

# Effective Use of the Textbook: Teaching Speaking and Listening

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## Contents

### 1. Activities

- |                       |   |
|-----------------------|---|
| ① What am I?          | 1 |
| ② Puzzle conversation | 1 |
| ③ Draw this           | 2 |
| ④ Spot the difference | 2 |
| ⑤ Order song          | 3 |
| ⑥ What will you see   | 3 |
| ⑦ Pass it on          | 4 |
| ⑧ Dialogue balls      | 4 |
| ⑨ Video Bingo         | 5 |
| ⑩ The hunt            | 5 |

### 2. Songs you can use with the textbook 5

### 3. Worksheets

- |               |     |
|---------------|-----|
| ① Worksheet A | 6   |
| ② Worksheet B | 7-9 |
| ③ Worksheet C | 10  |
| ④ Worksheet D | 11  |

### 4. Order Song - The words 12

### 5. What will happen next? 13

## Who/What am I?

**Level:** Grade 2-3

**Time:** 5-6min

**Materials and Preparation:**

Paper with topic (picture/word) and sticky tape.

Example topics: Food, Jobs, Places, Animals,

**Method:**

Each student is given a piece of paper with the target vocabulary on it (it can be pictures or words) and a piece of sticky tape.

Students find a partner and stick their paper on their partners back. Make sure that they re not to know what is on their own back.

Teacher informs the class of the category (food, places, jobs etc).

Once all the students have a piece of paper on their back, students walk around the class asking other students questions until they know what they are. Students may only ask one question to a person and then move to someone new.

## Puzzle conversation

**Level:** Grade 1-3

**Time:** 8-10min

**Materials and Preparation:** Any dialogue decided on before the class and written down for the teachers. Each student in the group should receive their own line of the dialogue. so ensure that the dialogue is long enough.

**Method:**

Students get into groups of 6-8. Students assign themselves numbers in the group (if there are 6 members then 1-6). JTE and ALT have a dialogue with a number assigned to each line of the dialogue. The numbers are not in order. Student Number 1 goes to teacher and teacher reads out a line from the dialogue. The student must remember this line and go back to the group. Students' 2-6 follow until everyone in the group has a line given by the teacher. Students must share their lines with each other and organize their team in a row in the correct order for the dialogue. Once they are certain of the order they sit down, first team to sit down is the winning team. Students are welcome to go to the teacher as many times as they want to hear their line of the dialogue again.

## Draw this

**Level:** Grade 2-3

**Time:** 5-7 (Depends on how much detail the picture has)

**Materials and Preparation:** Worksheet A

**Method:**

Students work in pairs. One student has a picture in front of them and the other has a blank page. Student with the picture must describe their picture to their partner who then draws what is being described.

***TIP:*** It's a lot more fun when **both** students are not to show their partner their pictures until the very end, this helps to avoid the describer from correcting his/her description...pictures come out a lot more interesting.

## Spot the difference

**Level:** Grade 1-3

**Time:** 5-7minutes

**Materials and Preparation:** Worksheet C and D (or something similar to it depending on the target words)

**Method:**

Students get worksheet with option of all the words that will be read. They must choose the correct word to get the correct result.

Worksheet C: A word from the top row of the table is read to the students, then a word from the first column is read. The words in the middle are formed into sentences during the game. You will need to prepare a few sentences before you go into class. Teacher reads out a word from the top row and then a word from the first column. Students look to where the words intersect and write down the word. A few sentences can be made and then you can ask students what the sentences were.

Worksheet D: Individual activity. Students must choose which word they hear and follow the path. At the end the teacher tells them at which outcome they should have reached. This can be repeated 2 or 3 times.

## Song order

**Level:** Grade 1-3

**Time:** 8-10min

**Materials and Preparation:** Clear and easy to understand song. Lyrics should be typed out and then cut into lines and put into envelopes depending on how many groups. (4-6 students per a group is best)

**Method:**

Each group gets an envelope with the lines of a song. Before the music starts the students should take the lines out and spread them out on the desk face up. When the music starts, the students must place the lines in order of the song. The song can be repeated and then even played a third time, depending on the student's progress.

My students love this game, but the first time the music started they panicked thinking they couldn't do it, so make sure they understand that you will play the song again.

***TIP:*** Give them a hint and tell them to each take a line or two and then put it down when they hear it.

## What will you see?

**Level:** Grade 3

**Time:** 10-12min

**Materials and Preparation:** Video clip that is clear and easy to understand.

**Method:**

Students listen to a scene from a movie with the screen blank. The scene can be played twice or three times depending on the level of the class and the difficulty of the scene. Then complete the worksheet.

**Example questions:**

How many people in scene?

Where are they?

What sounds did you hear?

What are they doing?

What do you think they are wearing?

## Pass it on

**Level:** Grade 1-3

**Time:** 8-10min

**Materials and Preparation:** Target dialogue

**Method:**

Students sit in groups in circles. Each group chooses someone who will start. Teacher writes a dialogue on the board or gives each student the dialogue on a piece of paper. Students practice the dialogue before the game together as a class to get them familiar and a little more confident. First student starts by saying the first line of the dialogue and at the same time looking at someone in the circle, this student has then passed it on to the person they are looking at. That person then says the next line of the dialogue while "passing it on" to someone else. Once the dialogue is finished the group stands up together. First allow the groups to start at different times and practice at their own pace and then after a few practice rounds, have the students start together and race against each other. First group to finish the dialogue wins.

## Dialogue balls

**Level:** Grade 1-3

**Time:** 5-7min

**Materials and Preparation:** Any dialogue, up to 6 soft balls

**Method:**

Practice target dialogue until students are fairly comfortable with it. Maybe write the dialogue on the board so that they can refer to it if need be.

Students stand in a big circle. First person calls the name of someone and starts the dialogue with that person. When the dialogue is finished the person with the ball passes it to his/her dialogue partner. That person then calls someone else and repeats the dialogue with them. Teacher starts to introduce new balls to the circle therefore increasing the number of dialogues that are happening at the same time. You can have up to 6 conversations going at the same time. Warning: This game can be a bit noisy but the students enjoy shouting over each other. Make sure you have really soft balls to throw around.

## Video Bingo

**Level:** Grade 1-3

**Time:** 8-10 minutes

**Materials and Preparation:** Clear bingo sheet with words at the bottom of the page that are in the scene you will play

**Method:**

Students choose words from the provided list and fill in the blank bingo sheet. Students watch the scene. When the students hear a word that is on their bingo sheet, they mark it off.....until they get bingo

## The hunt

**Level:** Grade 1-3

**Time:** 10-12min

**Materials and Preparation:** Worksheet B ( this worksheet is for the grade 1 target sentence "I have two brothers" ). Photocopy Worksheet B so there are two of the same "cards". Cut up cards and hand 1 to each student.

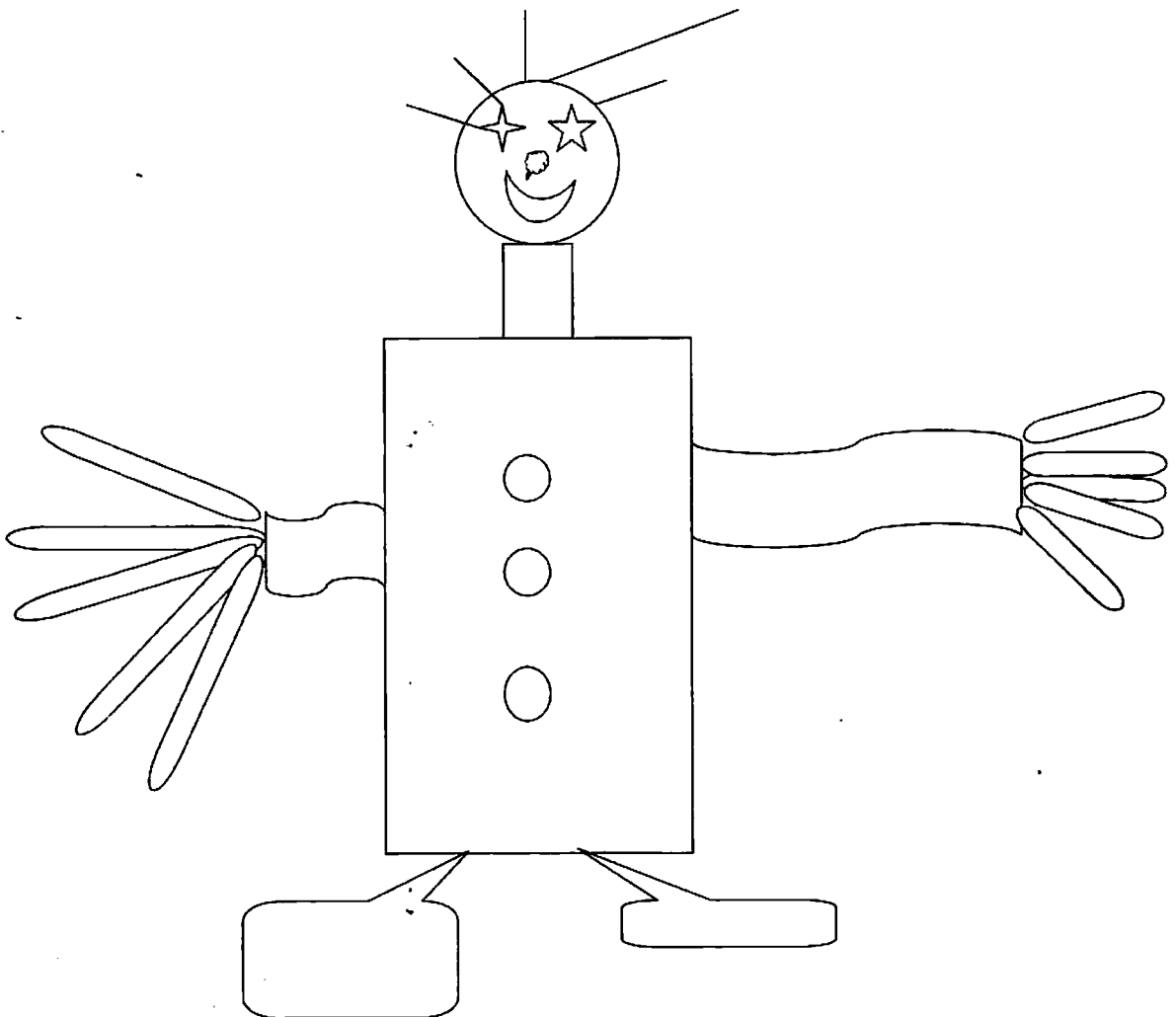
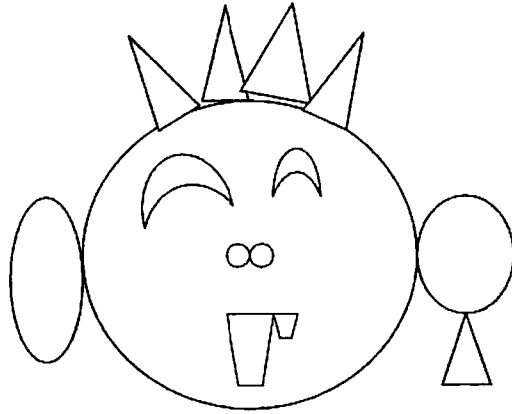
**Method:**

Each student is given a worksheet. They must find someone who has the same sheet. Ideally there should be only 2 people who have the same sheet, this does require a little more preparation but makes the activity more effective since it requires the students to ask more people until their partner is found.

## Songs you can use for textbook lessons

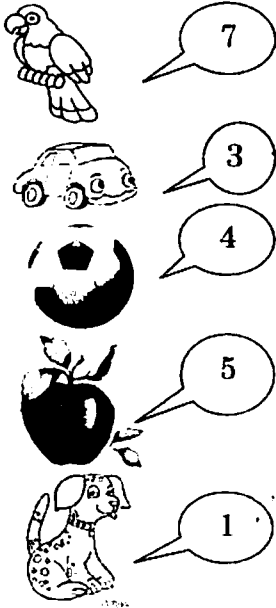
- 1) I don't like reggae - French Connection ( grade 1 "I like/I don't like")
- 2) Can't buy me love - The beatles ( 3 grade " makes me happy" and "if we have time")
- 3) It's so hard to say goodbye to yesterday - Boys II men  
(grade 3 "how do I?" and "its hard to")
- 4) Logical song - Supertramp ( adverbs vs adjectives and "When I was" )
- 5) All of my life - Phil Collins (verb tenses: future, present, perfect)
- 6) Wonderful tonight- Eric Clapton ( simple present)
- 7) Lazing on a Sunday afternoon - Queen (prepositions, days)
- 8) Tom's Diner - Suzanne Vega ( present participle)

Worksheet A



# Worksheet B

How many \_\_\_\_\_  
Do you have?



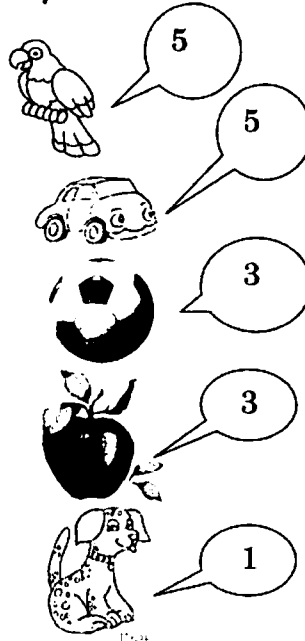
I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



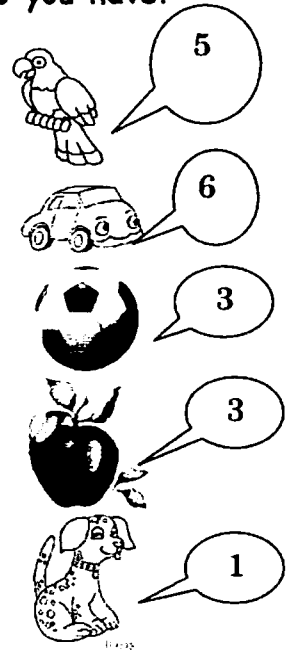
I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



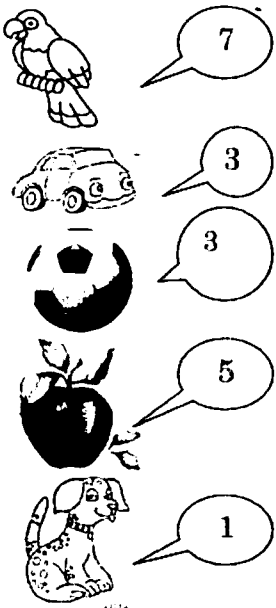
I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



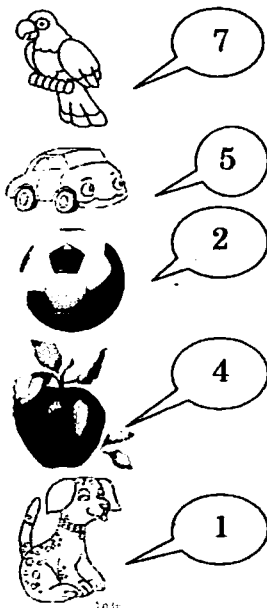
I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



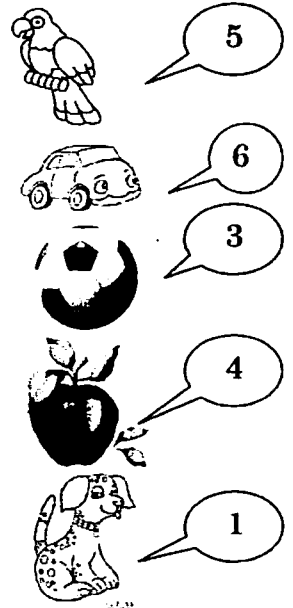
I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



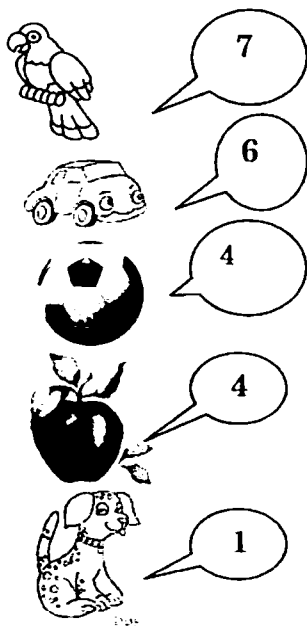
I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



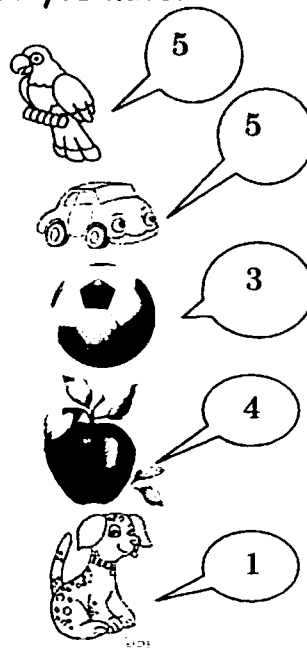
I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



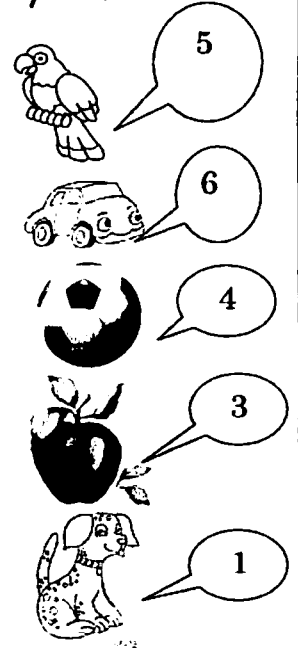
I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



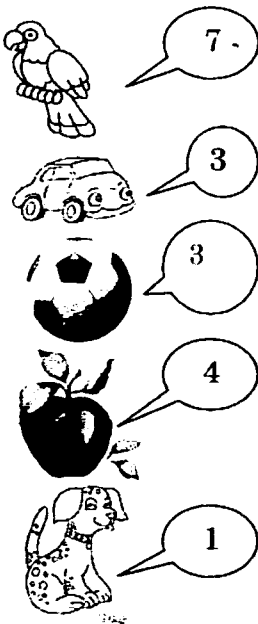
I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



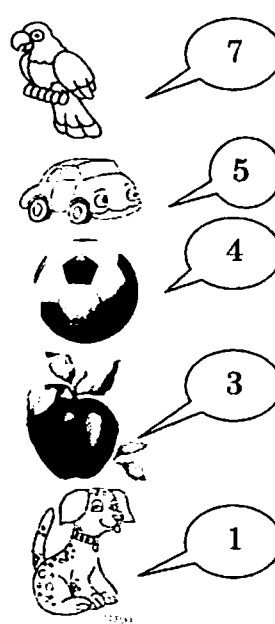
I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



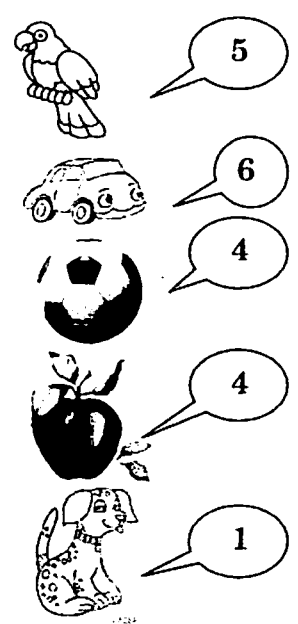
I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



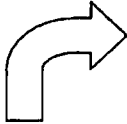



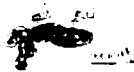






I have \_\_\_\_\_

How many \_\_\_\_\_  
Do you have?



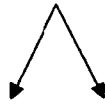
I have \_\_\_\_\_

## Worksheet C

	right 	light 	fly 	fry 	liver 	river 
rice  rice	he	like/s	weather	she	dogs	Cats
lice 	and	hot	cold	girlfriend	music	the
<b>VERY</b>	Tokyo	cars	can	sing	good	a/an
berry 	have	to	dance	difficult	Japanese	English
grass 	more	less	SMAP	GORIE	I	You
glass 	baseball	play	do	not	is	in

Worksheet D

START



rice lice

rice lice rice

rice lice rice lice

rice lice rice lice rice

rice lice rice lice rice lice rice



START



grass glass

grass glass grass

grass glass grass glass

grass glass grass glass grass

grass glass grass glass grass glass



# Tom's Diner

I am sitting in the morning at the diner on the corner.  
I am waiting at the counter for the man to pour the coffee  
And he fills it only halfway and before I even argue  
He is looking out the window at somebody coming in  
"It is always Nice to see you" Says the man behind the counter  
To the woman who has come in she is shaking her umbrella  
And I look the other way as they are kissing their hellos  
I'm pretending not to see them Instead I pour the milk  
I open up the paper there's a story of an actor  
Who had died while he was drinking it was no one I had heard of  
And I'm turning to the horoscope and looking for the funnies  
When I'm feeling someone watching me and so I raise my head  
There's a woman on the outside looking inside does she see me?  
No she does not really see me because she sees her own reflection  
And I'm trying not to notice that she's hitching up her skirt  
And while she's straightening her stockings her hair is getting wet  
Oh, this rain it will continue through the morning as I'm listening  
To the bells of the cathedral I am thinking of your voice...  
And of the midnight picnic once upon a time before the rain began...  
I finish up my coffee. It's time to catch the train

## What will you see next?

1. How many people are there?

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2. Where are they?

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3. What are they doing?

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4. Did you hear any names?

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5. What noises can you hear?

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