

Section 7, Unit 4: Sample Student Book Activities for Teaching Listening

I. ACTIVITIES TO PRACTICE THE SOUND SYSTEM

1. Listen and Repeat

This is an activity for elementary school students. It could be done as a pre-listening activity to pre-teach asking about prices.

E. Listen and repeat.



David: How much is it?

Salesclerk: It's \$1.



Audio:

David: How much is it?

Salesclerk: It's \$1.

2. Sound Discrimination

This is from a middle school textbook. Sound discrimination activities like these are good pre-listening activities. They help students' comprehension.

A. How is the final -s pronounced in these words? Listen and circle.



makes	/s/	/z/	/iz/
does	/s/	/z/	/iz/
finishes	/s/	/z/	/iz/
takes	/s/	/z/	/iz/
reads	/s/	/z/	/iz/
plays	/s/	/z/	/iz/
gets	/s/	/z/	/iz/
dances	/s/	/z/	/iz/



Audio:

makes
does
finishes
takes
reads
plays
gets
dances

3. Stress and Intonation Recognition

This is from a middle school textbook. Stress and intonation activities like these are usually done post-listening. They help students to listen for key words.

A. Listen to the sentences. Underline the stressed words.

CD 4
TRACK 7

1. I walk to school every day.
2. The teacher is from Canada.
3. My classmates are very nice.
4. The school doesn't have a library.
5. We use the computers in the lab to practice.

 CD 4
TRACK 7

Audio:

1. I walk to school every day.
2. The teacher is from Canada.
3. My classmates are very nice.
4. The school doesn't have a library.
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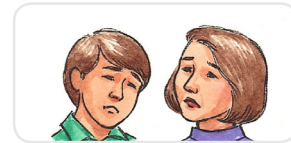
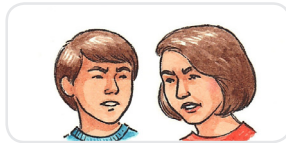
II. ACTIVITIES TO PRACTICE MEANING

4. Identify the Topic/Emotion/ Speaker

This is an activity from an elementary school textbook. Students do this during listening. It helps them to focus on the meaning of the three different conversations.

C. Robert and his mother are talking on three different days. Listen to the conversations. What are they feeling? Write the number of the conversation in the box.

CD 3
TRACK 12



 CD 3
TRACK 12

Audio:

- Conversation 1** Mother: Hi, Robert. How was the game?
Robert: Terrible. I didn't get to play very much.
Mother: That's too bad. Did the team win?
Robert: No, we didn't.
Mother: Oh, I'm sorry. Maybe next time will be better.
- Conversation 2** Mother: Robert, come here right now.
Robert: Yes, mom?
Mother: Did you break this lamp?
Robert: Umm, yes, I did, but it wasn't my fault! Susie made me do it!
Mother: I've told you many times. Don't play soccer in the house. This is what happens.
- Conversation 3** Robert: Hi mom. What's for dinner?
Mother: We're going out to dinner.
Robert: Really? Why? It's a school night.
Mother: Your father just got a promotion. We're celebrating!

5. Sequencing

This is an activity for secondary students. It is done during listening. Students recognize what they are listening to.

- B. Listen to the boy talk about his class schedule. Write the classes next to the correct period. Choose from the classes in the box. There is one extra.**



Spanish biology health math history English

STAPLES HIGH SCHOOL		
Joseph Garafola St. ID: 2271151 Fall 2012 Schedule		
PERIOD	CLASS NAME	ROOM
1		522
2		306
3		307
LUNCH		
4		105
5		423



Audio:

Mother: Hi honey. How was school?

Joseph: Good.

Mother: Did you get your new schedule?

Joseph: Yes. Here it is. I have history first, followed by math.

Mother: History is first period? What time does that start?

Joseph: 8:00. Then, after history is math, and then English is third period.

Mother: That's going to be a busy morning.

Joseph: Yes. Then I have lunch. After lunch I have Spanish.

Mother: Oh, and is that it?

Joseph: No, I have one more. Biology is fifth period.

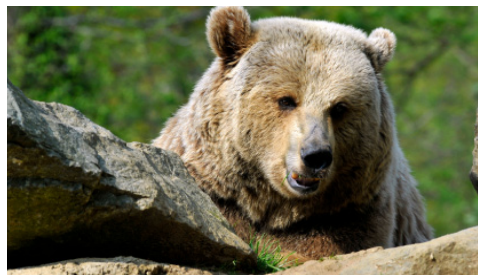
6. Answer Comprehension Questions

This is an activity from a middle school textbook. Students do this while they listen to focus on key information.

- A. Listen to the information about grizzly bears. Answer the questions.**



1. Where do grizzly bears live?
2. What do they eat?
3. What do they do in the winter?



Audio:

Grizzly bears live in western North America. They eat both plants and animals. They especially like berries and fish. In the winter, grizzly bears go into a deep sleep. They eat a lot to gain weight first. They usually wait for a big snowstorm and then they go into their den. They stay in their den for several months until spring comes.

7. True or False

This is an activity for secondary students. It is done during or after listening.



A. Listen to the phone conversation.



CD 2
TRACK 10

Circle True or False.

1. Mary returned from her vacation last week. True False
2. She and her family had a good time. True False
3. They went to the mountains. True False
4. The weather was sunny and nice. True False
5. They couldn't swim at all. True False
6. Her family went to an aquarium. True False



CD 2
TRACK 10

Audio:

Mary: Hi, Tina. This is Mary.

Tina: Hi, Mary. Are you back from your vacation?

M: Yeah, we just got back last night.

T: Did you have a good time?

M: Mostly. It was fun, but the weather was terrible.

T: Where did you go again? The mountains?

M: No, we went to the beach. And it rained almost every day.

T: That doesn't sound like fun.

M: Well, it didn't rain until afternoon, so we could swim in the morning. And then in the afternoon, we did other things.

T: Like what?

M: Sometimes we played board games, and sometimes we went to an interesting place.

T: What interesting places did you see?

M: The aquarium, and a history museum, and a shopping mall.

III. ACTIVITIES TO PRACTICE MAKING INFERENCES AND APPLYING INFORMATION

8. Graphic Organizers

This is an activity for elementary students. It is done during and after listening. The checking off of the topics is done during the listening and the T-chart is done after. It helps students to organize the information they heard.

A. Listen to the conversation. Check the things Ben mentions.



- ☐ a. his teacher
- ☐ b. the cafeteria
- ☐ c. his classroom
- ☐ d. the classroom animals
- ☐ e. the pictures on the wall
- ☐ f. the school bus ride
- ☐ g. the playground
- ☐ h. the other students
- ☐ i. the desks and chairs
- ☐ j. the homework

B. Now, complete the T-chart with the things Ben likes and doesn't like about his new school.

<i>Things I like</i>	<i>Things I don't like</i>



CD 3
TRACK 16

Audio:

Sister: Hi, Ben. How do you like your new school?

Ben: It's okay, I guess.

Sister: Do you like your teacher?

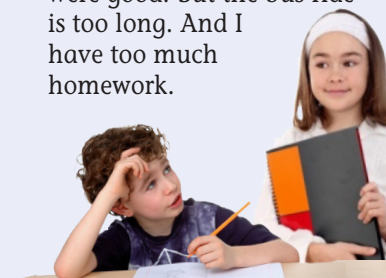
Ben: Yes, she's great. She's funny and nice.

Sister: Do you like your classmates?

Ben: I don't know. No one really talked to me today. They all know each other. I'm the only new student.

Sister: Oh. That's too bad. What else do you like?

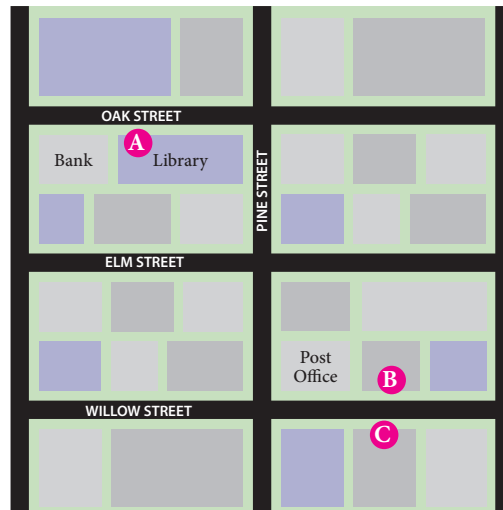
Ben: We have a fish tank in the classroom. I like the fish. And the cookies at lunch were good. But the bus ride is too long. And I have too much homework.



9. Find/Mark the Route

This is an activity for middle or secondary students. It is done during listening. It helps students to focus on the directions and shows the students if they are understanding them correctly.

D. You are at the post office. Listen to the directions. Follow the route. Is the drugstore at location A, B, or C?



Audio:

Listen to the directions. Follow the route. Is the drugstore at location A, B, or C?

Male speaker: Excuse me? Can you give me directions to the drugstore?

Female: Sure. Go out of the bank and turn right on Oak Street. Go past the library. Then turn right on Pine Street. Go to the second intersection and turn left. The post office is on your left. Go past the post office and the drugstore is on your right. It's in the middle of the block.

10. Forms

This is an activity for middle or secondary students. It is done during listening.

A. Listen. Take the message.



_____ can't make _____
today. Has _____ at 3. He
wants to do it after _____
Call him on his cell or at home at
_____ or text him.



Audio:

Hi, this is Tom. I can't come over today to work on the project together. I have soccer practice at 3. I'm sorry. Can we do it after dinner? Give me a call here or at home at 555-3924. Or you could text me.