

TPR Action Verbs: Listen and Move

TPR Listening Worksheet — Level C | tahricteaches.com

Teacher: run the warm-up and the modelling block first with this sheet face down, because students only watch and move at that stage. Hand it out at minute 13 and read every command from the script on the Teacher Page.

Examples: How TPR Works

TPR stands for Total Physical Response, which means you show you understand English by moving your body. Your teacher gives a **command**, a sentence that tells you what to do, and it starts with an action word called a **verb**.
Teacher says, "**Jump.**" → You jump.
Teacher says, "**Walk** to the door." → You walk to the door.
Teacher says, "**Stand** up, **walk**, **jump**, **sit** down." → You do all four actions in that order, which is called a **command chain**.

A. Watch and Match: Ten Action Verbs

You watched your teacher act out each verb. Now match each verb to its meaning.

1. run ____	a. to rest with your eyes closed, often at night
2. walk ____	b. to take water or milk into your mouth
3. jump ____	c. to look at words and understand them
4. sit ____	d. to rest on a chair or on the floor
5. stand ____	e. to chew and swallow food
6. write ____	f. to move very fast on your feet
7. read ____	g. to move on your feet at a normal speed
8. drink ____	h. to push off the ground so both feet go up
9. eat ____	i. to be up on your feet with a straight body
10. sleep ____	j. to put words on paper with a pencil



B. Listen and Do

Your teacher says a verb. Do the action with your class, then circle the verb you heard. For 1–4 your teacher acts with you, and for 5–8 you only listen.

1. run / jump
2. drink / eat
3. sit / sleep
4. walk / write
5. eat / read
6. run / walk
7. stand / sit
8. write / read

C. Command Chains: Listen and Number

Your teacher says a chain of commands. Do every action in order, then number the actions 1, 2, 3 and so on in the order you heard them.

Chain 1: ___ sit down ___ stand up ___ jump

Chain 2: ___ jump ___ walk ___ sit down ___ stand up

Chain 3: ___ drink ___ sit down ___ run ___ stand up ___ eat

D. Stand Up, Sit Down

Listen to each sentence. Stand up if it is true and sit down if it is false. Then write T or F.

____ 1. You sleep in a bed.
____ 2. A fish can walk.
____ 3. You drink water.
____ 4. You read with your ears.
____ 5. You write with a pencil.
____ 6. You eat soup with a book.
____ 7. You run with your legs.
____ 8. You can jump and sleep at the same time.

E. TPR Bingo

Write one verb in each box (choose 9 of the 10 verbs) and draw a quick stick person doing it. When your teacher calls a verb, do the action and put an X on that box. If you get three X's in a line, stand up and do every action in your line!



F. Read and Write

Write a verb from the word bank in each sentence. Use each verb once.

Word Bank: run, walk, jump, sit, stand, write, read, drink, eat, sleep

1. I _____ water when I am thirsty.
2. At night, I _____ in my bed.
3. Please _____ down on your chair.
4. I _____ my name with a pencil.
5. We _____ rice and fish for lunch.
6. I _____ a book in the library.
7. A rabbit can _____ very high.
8. _____ up and say hello to the class.
9. Our school is near, so we _____ there.
10. Do not _____ in the hall, or you might fall.

G. Be the Teacher: Write Commands

Model: jump → "Jump two times." Write your own commands on the lines.

1. Write a command with the verb **sit**. _____
   _____
2. Write a command with the verb **drink**. _____
   _____
3. Write a command with **walk** that tells the class where to go.
   _____
4. Write a chain of three commands, like "Stand up, jump, sit down."
   _____
5. Make it harder: write a chain of four commands and put a number in one of them, like "Jump three times." _____
   _____

H. Lead the Class

Work with your class and a partner.

1. Read your chain from Part G, number 5, to the class. Watch carefully: does everyone do the actions in the right order?
2. Give your partner three commands. Your partner does them, and then you switch.
3. Which verb was the easiest to act out, and which was the hardest? Tell your partner why.

I. Show What You Remember

Cover the page. Write all ten verbs from memory, then check your spelling in Part A.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

6. _____ 7. _____ 8. _____ 9. _____ 10. _____



Teacher Page

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Teacher Command Script — 45-minute lesson (do not hand out)

Three rules for the whole lesson: never translate a command, and if students look lost, mime it again. Let them follow each command many times before they lead, and do not stop a student who is leading to fix mistakes; say the correct form quietly at the end. Reuse these ten verbs as a five-minute warm-up in at least three more lessons this week.

Minutes 0–3, warm-up (Stand Up, Sit Down): say each sentence once. Students stand up if it is true and sit down if it is false. Round 1: "A dog has wings." (sit) "A fish can swim." (stand) Round 2: "You eat with your mouth." (stand) "A cat can read." (sit) Round 3: "You sleep at night." (stand) "A chair can run." (sit)

Minutes 3–13, modelling block (students watch, no talking, no writing): say and act out each verb three or four times: **run** and **walk** (on the spot), **jump**, **sit** down, **stand** up, **write** (in the air), **read** (open your hands like a book), **drink** (lift a cup), **eat** (use a spoon) and **sleep** (rest your head on your hands).

Minutes 13–28, group response: call each verb while the class does it, then mix the order. Hand out the sheet for Part A. Part B, act out items 1–4, then only say 5–8: 1 jump, 2 drink, 3 sleep, 4 walk, 5 read, 6 run, 7 sit down, 8 write. Part C, say each chain once while students do it, then they number the actions. Chain 1: "Stand up, jump, sit down." Chain 2: "Stand up, walk, jump, sit down." Chain 3: "Stand up, run, drink, eat, sit down." Part D, read each sentence; students stand or sit, then write T or F.

Minutes 28–38, activity rotation: play Action Verb Charades for five minutes: a student acts out a verb card and the class guesses in English. Then play Part E, TPR Bingo, for five minutes, calling the ten verbs in any order. The first student with a line stands up and does every action in it.

Minutes 38–45, production (students lead): students do Parts F and G, then in Part H volunteers read their chains to the class while everyone, including you, follows. End with Part I, when one student writes the ten verbs on the board with no help.

A. Watch and Match: 1-f, 2-g, 3-h, 4-d, 5-i, 6-j, 7-c, 8-b, 9-e, 10-a

B. Listen and Do: 1 jump, 2 drink, 3 sleep, 4 walk, 5 read, 6 run, 7 sit, 8 write.

C. Command Chains: Chain 1: stand up 1, jump 2, sit down 3. Chain 2: stand up 1, walk 2, jump 3, sit down 4. Chain 3: stand up 1, run 2, drink 3, eat 4, sit down 5.

D. Stand Up, Sit Down: 1-T, 2-F (a fish swims), 3-T, 4-F (you read with your eyes), 5-T, 6-F (you use a spoon), 7-T, 8-F (you are awake to jump)

E. TPR Bingo: Boxes will vary; each box needs one verb and a matching drawing.

F. Read and Write: 1-drink, 2-sleep, 3-sit, 4-write, 5-eat, 6-read, 7-jump, 8-Stand, 9-walk, 10-run

G. Be the Teacher (model answers):

1. Sit down on your chair.
2. Drink some water.
3. Walk to the door. (Any place is fine.)
4. Stand up, run, sit down. (Any three are fine.)
5. Stand up, jump three times, walk to the window, sit down.

H and I: H answers will vary. I: run, walk, jump, sit, stand, write, read, drink, eat, sleep, in any order.

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