

## Ideas for Using Audio books in the Classroom

### 1. Listening for Vocabulary:

- a. Select specific language you'd like students to listen for (set of vocabulary—emotions, places, actions, etc. or specific grammar point— adjectives, past tense irregular verbs, conditionals, etc.)
- b. Select an audio book segment (containing the vocabulary or grammar point).
- c. Brainstorm a list of the vocabulary or review grammar point with the students.
- d. Let students know they will hear the vocabulary or grammar while listening to this audio book.
- e. Ask students to write a list of the vocabulary or grammar they hear while listening. You can play the segment more than once.
- f. Have students compare their list with a partner.
- g. Create a combined list on the board of what students heard.
- h. Listen once more, asking students to try to listen for each word listed on the board and raise their hand when they hear it.

### 2. Summarize & Sequence:

- a. Select an audio book segment (preferably with lots of action).
- b. Have students listen and quickly write down what happens in the story (note: students can just write down the main events/actions and do not need to write in complete sentences.) You can play the segment more than once.
- c. Have students rewrite what happens in complete sentences.
- d. Have students work in pairs to compare their stories.
- e. Have students work in pairs to select 4-6 of the most important parts of the story and write the selected sentences on strips of paper.
- f. Have each pair scramble their strips of paper and trade with another pair.
- g. Each pair should try to sequence the other pair's set of sentences (based on their memory of the story or by listening again).

### 3. Character Comparison:

- a. Select an audio book segment (preferably one that has details about two or more characters.)
- b. Brainstorm different ways to describe characters (physical descriptions, personality traits, feelings & emotions, habits, likes & dislikes, etc.)
- c. Draw a Venn diagram (a set of overlapping circles) on the board and have students copy into their notebooks. (There should be as many circles as there are characters you are asking students to compare.) It is useful to start with two characters when first doing this exercise.



- d. Explain to students that each circle represents a character and the character traits will go inside the circle. The parts of the circle that overlap will contain the traits that two characters share. The parts of the circle that don't overlap will contain the traits that are specific only to one character.
- e. Let students know they will listen to a segment about two (or more) characters and should compare the characters using the Venn diagram. You can play the segment more than once.
- f. In pairs, have students discuss their character comparisons.
- g. To review, fill in the Venn diagram on the board as a class.
- h. Extension activities:
  - i. Have students write another short story using the characters they have just compared.
  - ii. Have students create a Venn diagram comparing two people they know.

### 4. Predictions:

- a. Select an audio book segment (preferably with a suspenseful part).
- b. Have students listen to the segment (stop audio during the suspenseful part). You can play the segment more than once.
- c. Have students work in pairs or small groups to complete the story. Give students a time limit. (Encourage creativity!)
- d. Have students write the story and share with the class, or have students write the story in dialogue format and perform for the class.