

4.2	<p><i>You are PATTY</i></p> <ul style="list-style-type: none"> - I've been in the band for six years. - I play the piano. - I'll be 27 years old in two months. - I started to learn the piano when I was ten. 	<p><i>You must look for SIMON</i></p> <p>He will be 30 years old in December. He has been in the band for eight years. He is the band leader. He bought a new trumpet yesterday.</p>
4.3	<p><i>You are SIMON</i></p> <ul style="list-style-type: none"> - I've been in the band for eight years. - I bought a new trumpet yesterday. - I'm the band leader. - I'll be 30 years old in December. 	<p><i>You must look for OLIVER</i></p> <p>He is the youngest member of the band. He sings songs. He has just left school. His sister opened a jeans shop last month.</p>
4.4	<p><i>You are OLIVER</i></p> <ul style="list-style-type: none"> - I'm the youngest member of the band. - I sing songs. - I've just left school. - My sister opened a jeans shop last month. 	<p><i>You must look for ERIC</i></p> <p>He plays the drums. He has just bought a new sports car. His mother told him not to join the band. He'll be 23 years old next month.</p>
4.5	<p><i>You are ERIC</i></p> <ul style="list-style-type: none"> - I play the drums. - I've just bought a new sports car. - My mother told me not to join the band. - I'll be 23 years old next month. 	<p><i>You must look for TONY</i></p> <p>He has just bought a sports car. He bought a new guitar last month. He has just left the army. He will be 26 years old next month.</p>

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Level: Beginners

Organisation: Class

Time: 10 minutes

Listening Games

Preparation

Story with many numbers mentioned.

Learning to understand spoken English is an important step towards the goal of becoming proficient in the foreign language. Although – in a monolingual classroom – the pupils practise listening from the very first lesson, it is nevertheless necessary to provide them with additional listening activities so that they may experience different listening skills (e.g. listening for gist, listening for detail, scanning) and so that they get used to a variety of listening texts and situations.

Procedure

Each Player is given a number. If there are 25 players, each player is assigned one number between 1 and 25. The teacher then tells the story he or she has thought of. Whenever a number is mentioned the player who was assigned that number has to stand up, turn a full circle on his heels and sit down again. Someone who does not react to his number being mentioned has to give a forfeit.

In playing the following games the learners perform different listening tasks. In “Numbers Story” the players have to identify just one particular word and react to it. “Instructions” demands that they listen for detail.

Remarks

Any story in which all the numbers between, say, 1 and 25 turn up several times is bound to be rather silly. Also, standing up and turning around will only be a lot of fun for children. For older beginners and different language content of game and story a few variations are suggested below.

1. Numbers Story

Skills/aims: Listening comprehension, understanding numbers

Variations

1. For practising the numbers from 1 to 10, two or more players are assigned the same number each. This introduces an element of competition as each player will watch his or her counterparts to see if and when they react. Should higher numbers than 9 occur in the story, e.g. 137, the players who were assigned the individual digits of that number (1, 3, and 7) have to stand up.

2. Instead of standing up etc. a different reaction may be agreed on, e.g. clapping one's hands or tapping on the table with a pen. This would make the game more acceptable for adult learners.

3. Instead of numbers any restricted word field may be used, e.g. colours, times of the day, months, terms of family relationships.

2. Instructions

Skills/aims: Listening comprehension, understanding instructions, short-term memory

Level: Intermediate

Organisation: Pairs or groups

Time: 10 to 15 minutes

Preparation

A set of the same materials (e.g. Lego bricks) for each group or pair of players; for the teacher a finished model (e.g. built of Lego blocks) and the instructions of how to make it.

Procedure

The teacher distributes the materials to each group or pair of players and explains the task. The instructions are read out twice, the first time rather quickly in order to give the players a chance to arrange their materials and gain a faint idea of what they are about to build. The players are not allowed to write anything down. The second time the teacher reads the instructions more slowly, but not too slowly so that they may not be followed too easily. After a few minutes the results are compared.

Remarks

This activity can be done with anything from drawing to folding paper aeroplanes, arranging tangram pieces or other objects. The players themselves can be asked to invent an arrangement and write the instructions to be followed by another group. Then it becomes an activity for practising both reading comprehension and writing.

