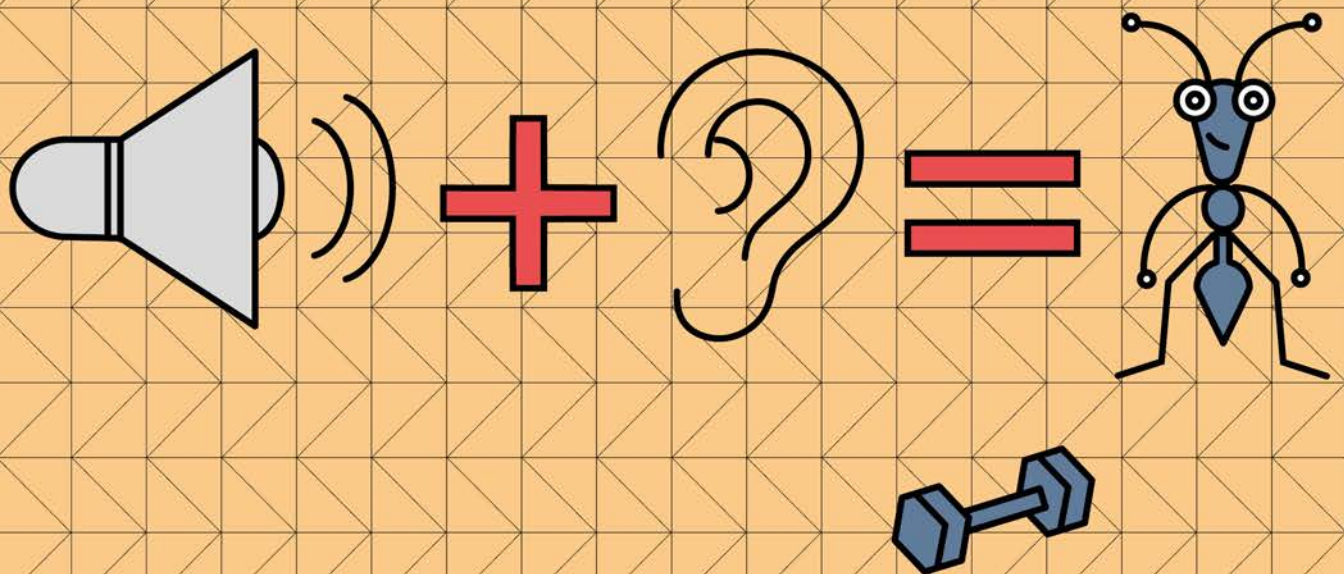


“Listen and act out”



Open Source Multilingual Teaching Materials Forum for Migrant Pupils in Europe

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■ The aim and methodological background of the material

The study material “Listen and act out” is targeting non-native kindergarten and primary school children aged 4-10 years and is aiming at developing their basic listening comprehension skills.

“Listen and act out” is based on the well-known method of Total Physical Response (TPR) that was developed by James J. Asher.

Asher pointed out that most of the interactions that young children experience with parents or other adults combine both verbal and physical aspects. He noted that it is natural for young children who are acquiring their mother tongue to spend a long time listening to language before attempting to speak themselves and that they are able to react to utterances that are much more complex than those they can produce themselves.

In Estonia good results have been achieved through using the TPR method with young non-native children. Some of the advantages of working with TPR include the following:

- Listening and acting out are fun and reduce stress and anxiety that can occur when children enter a foreign language environment;
- TPR can be used in multilingual classes, as meanings are conveyed by actions and no translating takes place;
- TPR can be used in both large and small classes with children of different language levels;
- TPR can be used for teaching a wide range of vocabulary and grammar structures
- TPR enhances quick learning, as acting out allows children to pick up chunks of language rather than single words.

■ The content of the material

All sample exercises contained in this material are of the type listen-and-act-out i.e the teacher utters the command and demonstrates the meaning by action. Students listen, watch the teacher and also act out, thereby gradually picking up the language being taught. All commands are also recorded, so, in addition to the teacher’s voice, children can also listen to a voice they are not used to.

The commands are grouped by topics. Each topic includes three sets of 7-10 commands.

The exercises include actions whose meanings can be demonstrated either by showing objects or pictures (see topic number 3) or by demonstrating or acting out the meaning (see the topic number 1, 2, 4 and 5).

- The first group includes commands with the simplest vocabulary. Usually in this group only one verb is used to build all the commands.
- In the second group, either additional new phrases are introduced or the expressions used in first group are combined with new words.
- The third group introduces no new vocabulary, but combines words and phrases used in previous groups in more complex ways.

The groups of commands given in this material serve as examples so that teachers can build similar groups of commands to teach different topics needed by their students.

■ INSTRUCTIONS TO THE TEACHER /



■ Tips for using the material

—The teacher works with one group of commands in one class, i.e. going through one topic of commands takes approximately three classes.

—The procedure of working with one group of commands goes in three stages.

1. In the first stage, the teacher utters and demonstrates the commands one by one. One command is repeated and demonstrated 2-3 times.
2. In the second stage, the teacher utters the commands one by one again, but does not demonstrate the meaning anymore, but encourages students to carry out the actions themselves. It is best to work with the whole class at the same time, but children can also be asked to demonstrate the meanings individually.
3. In the third stage, the teacher plays the recording, pauses the recording after each command, and then the children demonstrate the meanings.

After completing the last stage, children are usually eager to utter the commands themselves. This should be encouraged!

■ Tips for using the material in multilingual settings

The listen-and-act-out method can well be adapted to multilingual settings aiming at learning about the different languages students bring into our classrooms.

—The teacher utters a command and demonstrates the meaning and then asks each student to utter the same command in their mother tongue. Students can then say the commands in different languages thus enabling learning the same phrase in several languages.

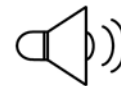
—The teacher demonstrates simple tasks (pick up objects, point at items) and asks students to “translate” his actions into their mother tongue. Then the students say the same commands and their peers carry out the actions.

For this material, the recordings were made with a free online programme Vocaroo (<https://vocaroo.com>) which allows teachers to create customized audio files. Vocaroo creates an individual link for each recording, which then can be opened in any web browser.

Vocaroo is a free-software which does not require them to maintain the files forever. These recorded files serve as an example, but the recordings can be organized anytime by teacher and/or students using any kind of software or gadgets. Recording activity in the study process is even more fun than play already recorded files in the class.

■ GROUPS OF COMMANDS AND AUDIO TEXTS /

TOPIC NO 1: PARTS OF THE BODY



■ 1.1. First group of commands.

Listen and touch.

1. Touch your head!
2. Touch your eyes!
3. Touch your nose!
4. Touch your mouth!
5. Touch your hair!
6. Touch your ears!
7. Touch your tongue!
8. Touch your teeth!
9. Touch your chin!
10. Touch your neck!

■ 1.2. second group of commands.

Listen and touch

1. Touch your shoulders!
2. Touch your hips!
3. Touch your stomach!
4. Touch your back!
5. Touch your legs!
6. Touch your arms!
7. Touch your fingers!
8. Touch your toes!
9. Touch your chest!
10. Touch your elbows!

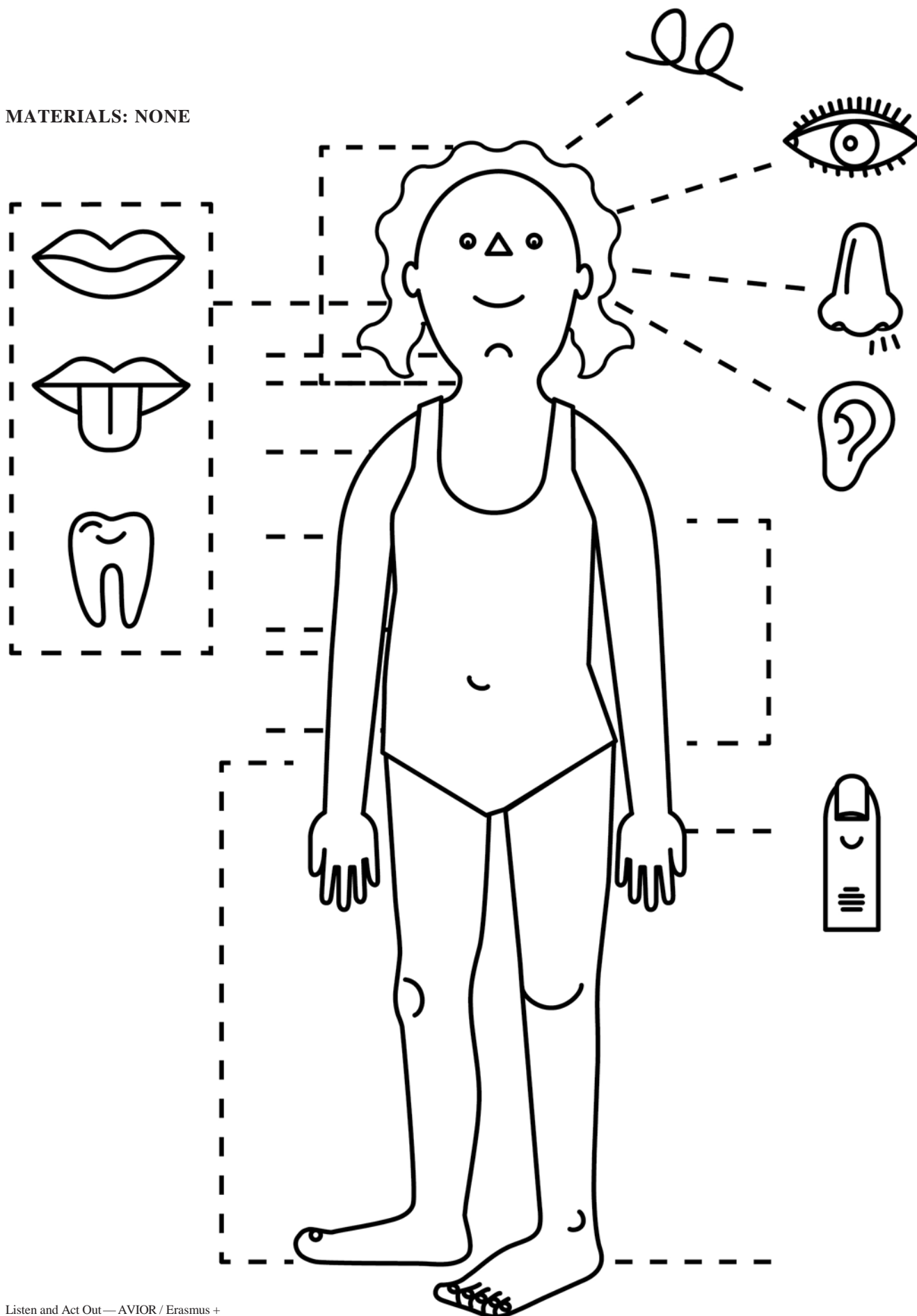
■ 1.3. THIRD group of commands.

Listen and touch

1. Touch your eyes and touch your ears!
2. Touch your shouldres and touch hips!
3. Touch your neck and touch your chin!
4. Touch your legs and touch your toes!
5. Touch your head and touch your chest!
6. Touch your nose and touch your stomach!
7. Touch your tongue and touch your back!
8. Touch your mouth and touch your hair!
9. Touch your teeth and touch your fingers!
10. Touch your arms and touch your elbows!

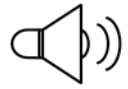
■ **GROUPS OF COMMANDS AND AUDIO TEXTS /
TOPIC NO 1: PARTS OF THE BODY**

MATERIALS: NONE



GROUPS OF COMMANDS AND AUDIO TEXTS /

TOPIC NO 2: NUMBERS, COLOURS, FRUITS AND VEGETABLES



● 1.1. First group of commands.

Listen and SHOW.

1. One. Show one finger!
2. Two. Show two fingers!
3. Three. Show three fingers!
4. Four. Show four fingers!
5. Five. Show five fingers!
6. Six. Show six fingers!
7. Seven. Show seven fingers!
8. Eight. Show eight fingers!
9. Nine. Show nine fingers!
10. Ten. Show ten fingers!

● 1.2. second group of commands.

Second group of commands.

Listen, write and draw.

1. Write number one and draw one apple!
2. Write number two and draw two carrots!
3. Write number three and draw three bananas!
4. Write number four and draw four strawberries!
5. Write number five and draw five plums!
6. Write number six and draw six mushrooms!
7. Write number seven and draw seven cherries!
8. Write number eight and draw eight cucumbers!
9. Write number nine and draw nine onions!
10. Write number ten and draw two hands and ten fingers!

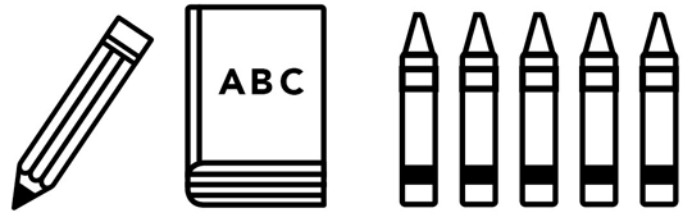
● 2.3. Third group of commands.

Listen and write or draw.

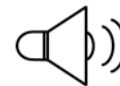
1. Take paper and the red pencil!
2. Write number one and write number seven!
3. Take the blue pencil and write number eight!
4. Take the green pencil and write number six!
5. Take the yellow pencil and write number ten!
6. Take the brown pencil and draw two mushrooms!
7. Take the yellow pencil and draw four bananas!
8. Take the red pencil and draw three apples!
9. Take the blue pencil and draw five plums!
10. Take the green pencil and write number nine!

- GROUPS OF COMMANDS AND AUDIO TEXTS /
TOPIC NO 2: NUMBERS, COLOURS,
FRUITS AND VEGETABLES**

Materials: paper and pencils,
coloured pencils of blue, red,
green, yellow and brown



▲ **GROUPS OF COMMANDS AND AUDIO TEXTS / TOPIC NUMBER 3: TRANSPORTION**



▲ **3.1. First group of commands.**

Listen and show.

1. Show me the car!
2. Show me the train!
3. Show me the bus!
4. Show me the boat!
5. Show me the aeroplane!
6. Show me the bicycle!
7. Show me the motorbike!

▲ **3.2. Second group of commands.**

Listen and show.

1. Show how you drive the car!
2. Show how you drive the aeroplane!
3. Show how you drive the train!
4. Show how you drive the bicycle!
5. Show how you drive the ship!
6. Show how you drive the bus!
7. Show how you drive the motorbike!

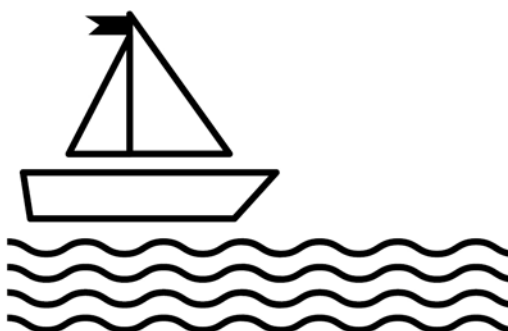
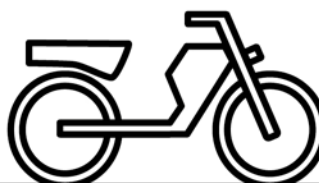
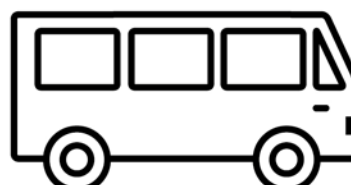
▲ **3.3. Third group of commands.**

Listen and pick.

1. Pick up the car and the boat! Put them back.
2. Pick up the bus and the train! Put them back.
3. Pick up the bicycle and the motorbike! Put them back.
4. Pick up the aeroplane and the bus! Put them back.
5. Pick up the motorbike and the boat! Put them back.
6. Pick up the train and the aeroplane! Put them back.
7. Pick up the bus and the train! Put them back.
8. Pick up the aerpolane and the bicycle! Put them back.
9. Pick up the car and the bus! Put them back.
10. Pick up the boat and the aeroplane! Put them back.

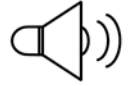
▲ **GROUPS OF COMMANDS AND AUDIO TEXTS /**
TOPIC NUMBER 3: TRANSPORTION

Materials: toys or pictures of car, bus, train, boat,
bicycle, motorbike, aeroplane





GROUPS OF COMMANDS AND AUDIO TEXTS / TOPIC NUMBER 4: ACTIONS



MATERIALS: NONE



4.1. First group of commands.

Listen and do.

1. Sit down!
2. Stand up!
3. Stand straight!
4. Run!
5. Stop!
6. Walk!
7. Sing!
8. Bow!
9. Jump!
10. Clap!

4.2. Second group of commands.

Listen and do.

1. Show how you drive the car!
2. Show how you drive the aeroplane!
3. Show how you drive the train!
4. Show how you drive the bicycle!
5. Show how you drive the ship!
6. Show how you drive the bus!
7. Show how you drive the motorbike!

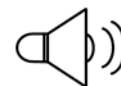
4.3. Third group of commands.

Listen and do.

1. Stand up and stand straight!
2. Look left and look right!
3. Walk on your toes and on your heels!
4. Stand straight and bow!
5. Walk on your toes and sing!
6. Walk on your heels and stop!
7. Run fast and stop! Laugh!
8. Walk slowly and jump!
9. Run slowly and walk fast!
10. Sit down and clap!



TOPIC NUMBER 5: MOVING AROUND IN CLASS



5.1. First group of commands.

Listen and do.

1. Pick up a chair!
2. Stand in front of the chair!
3. Stand behind the chair!
4. Stand to the left of the chair!
5. Stand to the right of the chair!
6. Put the chair on the table!
7. Put the chair back on the floor!
8. Pick up the chair with one hand!
9. Pick up the chair with two hands!
10. Sit on the chair!



5.2. Second group of commands.

Listen and do.

1. Step onto the chair!
2. Step down from the chair!
3. Crawl under the chair!
4. Pick up the chair and take it to the window!
5. Stand between the chair and the window!
6. Walk around the chair!
7. Walk to the door!
8. Stand to the left of the door!
9. Stand to the right of the door!
10. Go back to your place!



5.3. Third group of commands.

Listen and do.

1. Step onto the chair and step down from the chair!
2. Stand to the left of the chair and stand to the right of the chair!
3. Stand in front of the chair and stand behind the chair!
4. Take the chair to the door and stand between the door and the chair!
5. Walk around the chair and sit on the chair!
6. Stand up and walk to the window!
7. Walk back to the chair and crawl under the chair!
8. Put the chair on the table and put the chair back on the floor!
9. Crawl under the table and crawl under the chair!
10. Pick up the chair with one hand and put down the chair with both hands!

■ **TOPIC NUMBER 5:**
MOVING AROUND IN CLASS

Materials: room with a window and door, chair,
table (or pictures of a chair and a table)

