for two main reasons; first of all, at this age children have the ability to retain more information than adults do; and second, it can help student to understand their teachers when using English in class.
- For helping students develop the listening skill, it is very important to apply different listening strategies and activities which have to be performed with any kind of stimulus and motivation.
- It is essential to develop the listening skill by applying teachers' own activities in a dynamic, creative, and interactive way, but always keeping in mind that they should be planned based on students' level.
- To get student's attention is considered the key for developing listening skill; therefore, teachers must not forget that the effectiveness of all strategies and activities of the listening skill depend on how teachers create their own activities and how they make students



acquire valuable information.

5.2 Recommendations

- Teachers must work on helping their students develop the listening skill, so they can acquire the language more easily.
- Teachers should take advantage of students' early years to expose them to as much listening input as they can.
- It is essential that teachers create their own listening activities based on different strategies to help all students develop their listening skill. However, teachers should keep in mind that students are different and have different kinds of learning styles. It is very important that the teacher creates his/her activities based on the different types of intelligences. Also to perform activities which motivate and encourage students to learn the new language.
- It is significant that teachers create their own activities as they know their students in terms of age and level of understanding.
- It is very important when performing a listening activity, to get students' attention, so the listening activity will be productive and meaningful.



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APPENDICES



APPENDIX 1

**STRATEGIES TO DEVELOP THE LISTENING SKILL IN NINE YEAR-OLD
PRIMARY SCHOOL STUDENTS**

INTERVIEW QUESTIONS

1. What are some learning approaches to develop these strategies?
2. Do you think the language acquisition depends on listening? Explain.
3. When you listen “Strategies to develop the listening skill in nine-year-old graders” what is the first thing that comes to your mind?
4. Do you think that to improve the listening skill in children is important? Why?
5. What strategies do you think are the most important in developing listening skills?
6. What do you think are the advantages of developing the listening skill in children?
7. Have you have any experience teaching children? What can you say about their listening skills?
8. Why do you think most students have problems developing the listening skill?



APPENDIX 2

**STRATEGIES TO DEVELOP THE LISTENING SKILL IN NINE YEAR-OLD
PRIMARY SCHOOL STUDENTS**

INTERVIEW TRANSCRIPTION

- Good evening!
- Good evening!
- Would you like to help us answering some questions?
- Sure!

1. What are some learning approaches to develop the listening strategies?

Well. There are actually many approaches that you can do. Uh... for instance, listening repetition could be the first one. This is the most common one. Another thing is that your students should listen to the different vocabulary and structures. Then you can actually play songs or other sources... uhh... for instance phrases or chants or any others depending on the goals you have for the listening activity.

2. Do you think the language acquisition depends on listening? Explain.

Oh definitely, yes! That has to do with how much input a child or a person actually hears. The more input you listen to, the more productive you will be. Actually, listening is one of the receptive skills.

3. When you listen “Strategies to develop the listening skill in nine-year-old primary school students” what is the first thing that comes to your



mind?

Well, the first thing that comes to my mind, uh, based on my experience, I actually learned the target language when I was actually eight years old and that was the time when, you know, I had a lot of input, but because I was immersed in the language environment, and I was actually close to, for instance, a radio or a television, in fact, different sources of communication, so that is how a lot of the information was encoded in my mind.

4. Do you think that to improve the listening skill in children is important? Why?

Definitely! I mean... if you don't have any listening whatsoever, there is no way you can produce the language.

5. What strategies do you think are the most important in developing listening skills?

As I said before you can use a lot of music, lots of chants, depending on the age of the group actually. Uh! you can also have them listen to very short dialogues. It has to do the level of the child.

Ok teacher. Can you explain what strategies do you use in children of nine year- old?

Excuse me

Can you explain what strategies do you use in children of nine years old?

Yes. I do a lot, for instance, a lot of listening exercises. For instance nowadays, we have a lot of activities that come within CDs. Activities



like stories. Also there are CD-ROMs that we use with computers, but what you can also do is your own activities. You can start with your own activities for instance preparing activities for the students. You can have gap information activities, read stories, short stories for the students, and the students would have to read through the line and see what word they heard. When you are reading, they have to write them on the sheet. That is one of the activities of the many others you can use. Other listening exercises, as I said before, are... chants in which you are not only listening to information but you are also focusing on pronunciation, intonation, rhythm and there is... there is a holistic practice while you are listening.

6. What do you think are the advantages of developing the listening skill in children?

As I said before there are so many advantages. I mean the more input you give to a child the better...his pronunciation would be when he is actually requested to participate in a conversation

7. Have you had any experience in teaching children? What can you say about their listening skills?

Yes, that was the most wonderful experience that I ever had.

Uh...Yes, I did. I actually was working with children about thirteen years old, and you know...children are like sponges; you can compare children with sponges. They absorb everything you actually give to students. Remember, everything that is given has to be positive and useful.



Ok the last one.

8. Why do you think most students have problems developing the listening skill?

At what age? Nine year olds?

Yes.

I don't see they have any problems...In fact, you have to prepare your class and you actually have to prepare the students to listen to an activity, so there is always a stage that you have to follow when you want your students to listen to something, so you have prepare a sequence of activities in order for students to actually to be fluent

Teacher thank you very much for your time and for your answers.

You're welcome

Source: Clavijo, Clara. Personal interview. March 23rd, 2012.



APPENDIX 3

STRATEGIES TO DEVELOP THE LISTENING SKILL IN NINE YEAR-OLD PRIMARY SCHOOL STUDENTS

Answer the following questions based on any classroom you have performed a listening activity with children.		
Mark with an X your answers.		
1. What do you use effectively for listening?	Inferring	
	Listening to the main idea	
	Listeningfordetails	
	Intensivelistening	
	Extensivelistening	
2. Do you apply a warm-up activity?	Yes _____ No _____	
3. What resources do you use to develop listening skill?	CD	
	Recorder	
	Yourvoice	
	Flashcards	
	Video	
	Others (specify)	
4. What activities do you do to develop this skill?	Repeatingexercises	
	Information Gaps	
	Matchingexercises	
	Dictation	
	Dialogues	
	Songs	
	Games	
	Others (specify)	
5. What difficulties do you find in the listening process?	Students do not understand the listening	
	Students want you to repeat many times the listening	
	Students want you to translate each single word	
	Students do not like to listen	
	Others (specify)	
6. What skills can naturally	Speaking	



be developed together with the listening skill?	Reading	
	Writing	
	All of them	
	Explain your answer	
7. Which age is easier to develop the listening skill in?	Children	
	Teenagers	
	Adults	
	Old adults	
	All of them	
	Explain your answer	
8. Do you think that language acquisition depends on listening?	_____	
	Explain why?	

Thank you for your collaboration.



BOOKLET

Activities to help nine-year-old primary school students develop the listening skill

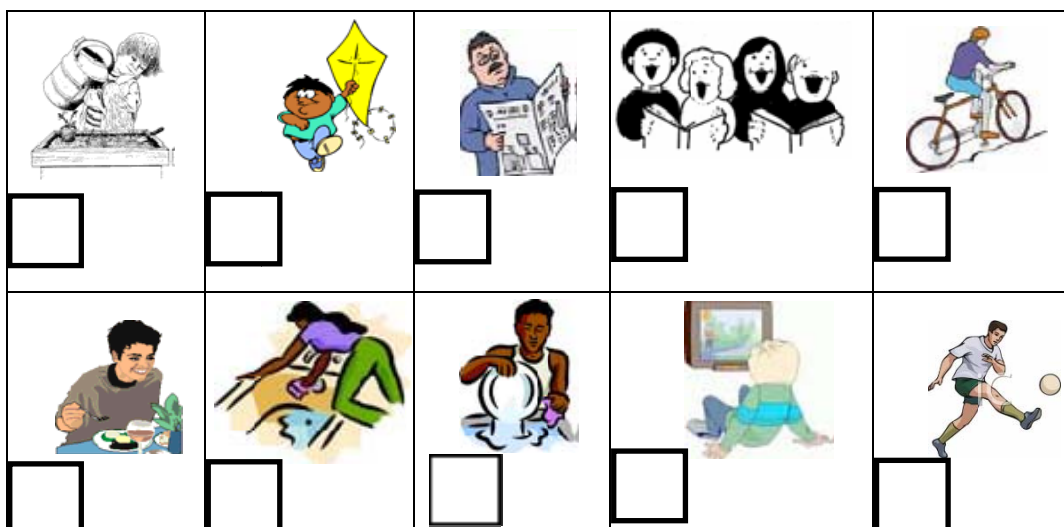
ACTIONS

Level: Beginners
Time: 8 minutes.
Resources: Copies, reading (see next page).
Instructions:

- Make copies. (1 per student)
- Ask students to listen to the sentences and match the words.
- Check the answers.
- Ask students to listen again and number the pictures.

ACTIONS	
Kicking	the plants
Flying	bicycle
Watering	a kite
Reading	the house
Singing	dinner
Eating	a song
Cleaning	the ball
Washing	the TV
Watching	the dishes
Riding	a newspaper

Listen again and number the pictures.



Taken from: www.esl-galaxy.com



Answers keys

ACTIONS

Read the sentences

1. Kicking the ball.
2. Flying a kite.
3. Watering the plants.
4. Reading a newspaper.
5. Singing a song.
6. Eating dinner.
7. Cleaning the house.
8. Washing the dishes.
9. Watching the TV.
10. Riding bicycle.

ACTIONS

Read again the sentences with the number.

1. Kicking the ball.
2. Flying a kite.
3. Watering the plants.
4. Reading a newspaper.
5. Singing a song.
6. Eating dinner.
7. Cleaning the house.
8. Washing the dishes.
9. Watching the TV.
10. Riding bicycle.

ALL CHANGE

Level: Beginners

Time: 10 minutes

Resources: Chairs

Instructions:

- Children sit in an inward facing circle
- Call out different categories and whoever who fits into the category has to change seats.

Example:

Anyone with black hair

Anyone with a birthday in June

Anyone with a pet cat

And so on ...



Taken from:

<http://www.ppds.ie/pcsparchive/English/listening%20and%20concentration%20games.pdf>



AUDITORY DISCRIMINATION

Level: Beginners

Time: 10 minutes

Resources: Copies for students

Instructions:

- Make copies. (1 per student)
- Cross out the word with different pronunciation.
- Say “Listen to these words. Which one sound different?”

AUDITORY DISCRIMINATION
1. hat fat cat pet mat
2. fan man mix can pan
3. red bed boy fed led
4. pet pig jet set
5. hill pill toy fill mill
6. Jill spill apple bill
7. cap tap sock clap
8. ring bell sing spring
9. rub hat tub
10. look book top took

Taken from: <http://www.tolearnenglish.com/cgi2/myexam/voir2r.php?id=8766>



Answers keys

AUDITORY DISCRIMINATION
1. hat fat cat pet mat
2. fan man mix can pan
3. red bed boy fed led
4. pet pig jet set
5. hill pill toy fill mill
6. Jill spill apple bill
7. cap tap sock clap
8. ring bell sing spring
9. rub hat tub
10. look book top took



BINGO ABOUT FRUITS AND VEGETABLES

Level: Beginners
Time: 15 minutes
Resources: Bingo cards
Instructions:

- Make copies. (1 per student)
- Copy the page with the bingo cards.
- Cut the cards and paste them on different cardboard colors.
- Give each student a card.
- Ask students to listen to the words and to cross them off.
- The first student who completes an arrow will get a prize.

apple	melón	peach	watermelon
rice	grapes	tangerine	mango
pear	cherries	cabbage	avocado
strawberry	lime	lemon	onion

Taken from: http://www.kiddiesgames.com/en/bingo_words.php



watermelon	mango	strawberry	pear
peach	orange	cabbage	lettuce
grapefruit	banana	rice	potato
apple	tomato	pineapple	grapes

cherries	rice	carrot	avocado
grapes	papaya	tangerine	lime
pear	orange	onion	strawberry
apple	tomato	watermelon	lemon

grapes	orange	cherries	watermelon
cabbage	rice	strawberry	banana
tomato	lime	carrot	potato
apple	pineapple	tangerine	peach



grapefruit	tangerine	pineapple	lettuce
papaya	grapes	banana	orange
watermelon	peach	apple	tomato
strawberry	potato	mango	lime

mango	melón	lemon	apple
lettuce	pineapple	tangerine	carrot
peach	avocado	strawberry	lime
tomato	banana	cabbage	grapefruit

mango	melón	lemon	apple
lettuce	pineapple	tangerine	carrot
peach	avocado	strawberry	lime
tomato	banana	cabbage	grapefruit



Answer keys

TEACHERS` CARDS

apple	banana	cherries	grapes	tomato	lettuce
potato	grapefruit	mango	papaya	avocado	cabbage
carrot	onion	rice	lemon	melon	orange
watermelon	peach	pear	pineapple	strawberry	tangerine
lime					

DAILY ROUTINES

Level: Beginners
Time: 10 minutes
Resources: copies, pencils, CD, CD player.
Instructions:


- Play the CD, track 1.
- Ask students to listen to and crossoff the correct picture.



123Listening.com

Choose the Correct Picture

1.  

3.  

5.  

7.  

9.  

2.  

4.  

6.  

8.  

10.  



Taken from: www.123listening.com

Answer keys

DAILY ROUTINES

1. Go to school.
2. Brush your teeth.
3. Dry your hair.
4. Take a bath.
5. Wake up.
6. Eat breakfast.
7. Study.
8. Get dress.
9. Wash your face.
10. Get home.

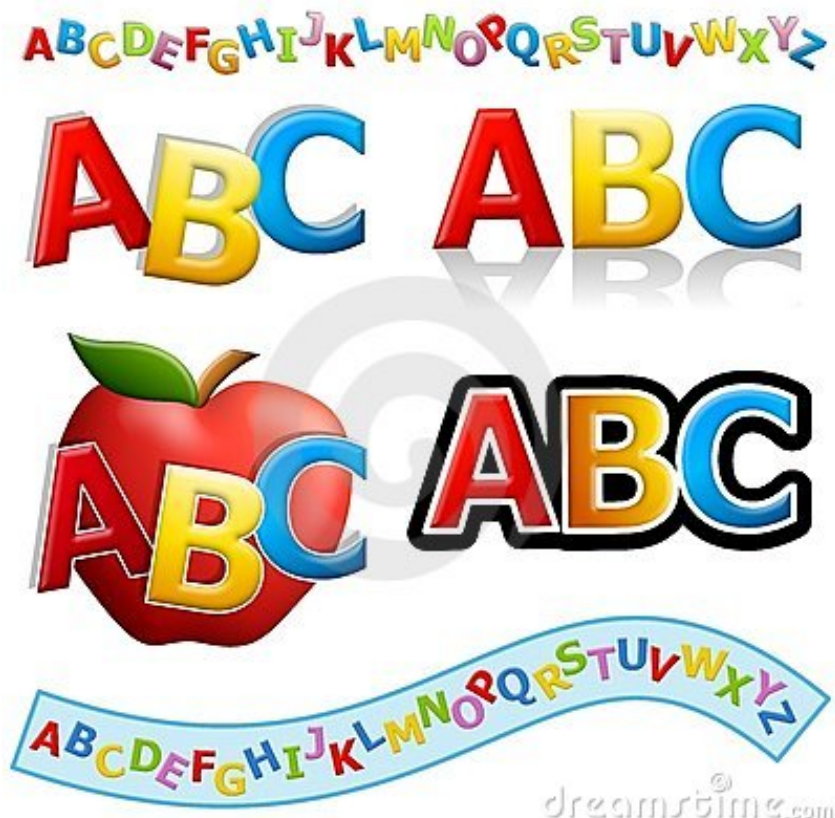
I'M GOING ON A TRIP

Level: Beginners

Time: 10 minutes

Instructions:

- Get students in groups of five.
- One person of the group starts saying, "I'm going on a trip and I'm taking an apple."
- The next person repeats that line and adds another object that begins with the next letter in the alphabet. For example, "I'm going on a trip and I'm taking an apple and a book"
- Have students adding thing to the list.



Taken from: <http://suite101.com/article/listening-exercises-and-games-for-primary-school-age-children-a312264>



MIX-UP

Level: Beginners
Time: 10 minutes
Resources: copies, pencils
Instructions:

- List a series of four or five words that would form a sentence if put in the proper order.
- Ask students to listen to the words and then decide on the correct order.

Listen to and put the sentences in order

1. I/ happy/ very /am

2. is/ very/beautiful /She

3. far/ is/ very /It

4. are/smart/ very/ You

5. He/ young/ is

6. friend/ is/ She/ my

7. We/ at/ home/ are

8. I/ boy/ French/ a/ am

9. at/ good/ are/ English/ You

10. friends/ are/ my/They

Taken from:<http://suite101.com/article/listening-exercises-and-games-for-primary-school-age-children-a312264>



Answer keys

MIX-UP

Listen to and put the sentences in order

1. I am very happy.
2. She is very beautiful.
3. It is very far.
4. You are very smart.
5. He is young.
6. She is my friend.
7. We are at home.
8. I am a French boy.
9. You are good at English.
10. They are my friends.



MY FAVORITE CLOTHES

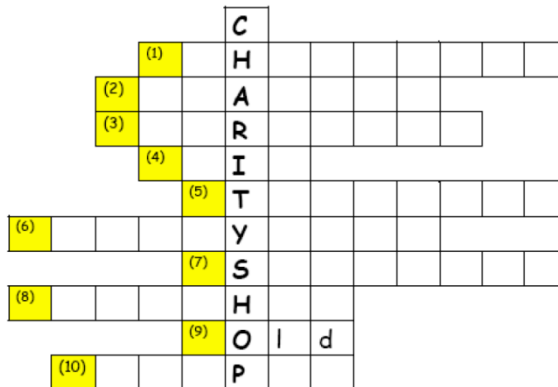
Level: Beginners
Time: 10 minutes
Resources: Copies, markers, reading (see next page).
Instructions:

- Xerox the activity below.
• Give away a copy to each student.
• Ask students to listen to the reading and complete the missing words.
• Write the missing words on the board to help students.
• Read the story (see the next page).
• Check the answers.
• Ask students to complete the crossword using the words.

MY FAVORITE CLOTHES

What are you doing Mum? Im taking your 9 clothes to the charity shop. Wait! They still 4 me, look. My 2 knitted this 10 for me. Its my favorite. The 7 are still OK though. Peter bought me these for my 3. Ok. Well the 5 are fine. I got these for 1. Yes. Christmas 2002. Oh why did I grow so much? I love these 8! I didnt take the clothes to the shop. Why not? On the way I found someone who really needed some new clothes. This 6

Complete the crossword using the words from the story, according to the number.



Taken from: http://learnenglishkids.britishcouncil.org/en/short-stories/my-favourite-clothes



Answer keys

MY FAVORITE CLOTHES

“What are you doing Mum?”

“I’m taking your old clothes to the charity shop.”

“Wait! They still fit me. Look.”

“Grandma knitted this jumper for me. It’s my favorite”

“The slippers are still OK though.”

“Peter bought me these for my birthday”

“OK. Well the trousers are fine.”

“I got these for Christmas.” “Yes. Christmas 2002”

“Oh why did I grow so much? I love these clothes.”

“OK you can take them.”

“I didn’t take the clothes to the shop.”

“Why not?”

“On the way I found someone who really needed some new clothes.”

“This teddy bear”

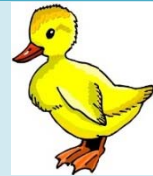
OLD MACDONALD HAD A FARM

Level: Beginners
Time: 10 minutes
Resources: Copies, CD, CD player.
Instructions:

- Make copies. (1 per student)
- Ask students to listen to and complete the missing names of the animals.
- Play the song, track 2.
- Play the song again and sing it with the students to check the answers.

OLD MACDONALD HAD A FARM

Old Macdonald had a farm ee-eye, ee-eye-oh.
And on that farm he had a _____ ee-eye, ee-eye-oh.
With a quack, quack here and a quack, quack there.
Here a quack, there a quack, everywhere a quack, quack.
Old MacDonald had a farm, ee-eye, ee-eye-oh.



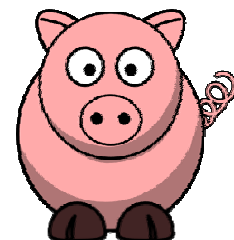
Old MacDonald had a farm ee-eye, ee-eye-oh.
And on that farm he had a _____ ee-eye, ee-eye-oh.
With a moo, moo here and a moo, moo there.
Here a moo, there a moo, everywhere a moo, moo.
Quack, quack here and a quack, quack there.
Here a quack, there a quack, everywhere a quack, quack.
Old MacDonald had a farm ee-eye, ee-eye-oh.



Old MacDonald had a farm ee-eye, ee-eye-oh.
And on that farm he had a _____ ee-eye, ee-eye-oh.
With a woof, woof here and a woof, woof there.
Here a woof, there a woof, everywhere a woof, woof.
Moo, moo here and a moo, moo there.
Here a moo, there a moo, everywhere a moo, moo.
Quack, quack here and a quack, quack there.
Here a quack, there a quack, everywhere a quack, quack.
Old MacDonald had a farm ee-eye, ee-eye-oh.



Old MacDonald had a farm ee-eye, ee-eye oh.
And on that farm he had a _____ ee-eye, ee-eye oh.
With an oink, oink here and an oink, oink there.
Here an oink, there an oink, everywhere an oink, oink.
A woof, woof here and a woof, woof there.
Here a woof, there a woof, everywhere a woof, woof.
Moo, moo here and a moo, moo there.
Here a moo, there a moo, everywhere a moo, moo.
Quack, quack here and a quack, quack there.
Here a quack, there a quack, everywhere a quack, quack.
Old MacDonald had a farm ee-eye, ee-eye-oh.



Taken from: <http://learnenglishkids.britishcouncil.org/en/songs/old-macdonald-had-farm>



Answer keys

OLD MACDONALD HAD A FARM LYRICS

Old Macdonald had a farm ee-eye, ee-eye-oh
And on that farm he had a **duck** ee-eye, ee-eye-oh
With a quack, quack here and a quack, quack there
Here a quack, there a quack, everywhere a quack, quack
Old MacDonald had a farm, ee-eye, ee-eye-oh.

Old MacDonald had a farm ee-eye, ee-eye-oh
And on that farm he had a **cow** ee-eye, ee-eye-oh
With a moo, moo here and a moo, moo there
Here a moo, there a moo, everywhere a moo, moo
Quack, quack here and a quack, quack there
Here a quack, there a quack, everywhere a quack, quack
Old MacDonald had a farm ee-eye ee-eye-oh.

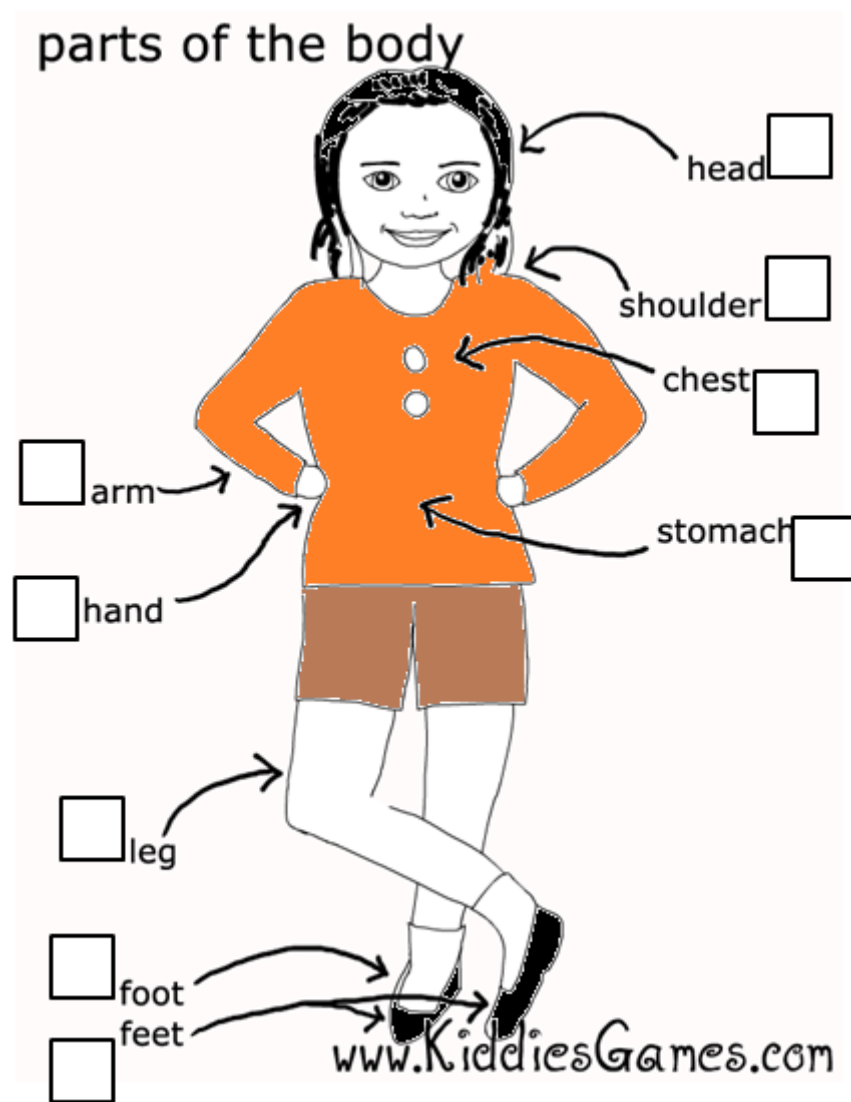
Old MacDonald had a farm ee-eye ee-eye-oh
And on that farm he had a **dog** ee-eye, ee-eye-oh
With a woof, woof here and a woof, woof there
Here a woof, there a woof, everywhere a woof, woof
Moo, moo here and a moo, moo there.
Here a moo, there a moo, everywhere a moo, moo
Quack, quack here and a quack, quack there
Here a quack, there a quack, everywhere a quack, quack
Old MacDonald had a farm ee-eye, ee-eye-oh

Old MacDonald had a farm ee-eye, ee-eye oh
And on that farm he had a **pig** ee-eye, ee-eye oh
With an oink, oink here and an oink, oink there
Here an oink, there an oink, everywhere an oink, oink
A woof, woof here and a woof, woof there
Here a woof, there a woof, everywhere a woof, woof
Moo, moo here and a moo, moo there
Here a moo, there a moo, every where a moo, moo
Quack, quack here and a quack, quack there
Here a quack, there a quack, everywhere a quack, quack
Old MacDonald had a farm ee-eye, ee-eye-oh.

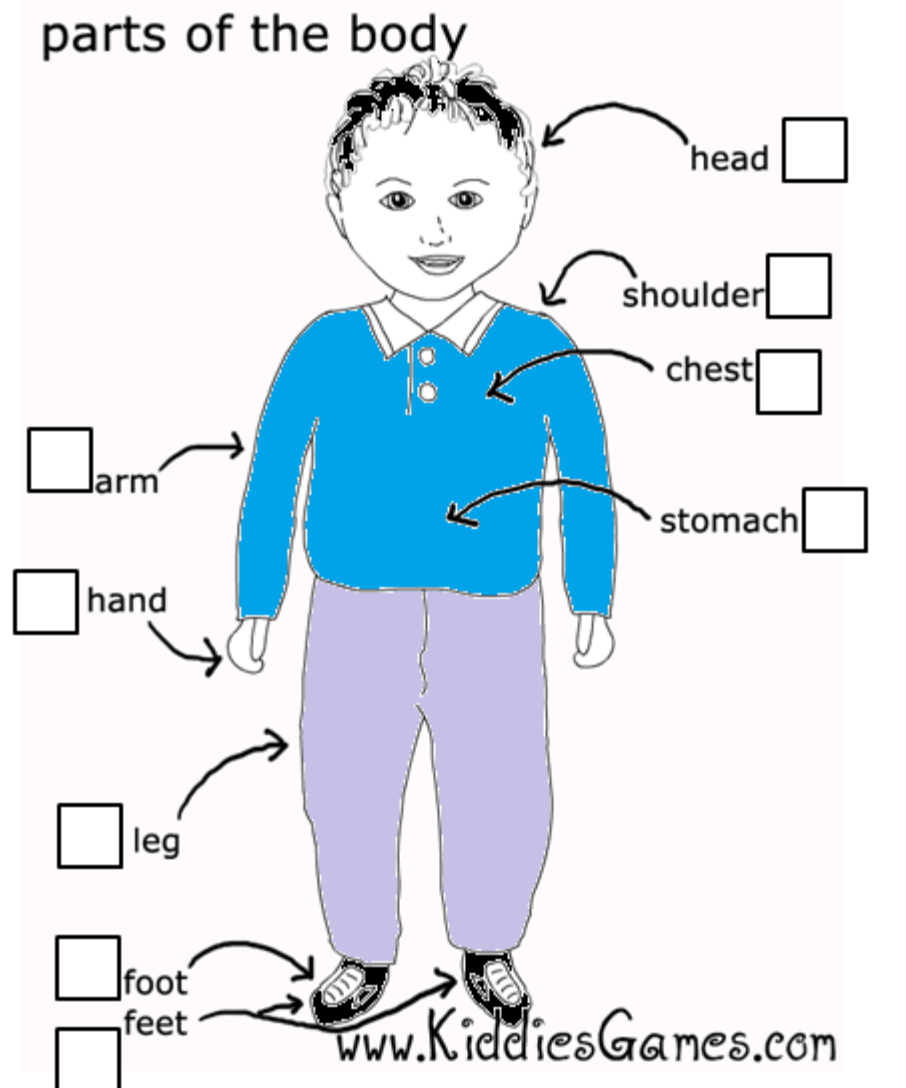
PARTS OF THE BODY

Level: Beginners
Time: 10 minutes
Resources: Copies, reading (see next page).
Instructions:

- Make copies. (1 per student)
- Ask students to listen and number the parts of the body according to the picture.



Taken from: http://www.kiddiesgames.com/en/images/colorpg_kiribodyen.gif



Taken from: http://www.kiddiesgames.com/en/images/colorpg_clarkbodyen.gif



Answer keys

PARTS OF THE BODY

1. Chest
2. Arm
3. Head
4. Foot
5. Shoulder
6. Feet
7. Stomach
8. Hand
9. Leg

SCHOOL OBJECTS

Level: Beginners
Time: 5 minutes
Resources: Copies, reading list (see next page).
Instructions:

- Make copies. (1 per student)
- Ask students to listen to the words and circle the correct pictures.
- Check answers.

SCHOOL OBJECTS



Taken from: http://elt-primaria.wikispaces.com/school_01



Answer keys

SCHOOL OBJECTS

- Bag
- Student
- Pencil
- Book
- Eraser
- Globe
- Board
- Marker
- Ruler
- Teacher



SIMON SAYS

Level: Beginners

Time: 10 minutes

Resources:

Instructions:

- Give the class a series of instructions.
- Students have to obey only if the command is prefaced by ***Simon says...***

Example:

Stand up (no response)

Simon says, stand up. (students stand up)

Simon says, clap twice. (students clap)

Clap three times (silent)

Sit down (students remain standing)

Taken from: <http://www.funenglishgames.com/activities.html>




Taken from: <http://www.funenglishgames.com/activities.html>

THE LAZY BEAR


Level: Beginners
Time: 10 minutes
Resources: Copies, markers, a teddy bear, pictures about the seasons and reading (see next page).

Instructions:

- Make copies. (1 per student)
- Ask them to look at the pictures, listen to the story and complete the missing words.
- Read the story using the teddy bear.
- Check the answers.




THE LAZY BEAR



It's _____ in the forest. The _____ has gone, _____ are growing and the _____ are waking up.
Bruno the _____ is still asleep. He doesn't know that it's spring.
"Listen! Bruno is snoring!"

Now it's _____. It's _____ and the animals are having lots of fun. But where's Bruno?
Bruno is still asleep. He doesn't know that it's summer.
Now it's _____. The leaves are turning red, _____ and orange. The animals are getting ready for winter. But where's Bruno?
Bruno is still asleep. He doesn't know that it's autumn.
Now it's _____. You can't see the animals. They're all asleep in their warm homes. But where's Bruno?
"What a _____ long sleep. Snow! It's winter! I'm all alone."
It's spring again. The animals are very happy. They're having a party.
But where's Bruno?
"Bruno!"



_____ is awake at last. Now he knows that it's spring.

Taken from: http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/lazy-bear-story_0.pdf

Answer keys**STORY****THE LAZY BEAR**

It's spring in the forest. The snow has gone, leaves are growing and the animals are waking up.

Bruno the bear is still asleep. He doesn't know that it's spring.

"Listen! Bruno is snoring!"

Now it's summer. It's warm and the animals are having lots of fun. But where's Bruno?

Bruno is still asleep. He doesn't know that it's summer.

Now it's autumn. The leaves are turning red, yellow and orange. The animals are getting ready for winter. But where's Bruno?

Bruno is still asleep. He doesn't know that it's autumn.

Now it's winter. You can't see the animals. They're all asleep in their warm homes. But where's Bruno?

"What a nice long sleep. Snow! It's winter! I'm all alone."

It's spring again. The animals are very happy. They're having a party.

But where's Bruno?

"Bruno!"

Bruno is awake at last. Now he knows that it's spring.