

## Listen and Respond

**Level:** A1.1, A1.2

**Age:** 4-8

**Organization** whole class

**Aims:** To listen and respond non-verbally to instructions; to develop concentration skills, confidence and physical coordination.

**Language Focus:** *In the examples:* imperatives and:

B) classroom objects

C) & E) classroom objects, toys, any vocabulary on flashcards

D) classroom objects, prepositions of place

F) any vocabulary on flashcards, eg animals

*Alternatives:* any other familiar lexical set, eg parts of the body, food, colors, clothes

**Materials:** *Essential:* classroom objects, (F) flashcards; *Optional:* flashcards

### Procedure

Use any one or a combination of the following procedures.

#### A) Do the actions

1. Give the children instructions, eg *Walk! Jump! Run! Skip! Hop!* Do the actions with the children at first.
2. Repeat the sequence regularly, eg as an opening or closing lesson routine. Introduce other new actions gradually to the sequence, eg *Fly/ Walk on tiptoe! March!* Stop doing the actions yourself as children become familiar with the language and can respond confidently.

#### B) Show me

Say, eg *Show me your book/ your pencil / your shoes* and hold up or point to the items with the children as they respond at first.

#### C) Bring me

1. Lay out classroom objects, toys or flashcards on a table away from you and the children.
2. Ask pairs of children to bring you the objects or flashcards in turn, eg *Bring me the red crayon, please! / Thank you.*

#### **D) Put it here**

1. Ask the children to hold up a crayon (or other small classroom object).
2. Say, eg *Put/he crayon on your book/ in your bag/ under your desk* and children respond with you at first.
3. Speed up the instructions as children become more confident.

#### **E) Take a photo**

1. Ask the children to Imagine they have a camera and demonstrate this.
2. Either stick flashcards on the walls around the classroom or use real objects or furniture.
3. Give Instructions to pairs of children In turn, eg *Take a photo of the elephant/, please!*
4. Children walk over to the flashcard of the elephant and pretend to take a picture. They can also say Click! Each time they do this.
5. Encourage the rest of the class to clap and say, eg *Fantastic!* if they take a 'photo' of the object you say.

#### **F) Jump to the elephant**

1. Stick flashcards on different walls around the classroom.
2. Give instructions to pairs or groups of children in turn, eg *Jump to the elephant! I hop to the tiger!*
3. Encourage the rest of the class to clap and say, eg *Hurray!* if children do the correct action and go to the correct flashcard.

#### **Comments and Suggestions**

- Short activities such as the above give children lots of opportunities to listen to the teacher and respond non-verbally. This is non-threatening and builds up children's familiarity with listening to English in a natural way.
- You can vary the instructions to fit in with whatever you are teaching, eg *Touch your nose / eyes / mouth* for parts of the body; *Touch something blue /red / green* for colors; *Point to your trousers / shoes / shirt for clothes; Eat a(n) banana / apple / ice cream for food.*
- You can also increase the challenge by varying the type of instructions, eg *Jump three times /Touch your nose! / Point to the window!* or by saying, eg *if you're wearing something blue, wave your arms! /if you're wearing something red, touch your toes!*