

Contents Page

Introduction.....	6
Sample Worksheet.....	8
Lessons Overview	9
Section One:	
Dinosaur Fact File.....	10
Shark Attack!	12
The Black Death	14
Japan.....	16
Twinkle’s Fairy Cakes.....	18
Pet Care.....	20
How the Sea Became Salty	22
The Chimney Boy.....	24
Ice Planet	26
Stop Bugging Me	28
Windy Hill Primary School Council	30
Robo-Dog.....	32
Dear Madam,	34
The Mystery of the Missing Mummy.....	36
The Battle of Misty Mountain	38
The Eaglet has Landed!	40
Have you Noticed my Notice?	42
Wish you were here	44
A Purrrfect Adventure	46
A Colourful Life.....	48
Greetings from Paradise Island	50
The Storm	52
Hey Diddle Diddle	54
Icarus and Daedalus	56
A Room with No View	58
Izzy Bright	60
The Lost Sheep	62
An Interview with an Evacuee.....	64
Is the Car a Star?.....	66
Section Two:	
My Listening Review: Lesson Plan.....	68
My Listening Review: Scaffold.....	69
My Listening Survey	70
Survey Scores	71
How can I be a better listener?.....	72
Listening Skills Report	73

Introduction

The Importance of Listening:

The first steps we take to learn a language, whether as a child or as an adult, involve the process of listening.

Through listening we gain a greater understanding, not only of the explicit rhythms and patterns of speech, but also the implicit grammatical forms and conventions of the written word.

Listening, therefore, must never be viewed as a poor relative to the other core aspects of literacy: that of speaking, reading and writing, a somewhat distant cousin whom we seldom visit. Rather, developing this key skill needs to be seen as an integral and necessary component of learning literacy as a whole.

Such an important and transferable skill lies at the heart of good language learning. It forms the foundation of understanding upon which other language skills are built.

Poor listeners usually lack concentration and find it difficult to 'filter out' less important information. This can affect their overall language performance and development and serves to highlight the necessity of developing this often neglected skill.

One reason why the connection between listening and learning is such an important one is that listening is not simply a matter of 'hearing' but the active process by which we make sense of what we hear.

It is by 'listening', rather than simply 'hearing', that allows us to engage with and respond to what we have heard with increased effectiveness.

Good listeners get involved with what they hear, both intellectually and emotionally.

All this serves to promote the simple fact that children need to be taught to become ACTIVE LISTENERS!

Promoting Active Listening Skills in the Classroom:

There are 3 key activities that directly contribute to the overall comprehension of what the learner listens to:

Listening for gist

This is listener based. It allows the listener to 'tune in' to what they are listening to and make predictions as to what they may encounter. The language used, the tone, pace and inflections of the speaker's voice, the added sound effects all combine to help the listener make sense of what they are listening to and ascertain the overall context.

Questions that are asked in this section help learners to consider:

- Which type of text is this? [Genre]
- Where and when is this text placed? [Setting]
- Who is this text for? [Audience]
- What is it trying to tell me? [Main idea]
- Why has this text been written? [Purpose]
- How formal/informal is this text? [Style]

Listening for specific information

This is text based. It allows the listener to 'filter out' non-essential text and select the specific words, phrases and grammatical constructions needed to discover meaning.

Questions that are asked in this section help learners to listen out for cues, both spoken and unspoken, that tells the listener that the answer is near:

- Was Jupiter a Greek or Roman god?
- What did Mrs Brown find in her soup?
- In what year did Alfred, Lord Tennyson write 'The Eagle'?

Listening to evaluate

Strategic listeners are able to monitor and evaluate their own listening. By checking their own answers and comparing them with those selected by their peers, learners begin to discern to what degree they are able to state the following:

- I am able to use a variety of strategies to help me understand what I am listening to.
- I can plan which strategy will serve me best in a particular situation.
- I am able to decide how effective this strategy was and if necessary, change it, in the future.
- I can determine how successful I have been in reaching my listening comprehension goals and whether the combination of strategies I selected was an effective one.


With this in mind, *'Reading Explorers – Aloud!'* has been specifically designed to promote the core idea that learners need to actively engage with what they are listening to in a focused and purposeful way.

The worksheets provided help support this process, enabling children of all abilities to access a wide variety of text types and gain authentic listening practice. They also provide teachers with self-contained and easy to manage lessons that enhance the entire listening experience.

It is important to note at this stage that a range of 'answering' is encouraged rather than simply asking learners to "write down" their answers. You are exploring and encouraging their listening skills, not their ability to write in full sentences!

For this reason, the worksheets are illustrated with a variety of visual cues and learners asked to 'answer' in a number of different ways.

Task orientated instructions include:

 Circle your answer

Match your answer
A → B

 Tick ✓ 1 box

Listening for Purpose – A Three-Step Approach:



As learners begin to adjust their listening behaviour in order to deal with a variety of situations and text types, each learner will develop their own set of listening strategies and enhance their ability to apply those strategies more effectively to the various listening situations they encounter.


As individuals develop their overall listening dexterity (their ability to use a combination of strategies simultaneously) not only will the learner's comprehension improve but so too will their confidence to explore and interpret the world around them.

The CD

Each book is accompanied by a CD that contains up to 29 original audio tracks. Each track has been produced in the studio using the latest technology and sound effects and is read by a professional voice-over artist in order that it is as authentic and engaging as possible.

The CD also contains copies of all worksheets and activity pages seen within the book itself, together with any additional sheets that may be required in order to complete an extension activity.

Colour your answer 

 Draw your answer

Write your answer **1066**

Sample Worksheet

Track number on CD Title

Dinosaur Fact File

Name: Date:

Listen to Track 01. Answer these questions:

- Where might you find this information? *Circle your answer*

In a joke book In a story book In an encyclopedia

- Do you think this was written...

A long time ago Quite recently

Draw your answer:

Now listen again and answer these questions:

- Where was the first ever whole dinosaur skeleton found? *Tick ✓ 1 box*

England Scotland Wales Northern Ireland

- How old was Mary Anning when she found it?

.....

- How long could a diplodocus grow to?

m

- Did a triceratops eat meat or plants? *Tick ✓ 1 box*

Meat Plants

Now listen one more time to check your answers.

Reading Explorers Aloud! - Year 4

Listening for gist Instruction Instruction Instruction Listening for specific information Listening to check Picture cue

Lessons Overview

Dinosaur Fact File (An Audio File)	Shark Attack! (A Tour)	The Black Death (A Diary Entry)
Japan (A Children's Atlas)	Twinkle's Fairy Cakes (A Recipe)	Pet Care (A Radio Phone-in)
How the Sea Became Salty (A Chinese Folk Tale)	The Chimney Boy (A Character Study)	Ice Planet (An Audio Book)
Stop Bugging Me (A Nature Programme)	Windy Hill Primary School Council (Advice)	Robo-Dog (An Advertisement)
Dear Madam, (A Letter of Complaint)	The Mystery of the Missing Mummy (A Radio Play)	The Battle of Misty Mountain (A Blurb)
The Eaglet Has Landed! (A Drama)	Have you Noticed My Notice? (Community Notices)	Wish You Were Here (Postcards)
A Purrfect Adventure (A News Report)	A Colourful Life (A Poetry Reading)	Greetings from Paradise island (An Advertisement)
The Storm (A Bedtime Story)	Hey Diddle Diddle (A Poetry Reading)	Icarus and Daedalus (A Greek Myth)
A Room With No View (A Setting)	Izzy Bright (A School Report)	The Lost Sheep (A Parable)
An Interview with an Evacuee (A Radio Interview)	Is the Car A Star? (A Radio Phone-in)	

Greetings from Paradise Island

Listening Comprehension Skills


An advertisement

Warm up Questions:

- Why do people go on holiday?
- If you wanted to look for a holiday, where would you look?
- Listen to the title. What type of holiday do you think this will be about? Why?

Main Activity:

Listening for gist


 Play Track 21

Ask yourself:

- Where might you hear this information?
- Who would listen to it? Why?
- When are you more likely to hear it?
- Are the things it is advertising positive or negative?
- Would you like to visit Paradise Island? Why?



Listening for specific information


 Play Track 21

Answer the following questions:

- What can you swim with in 'crystal clear waters'?
- How might you travel down 'Rattlesnake River'?
- Where would you search for 'Captain Jack's hidden caves'?
- Would you dance salsa and eat papaya in the day or at night?



Listening to check

 Play Track 21

Self-check your answers or swap your answer sheet with a partner to mark.

Answers to worksheet:

Q1:



On the radio

Q2:



In Britain

Q3:



Dolphins

Q4:



By canoe

Q5:



In the jungle

Q6:

At night

Evaluative Questions:

- Would you go on holiday to Paradise Island? Why? Why not?
- How successful do you think this radio advert was? Why do you think this?
- How else might the people of Paradise Island advertise themselves as a great holiday destination?

Extension Activity:

Imagine you are living next door to Paradise Island and want people to visit your island instead. Make a radio advertisement to persuade people to come and holiday with you. Think about what might appeal to them: What adventures can they have? Where can they relax? What is the night life like? How does the food and drink taste? When you have finished writing your advert record it, remembering to include lots of sound effects and a catchy tune or jingle.

Greetings from Paradise Island

Name: Date:

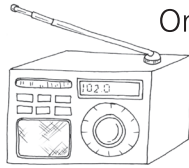


Listen to *Track 21*. Then answer these questions:

- Where would you hear this advert? *Circle your answer*



On a mobile phone



On the radio



On a CD

- Where would you hear this advert? *Circle your answer*



In Britain

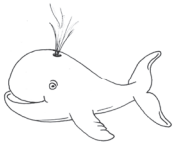


On Paradise Island

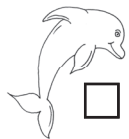


Now listen again and answer these questions:

- What can you swim with in '*crystal clear waters*'? *Tick ✓ 1 box*



Whales



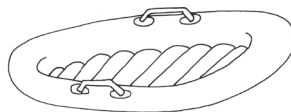
Dolphins

Sharks

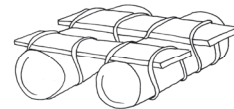


- How might you travel down '*Rattlesnake River*'? *Tick ✓ 1 box*

By canoe



By dingy



By raft

- Where would you search for '*Captain Jack's hidden caves*'?



Under water



On the beach



In the jungle

Draw your answer:

- Would you dance salsa and eat papaya in the day or at night?

.....



Now listen one more time to check your answers.

