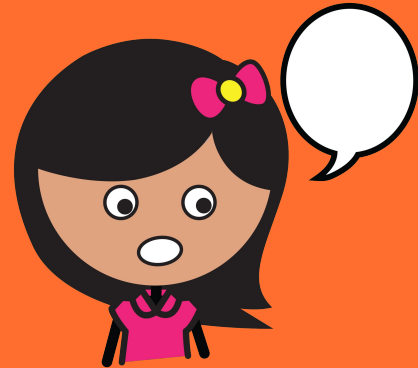

Listen, then speak.



1



A 10-exercise oral language workout for school students in Years 2-5 (and others who would benefit from working on their oral language skills).

Using complex sentences. Following directions. Idioms and higher-level language. Inferences, predictions, justifying opinions, and verbal reasoning. True narratives. Made for Google Slides and in PDF. Suitable for smartboards and devices.

—
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If you have any questions or issues accessing the slides, please contact us at hello@banterspeech.com.au

For Teachers: Targeted Goals

Understanding and using complex sentences and instructions with subordinating conjunctions (e.g. “because” and “if”).

Understanding high frequency idioms.

Formulating complex sentences from fragments using “because”, “but” and “so”.

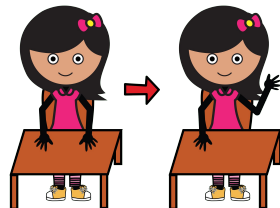
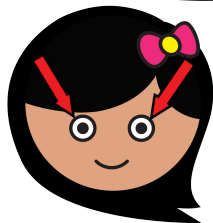
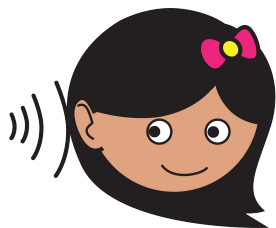
Comparing/contrasting objects using semantic features such as function, parts, location, and category.

Understanding common prefixes/morphemes (e.g. “bi-”).

Expressing and justifying opinions.

Describing and drawing inferences from pictures, and making predictions.

Creating and telling true narratives.



Get ready to listen and speak

Show me **good sitting**: keep your hands and feet to yourselves.

Listen carefully, and turn on your big brains!

Show me **good eyes**. We look at each other when we talk to each other.

If you want to speak, **put up your hand**.

When you speak, use **clear talking**: not too quiet, or too loud.

Only **one person** should talk at a time.

For students: What we are doing and why

Listening to sentences so you can learn to speak well.

Listening to instructions so you can understand and follow them.

Repeating sentences to practice speaking well.

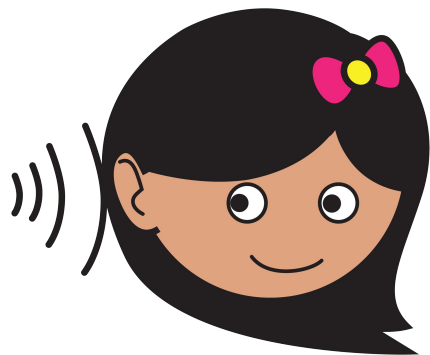
Answering questions about things you know or are learning.

Describing how things are the same and different to compare and contrast things using words and sentences.

Justifying your choices to practice giving reasons and exchanging views.

Using our eyes, brains and mouths to understand the world better, to make predictions about what might happen next, and to make and tell stories.

Listen to these sentences



The girl is happy because it is her birthday.

The boy is jumping because he is excited.

The man is tired because he worked all day.

The woman is angry because the kids made a mess.

The dog is barking because it is hungry.

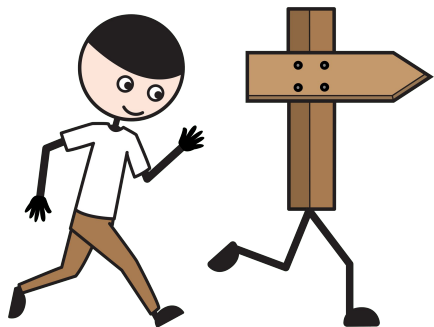
The girl cries because she is sad.

The shop is closed because it's Christmas Day.

The little boy wears a jacket because it is cold.

(Based on the research of Plante et al., 2018.)

Listen, then follow these directions.



If you are a boy, put up your hand.

If you are a girl, stand up.

If you have brown hair, put your hands on your head.

If you have blue eyes, cross your arms.

If you are wearing a watch, click your fingers.

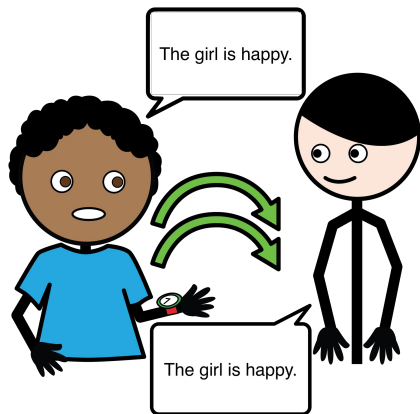
If you have blonde hair, cross your legs.

If you are hungry, rub your stomach.

If your name starts with T, kneel on the floor.

(Based on the
research of
Jaroslawska
et al., 2016.)

Repeat these sentences (after a parent, teacher, speech pathologist or other adult)



The girl is happy because it is her birthday.

The boy is jumping because he is excited.

The man is tired because he worked all day.

The woman is angry because the kids made a mess.

The dog is barking because it is hungry.

The girl is crying because she is sad.

The shop is closed because it's Christmas Day.

The little boy wears a jacket because it is cold.



Let's figure out what this idiom means

An **idiom** is a common word or phrase that means something different from its individual words. It can be understood because of its popular use. They are often famous sayings.

There are lots of them in English.

People use idioms a lot. You need to know them to understand what people mean.

(Based on the research of Core Knowledge Foundation; Kaye, 2018; and Nippold & Rudzinski, 1993.)

The early bird gets the worm.

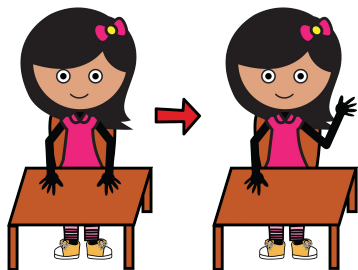
Mark and Erica decided to see the new Star Wars Movie. Mark bought his ticket at 9am. But when Erica tried to buy a ticket at 4pm, she was told they had all sold out. Erica called Mark to complain. "I guess the early bird gets the worm," said Mark!

What did Mark mean?

The person who gets there first will win!

Let's think of some other examples of when we could use this idiom.

Put up your hand if you can finish these sentences



(Based on an exercise in Hochman & Wexler, 2017.)

The rose was dying because...

The rose was dying but...

The rose was dying so...

The lion roared because...

The lion roared but...

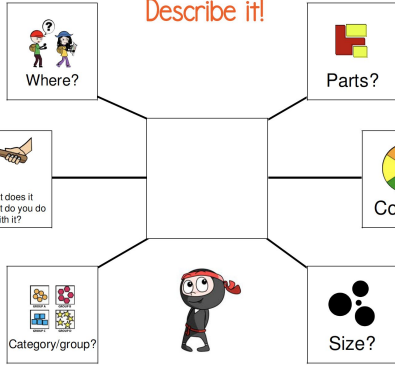
The lion roared so...

The woman swung the hammer because...

The woman swung the hammer but...

The woman swung the hammer so...

Describe it!



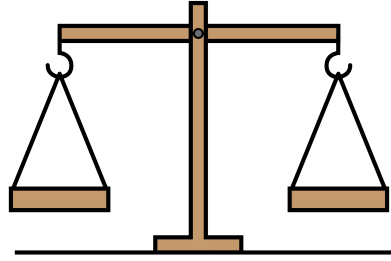
Look at the describer and tell me how these things are *different*?

Lion



Tiger





Explain: Which one is better and why?

iPad

Television



Describe it!



Look at the describer and tell me how these things are the *same*?

Lion



Tiger



Word learning: let's work out what biped means

Think of how the word sounds



boat

It starts with _____ .



It ends with _____ .



It rhymes with _____ .

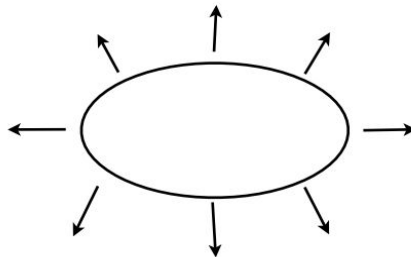


It has _____ syllables.



How is it spelt? (linked to sounds)

Think of what the word means



Bi- means 2 (like a bicycle having 2 wheels).

Ped means foot (like pedestrian, pedal).

Biped must mean....

Two feet.

Are you a biped?

Can you think of more examples?

— Describing, reasoning and inferencing

Let's use our eyes and brains to figure out:

What happened?

Where did it happen?

When did it happen?

How did it happen?

Why did it happen? What caused it?

How do you think they are **feeling**? Why?

What do you **predict** will happen next?



—
Let's make up a story
together using this
picture, our story
builder and our new
idiom!



Story Builder

(1) Setting



Whereabouts does the story happen?



When? (year, season, time of day/night)

(2) Main character



Who is the story about? Is the main character a:

- ▶ person
- ▶ animal
- ▶ made-up creature (e.g. alien, ghost)

What does he/she/it look like?

Personality? Likes/dislikes?

(3) Kick-off event



What happens?

e.g. Suddenly...
One day...

(4) What does kick-off event do to the main character?



What does the main character want? (goal)

What gets in the main character's way? e.g.
other people, nature, main character's
weaknesses/fears?

(5) Solution



How does the
main character
solve the problem
to get what he/
she/it wants?

(6) Resolution



Did they all live happily ever after or did
something sad happen?

How does the main character feel at the
end of the story?



Based on research of Peterson (2011) and Khan et al. (2014).

See: www.banterspeech.com.au for more free resources.

**Great listening and
speaking!**

More resources

<https://www.banterspeech.com.au/resources-to-learn-grammar-using-auditory-bombardment-to-improve-kids-expression-and-grammar-skills/>

<https://www.banterspeech.com.au/following-instructions-why-so-many-of-us-struggle-with-more-than-one-step/>

<https://www.banterspeech.com.au/huh-the-many-benefits-of-using-blanks-language-levels-framework-to-help-your-kids-to-understand-language-f-or-school/>

<https://www.banterspeech.com.au/my-school-age-child-cant-write-properly-how-to-help-including-a-practical-free-exercise-you-can-use-today/>

<https://www.banterspeech.com.au/how-to-help-your-school-age-child-learn-new-words-the-nuts-and-bolts-of-how-i-actually-do-it-in-therapy/>

<https://www.banterspeech.com.au/help-your-child-to-fill-in-the-gaps-join-the-dots-and-read-between-the-lines-improve-inferencing-skills-for-better-reading-and-language-comprehension/>

<https://www.banterspeech.com.au/let-kids-choose-their-own-adventures/>

<https://www.banterspeech.com.au/i-dont-understand-what-im-reading-reading-comprehension-problems-and-what-to-do-about-them/>

<https://www.banterspeech.com.au/i-cant-hear-myself-think-the-compelling-case-for-quiet-classrooms/>

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