

Contents Page

| | |
|---------------------------------------|----|
| Introduction..... | 6 |
| Sample Worksheet..... | 8 |
| Lessons Overview | 9 |
| Section One: | |
| Going for Gold | 10 |
| Taekwondo | 12 |
| Return to Planet Dread..... | 14 |
| Space Attack!..... | 16 |
| Volcanoes..... | 18 |
| Birds of Prey..... | 20 |
| Wolf Man..... | 22 |
| Enjoy the Ride! | 24 |
| Colour Blind..... | 26 |
| Cragworth Cottage | 28 |
| The Tale of Two Cooking Pots | 30 |
| Txt Talk..... | 32 |
| Hi Max! | 34 |
| Murder at the Manor..... | 36 |
| Houdini Does it Again! | 38 |
| Tommy’s Little Battle – Part I..... | 40 |
| Tommy’s Little Battle – Part II..... | 42 |
| Hail Caesar!..... | 44 |
| My English Rose..... | 46 |
| Teddy’s Bear..... | 48 |
| Sweet Dreams..... | 50 |
| Pieces of Eight | 52 |
| The Magpie Girl..... | 54 |
| I Want My Mummy! | 56 |
| A Jockey’s Life..... | 58 |
| The North Wind Doth Blow..... | 60 |
| www.squashedtomato.com..... | 62 |
| The Quest II..... | 64 |
| Campfire’s Burning! | 66 |
| Section Two: | |
| My Listening Review: Lesson Plan..... | 68 |
| My Listening Review: Scaffold..... | 69 |
| My Listening Survey | 70 |
| Survey Scores | 71 |
| How can I improve my listening? | 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:

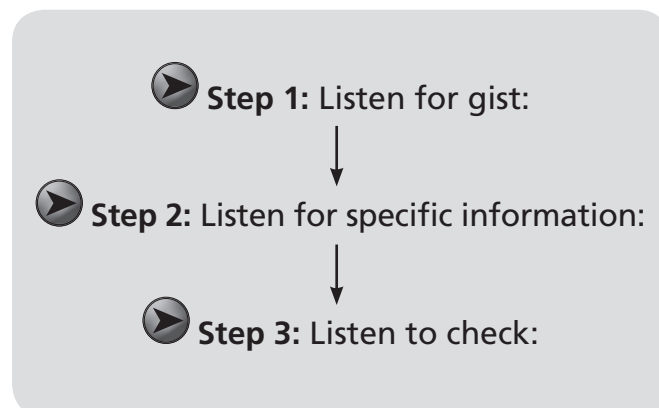
 Circle your answer

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

Instruction

Listening for gist

Instruction


Listening for specific information

Listening to check




Picture cue

GOING FOR GOLD




Name: Date:


 **Listen to Track 01. Answer these questions:**

- Who invented the Olympic Games? Tick ✓ 1 box



 The Greeks  The Romans  The Vikings

- In what lesson are you most likely to hear this information? Circle your answer

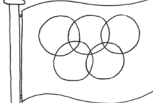
 A PE lesson  A Geography lesson  A History lesson


 **Now listen again and answer these questions:**

- Which Roman Emperor banned the Olympics? Circle your answer


Theodosius I  Theodosius II  Theodosius III

- Father of the modern Olympic Games, Baron Pierre de Coubertin, was from which country?
.....
- How many days did the first modern Olympic Games last in June 1896?
.....
- In what year was the Olympic flag first flown?



 **Now listen one more time to check your answers.**

Reading Explorers Aloud! - Year 5



Lessons Overview

| | | |
|---|---|---|
| Going for Gold (A Historical Recount) | Taekwondo (An Advertisement) | Return to Planet Dread (A Blurb) |
| Space Attack! (An Audio Book) | Volcanoes (An Audio File) | Birds of Prey (A Nature Programme) |
| Wolf Man (A Legend) | Enjoy the Ride! (An Advertisement) | Colour Blind (A Poetry Reading) |
| Cragworth Cottage (An Advertisement) | The Tale of Two Cooking Pots (An African Folk Tale) | Txt Talk (Mobile Phone Messages) |
| Hi Max! (A Handwritten Letter) | Murder at the Manor (A Murder Mystery) | Houdini Does it Again! (A News Report) |
| Tommy's Little Battle – Part I (A Poetry Reading) | Tommy's Little Battle – Part II (A Poetry Reading) | Hail Caesar! (A Speech) |
| My English Rose (A Poetry Reading) | Teddy's Bear (A Bedtime Story) | Sweet Dreams (A Lullaby) |
| Pieces of Eight (An Adaptation) | The Magpie Girl (A Moral Dilemma) | I Want My Mummy! (Instructions) |
| A Jockey's Life (A Childhood Memory) | The North Wind Doth Blow (A Fable) | www.squashedtomato.com (A Film Review) |
| The Quest II (A Radio Play) | Campfire's Burning! (A Setting) | |

The Magpie Girl

Listening Comprehension Skills


A moral dilemma

Warm up Questions:

- Listen to the title. What are magpies well known for?
- Listen to the nursery rhyme that introduces this story. Does it indicate what this story will be about? How?
- What do you think this story might be about? Why?

Main Activity:

Listening for gist


 Play Track 23

Ask yourself:

- When and where does this scene take place?
- During which period in history is it set? Why do you think this?
- How old do you think the magpie girl is?
- How do you think she is feeling at this moment in time?
- Why might she be feeling this way?



Listening for specific information


 Play Track 23

Answer the following questions:

- In the poem at the start of this story, which numbers represent the following? Sorrow, A girl, A secret
- How many apples does the woman under the umbrella want to buy?
- How many shillings does the same woman drop?
- Where does the magpie girl hide her stolen apple?



Listening to check

 Play Track 23

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

Answers to worksheet:

Q1:

Q2:  London

Q3: Sorrow A girl

A secret

Q4:  Six

Q5:  Two

Q6:  Under her shawl

Evaluative Questions:

- How do you think the magpie girl says her only line: out loud or inside her heart? Why do you think this?
- Did the magpie girl do the right thing by stealing the apple? Remember, night is about to fall and she has had nothing to eat all day.
- Why do you think the author ends this chapter by writing that 'the apple would no longer taste as sweet as the stall holder had promised' and that 'not everything in this world is as black and white as it should be'?

Extension Activity:

What happens next? Write the next chapter to The Magpie Girl. How will you move the story forward and how are you going to maintain the emotional tension and keep your audience reading? Will the girl get away with stealing the apple or will somebody spot her? Only you as the writer can tell! When you have drafted your chapter, get someone to read it and make suggestions on how it could be improved. When you are happy with your final effort, publish your work on the computer.

The Magpie Girl

Name: Date:



Listen to *Track 23*. Answer these questions:

- Do you think this story is set... *Circle your answer*

| | | |
|--------------------|----------------|-----------------|
| In Victorian times | In Roman times | In modern times |
|--------------------|----------------|-----------------|

- In which city do you think this story is set? *Tick ✓ 1 box*



Now listen again and answer these questions:

- In the poem at the start of this story, which numbers represent the following:

| | | | | | |
|-----|--------|-----|--------|-----|----------|
| ___ | Sorrow | ___ | A girl | ___ | A secret |
|-----|--------|-----|--------|-----|----------|

- How many apples does the woman under the umbrella want to buy?



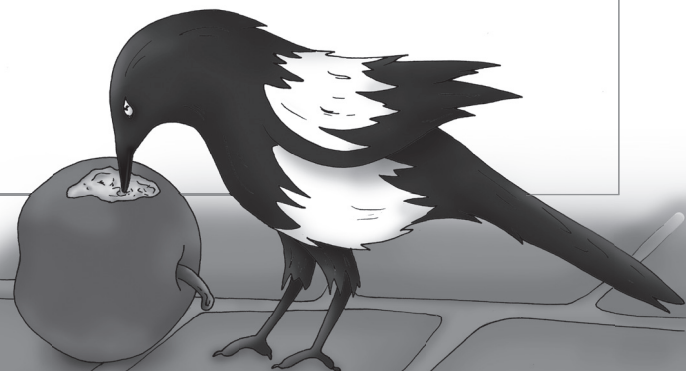
.....

- How many shillings does the same woman drop?



Draw your answer:

- Where does the magpie girl hide her stolen apple? *Circle your answer*



Now listen one more time to check your answers.