***Building Skills for Listening Book 1* Extra Teaching Materials**

**Additional Activities**

**\*First day Warm-Up: Draw Your Name**

One way to get to know your students’ names is this fun activity:

 1. Draw an object on the board for each letter of your name.
 2. The name of each object should begin with one of the letters of your name.

 *Ex*.



 3. Then, ask your students to tell you the names of the objects you have drawn and you write them next to each object.

 *Ex.* apple, nurse, napkin, eggs

 4. Then, tell them to put the first letters of each object in the correct order so as to form your name.

 *Ex.* My name is Anne (Apple, Nurse, Napkin, Eggs).
 5. Finally, if this is the first time students are meeting, have them work in pairs and do the same thing with their own names.

**\*Speak Louder**

These are two great ways to get students to speak up in class and encourage them not to feel shy about other students hearing them speak in English:

1. Remote control eraser – If students are speaking quietly, hold the board eraser as if it is a remote control. Press and point the board eraser at the students saying “Let’s turn up the volume!” just as you would press a remote control and point it at a TV.
2. Shouting Partners – In pair work, don’t sit the students side-by-side. Instead, have partners sit across from each other on opposite sides of the classroom. To hear their partners, students will need to speak loudly and clearly. It can get a little noisy, so make sure your class won’t disturb other teachers.

**\*Slap it!**

1. Write target words from the book on the board.
2. Have 2 teams of students line up in front of the board. The teacher should then say one of the words.
3. The students must listen and slap, or circle, the correct word on the board.
4. The team that gets the most words right, wins the game.

**\*Whispered Words**

 1. Select word cards for the unit, using the downloadable word cards available on the Compass homepage.

 2. Have the students sit in a circle.

 3. One student picks up a flashcard and whispers the word to the student next to him or her.

 4. The second student then whispers the word to the next student and so on until the word reaches the last students.

 5. The last student must write the word they heard on the board. Check the word for spelling with the class.

 6. The last student is now first and picks a new word card. Repeat the activity a few times with different words.

**\*Word Classification**

 1. Give students in groups a set of word cards. Cards from 2 or 3 units is a good number.

 2. Write the classification you want the students to use on the board.

 Ex. Number of letters / Words that sound like ‘…’ / Words that start with ‘…,’ etc.

 3. Set a time limit, then have the students work together to make the classification.

 Ex. Students are given the following cards: *desk, book, ruler, classroom, calendar, glasses, get dressed, pajamas, walk to school, wake up,* and *brush*.

 T: “Words that have 5 letters.”

 Students will select *ruler* and *brush.*

 T: “Words that contain ‘s’ sounds”

 Students will select *desk, classroom, glasses, get dressed,* and *walk to school*.

**\*Beat the Clock**

Using the word cards, how many times can the students write each word in 1 minute (or more time as appropriate for your students)?

This is fun in pairs with one child writing and one child doing the timing.

\* **Bingo**

 1. Place a set of 9 chosen word cards on display so that they can easily be seen. You could also write the words in the board.

 2. Have students draw a grid of boxes 3 across and 3 down so that there are 9 boxes in total.

 3. Have students write the 9 words in their grids in random order.

 4. Call out the words, one at a time. Students should cross out each word as it is called. If students get 3 words in a row, they can shout out *bingo*.

**\*True or False?**

 1. Choose a conversation or short talk from the student book transcripts.

 2. Read the conversation or play the audio. Students should NOT have their books.

 3. After reading the conversation, write *T* and *F* on the board.

 4. Have the students all stand up and form 2 lines (2 teams - have them make up names for their teams).

 5. Now read back information from the story but make sure that some of it is incorrect so it is false.

 6. One student from each team runs to the board and touches the *T* or *F*. The first to touch the correct letter gets a point for their team.

 7. This activity can also be done with a short story or passage.