

To The Teacher:

Welcome to the “***Listen Kids Class Activities Downloadable Teacher’s Guide***”, a page-by-page guide for the classroom. We hope you and your kids enjoy the book and the CD. Don’t forget to check out the ***Listen Kids Syllabuses*** for suggestions on how to pace the book to fit your needs. The instructions below for each textbook page are divided into four sections:

1. ABOUT THIS PAGE—describes what the target language is and what the learning objectives are of this page in the student text.

2. BEFORE LISTENING—lists what to review or pre-teach for this page

3. LISTENING—describes the listening task for this page

4. CLASSROOM ACTIVITIES—lists activities for exploiting the text in class. Note: not every page includes a classroom activity.

Note: This guide is meant to be suggestive only. We believe that *Listen Kids* is a flexible book. Experienced teachers (such as yourself!) will soon see other ways to use the book. Make the book your own. Do not feel that you must do every activity listed here. Take what you like and leave the rest. In the end, you are the best judge of what your students’ needs and abilities are. Finally, we hope to meet many of you at conferences and book fairs in the future. Until then, go well and stay well. We wish all of you peace, love, and happiness.

--The Authors

Food - Listen And Point (page 1)

ABOUT THIS PAGE:

Overview:

- This page uses music and TPR (Total Physical Response) to introduce four of the eight food nouns featured in this module.

Target Language:

- Hotdogs, Bananas, Carrots, Cookies

Learning Objective:

- To achieve aural recognition of the four food nouns.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Red, Blue, Green, Yellow
- Commands: Point to the _____

LISTENING:

- Have the students open their books to page 1 and play track 1 of the audio CD.
 - Verse 1—Listen: Students listen and follow along, using the numbers and colors in their texts.
 - Verse 2—Point: Students point to items sequenced 1~4 in time with the CD
 - Verse 3—Challenge: Students listen and point to items as sequenced on the CD

CLASSROOM ACTIVITIES:**Listen Kids Rhythmic Chants**

Focus student attention on page 1. Play the CD again. This time students participate as follows:

CD: Point to the hotdogs!

CD & Students: Answer: Red!

CD: Point to the bananas!

CD & Students: Answer: Blue!

CD: Point to the carrots!

CD & Students: Answer: Green!

CD: Point to the cookies

CD & Students: Answer: Yellow!

CD & Students: Hotdogs, Bananas, Carrots, Cookies!

Etc...

Listen and Point Pair Work:

1. Focus student attention on page 1. Introduce the activity as follows:

Teacher: Point to the bananas! Answer?

Students: Blue!

Teacher: Point to the hotdogs! Answer?

Students: Red!

Etc....

2. Put students in pairs: Students practice as follows:

Student A: Point to the cookies! Answer?

Student B: Yellow!

Etc....

3. Students find new partners and continue.

I like... - Listen And Learn (page 2)

ABOUT THIS PAGE:

Overview:

- This page employs a simple skit to introduce the structure I LIKE + NOUN.

Target Language:

- I like + noun

Learning Objective:

- To understand usage of the structure I LIKE + NOUN within the context of food.

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: Hotdogs
- Commands: Listen And Learn

LISTENING:

- Have the students open their books to page 2 and play track 2 of the audio CD. Have students point to each panel as it is enacted on the CD.

I like... - Listen And Draw A Line (page 3)

ABOUT THIS PAGE:

Overview:

- This page integrates the nouns from page 1, Listen And Point, with the language structure from page 2, Listen And Learn.

Target Language:

- I like + noun

Learning Objective:

- To recognize the affirmative statement I LIKE + NOUN as spoken by a variety of voices and inflections.
- To distinguish the answers between a diminishing field of targets.

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Blue, Red, Green, Yellow,
- Nouns: Hotdogs, Bananas, Carrots, Cookies
- Commands: Draw a line
- Structure: I like _____

LISTENING:

- Have the students open their books to page 3 and play track 3 of the audio CD.
 - Students use a pencil to connect the dots from the character on the left to the food item on the right within the given time.
-

CLASSROOM ACTIVITIES:

Copy Cat Kids--Repetition:

1. Focus student attention on page 3.
2. Play the CD again.
3. Pause after each character's statement.
4. Have students imitate the character, including the sound signature, the intonation, and rhythm.

Example:

CD (Dragon): Ho, ho, ho! I like hotdogs!

(Pause CD)

Students: Ho, ho, ho! I like hotdogs!

Etc...

Copy Cat Kids--Production:

1. Put students in pairs: One student imitates the characters. The other student gives the answers.

Example:

Student A: Ho, ho, ho! I like hotdogs!

Student B: Answer: red.

Etc...

2. Students find new partners and continue.
-

I like... - Listen And Circle (page 4)

ABOUT THIS PAGE:

Overview:

- This page continues practice of the language from page 1, Listen And Point, and page 2, Listen And Learn.

Target Language:

- I like + noun

Learning Objective:

- To recognize the affirmative statement I LIKE + NOUN as spoken by a variety of voices and inflections.
 - To distinguish answers among a closed field of targets.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Blue, Red, Green, Yellow,
- Nouns: Hotdogs, Bananas, Carrots, Cookies
- Commands: Listen And Circle

- Structure: I like _____

LISTENING:

- Have the students open their books to page 4 and play track 4 of the audio CD.
 - Students use a pencil to circle the food liked by the character on the left.
-

CLASSROOM ACTIVITIES:

Copy Cat Kids--Repetition:

1. Focus student attention on page 4.
2. Play the CD again.
3. Pause after each character's statement.
4. Have students imitate the character, including the sound signature, the intonation, and rhythm.

Example:

CD (Clown): Beep! Beep! Ho, ho, ho! I like bananas!

(Pause CD)

Students: Beep! Beep! Ho, ho, ho! I like bananas!

Etc...

Copy Cat Kids--Production:

1. Put students in pairs: One student imitates the characters. The other student gives the answers.

Example:

Student A: Beep! Beep! Ho, ho, ho! I like bananas!

Student B: Answer: Blue!

Etc...

2. Students find new partners and continue.
-

Food - Listen And Point (page 5)

ABOUT THIS PAGE:

Overview:

- This page uses music and TPR (Total Physical Response) to introduce the second four of eight food nouns featured in this module.

Target Language:

- Donuts, Strawberries, Hamburgers, Cucumbers

Learning Objective:

- To achieve aural recognition of the four new food nouns.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Red, Blue, Green, Yellow
- Commands: Point to the _____

LISTENING:

- Have the students open their books to page 5 and play track 5 of the audio CD.
 - Verse 1—Listen: Students listen and follow along, using the numbers and colors in their texts.
 - Verse 2—Point: Students point to items sequenced 1~4 in time with the CD
 - Verse 3—Challenge: Students listen and point to items as sequenced on the CD

CLASSROOM ACTIVITIES:**Listen Kids Rhythmic Chants**

Focus student attention on page 5. Play the CD again. This time students participate as follows:

CD: Point to the donuts!

CD & Students: Answer: Red!

CD: Point to the strawberries!

CD & Students: Answer: Blue!

CD: Point to the hamburgers!

CD & Students: Answer: Green!

CD: Point to the cucumbers!

CD & Students: Answer: Yellow!

CD & Students: Donuts, Strawberries, Hamburgers, Cucumbers!

Etc...

Listen and Point Pair Work:

1. Focus student attention on page 5. Introduce the activity as follows:

Teacher: Point to the hamburgers! Answer?

Students: Green!

Teacher: Point to the cucumbers! Answer?

Students: Yellow!

Etc....

2. Put students in pairs: Students practice as follows:

Student A: Point to the strawberries! Answer?

Student B: Blue!

Etc....

3. Students find new partners and continue.
-

I don't like... - Listen And Learn (page 6)

ABOUT THIS PAGE:**Overview:**

- This page employs a simple skit to introduce the structure I DON'T LIKE + NOUN.

Target Language:

- I don't like + noun

Learning Objective:

- To understand usage of the structure I DON'T LIKE + NOUN within the context of food.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: Cucumbers
- Commands: Listen And Learn

LISTENING:

- Have the students open their books to page 6 and play track 6 of the audio CD. Have students point to each panel as it is enacted on the CD.
-

I don't like... - Listen And Draw A Line (page 7)

ABOUT THIS PAGE:

Overview:

- This page integrates the nouns from page 5, Listen And Point, with the language structure from page 6, Listen And Learn.

Target Language:

- I don't like + noun

Learning Objective:

- To recognize the negative statement I DON'T LIKE + NOUN as spoken by a variety of voices and inflections.
 - To distinguish the answers between a diminishing field of targets.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Blue, Red, Green, Yellow,
- Nouns: Donuts, Strawberries, Hamburgers, Cucumbers
- Commands: Draw a line
- Structure: I don't like _____

LISTENING:

- Have the students open their books to page 7 and play track 7 of the audio CD.
 - Students use a pencil to connect the dots from the character on the left to the food item on the right within the given time.
-

CLASSROOM ACTIVITIES:

Copy Cat Kids--Repetition:

1. Focus student attention on page 7.

2. Play the CD again.
3. Pause after each character's statement.
4. Have students imitate the character, including the sound signature, the intonation, and rhythm.

Example:

CD (Dragon): Ho, ho, ho! I don't like cucumbers.

(Pause CD)

Students: Ho, ho, ho! I don't like cucumbers.

Etc...

Copy Cat Kids--Production:

1. Put students in pairs: One student imitates the characters. The other student gives the answers.

Example:

Student A: Ho, ho, ho! I don't like cucumbers.

Student B: Answer: Yellow

Etc...

2. Students find new partners and continue.
-

I don't like... - Listen And Cross Out (page 8)

ABOUT THIS PAGE:

Overview:

- This page continues practice of the language from page 5, Listen And Point, and page 6, Listen And Learn.

Target Language:

- I don't like + noun

Learning Objective:

- Recognize the negative statement I DON'T LIKE + NOUN as spoken by a variety of voices and inflections.
 - To distinguish answers among a closed field of targets.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Blue Red Green Yellow
- Nouns: Donuts, Strawberries, Hamburgers, Cucumbers
- Commands: Listen And Cross Out
- Structure: I don't like _____

LISTENING:

- Have the students open their books to page 8 and play track 8 of the audio CD.
 - Students use a pencil to cross out the food disliked by the character on the left.
-

CLASSROOM ACTIVITIES:

Copy Cat Kids--Repetition:

1. Focus student attention on page 8.
2. Play the CD again.
3. Pause after each character's statement.
4. Have students imitate the character, including the sound signature, the intonation, and rhythm.

Copy Cat Kids--Production:

1. Put students in pairs: One student imitates the characters. The other student gives the answers.
 2. Students find new partners and continue.
-

I don't like.../ I don't like – Listen And Connect (page 9)

ABOUT THIS PAGE:**Overview:**

- This page reviews the nouns and the structures covered this far in this module.

Target Language:

- I like + noun/I don't like + noun

Learning Objective:

- To distinguish the negative statement, I DON'T LIKE____, from the affirmative statement, I LIKE_____.
 - To recognize all eight food nouns of this module.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Colors: Red, Green, Blue, Yellow, Orange
- Nouns: Hotdogs, Bananas, Carrots, Cookies, Donuts, Strawberries, Hamburgers, Cucumbers
- Commands: Listen And Cross Out
- Structure: I like/I don't like _____

LISTENING:

- Have the students open their books to page 9 and play track 9 of the audio CD.
 - Using a pencil to connect the foods liked or disliked by the speaker, the students complete the maze to reach the goal.
-

CLASSROOM ACTIVITIES:**Listen Kids Amazing Maze of Listening!**

1. Focus student attention on page 9. Introduce the activity as follows.
Example:

Teacher: I don't like hamburgers!

Teacher: I like carrots!

Teacher: I don't like bananas!

Teacher: I like donuts!

Teacher: I like strawberries!

Teacher: Answer?

Students: Green!

Teacher: Yes! All right! (Clapping, cheering, etc.)
(Repeat as necessary, increasing in length and difficulty)

2. Put students in pairs: Students practice as follows.

Example:

Student A: I like strawberries!

Student A: I like donuts!

Student A: I don't like hotdogs!

Student A: I don't like carrots!

Student A: I don't like bananas!

Student A: Answer?

Student B: Blue!

Student A: Yes! All right! (Clapping, cheering, etc.)

(Student A and B change roles)

3. Students find new partners and continue.

Do you like... - Listen And Learn (page 10)

ABOUT THIS PAGE:

Overview:

- This page employs a simple skit to introduce the yes/no question form DO YOU LIKE + NOUN?

Target Language:

- Do you like + noun?

Learning Objective:

- To understand usage of the structure DO YOU LIKE + NOUN? within the context of food.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: Hotdogs, Cucumbers
- Commands: Listen And Learn

LISTENING:

- Have the students open their books to page 10 and play track 10 of the audio CD. Have students point to each panel as it is enacted on the CD.
-

CLASSROOM ACTIVITIES:

Listen And Act Out

1. Focus student attention on page 10. After listening to the CD, act out the skit with the students as follows:

Teacher: (Superhero) Do you like hotdogs?

Students: (Dragon) Ho, ho, ho, yes, I like hotdogs.

Teacher: (Superhero) Do you like cucumbers?

Students: (Dragon) Ahh! No, I don't like cucumbers!
Whoosh! (Fire-breathing dragon sounds.)

2. Put students in pairs: Students act out skit.
3. Students find new partners and repeat.

Do you like... - Listen And Check (page 11)

ABOUT THIS PAGE:

Overview:

- This page introduces three possible answer forms to the yes/no question form, DO YOU LIKE + NOUN, introduced on the previous page.

Target Language:

Yes, I do/No, I don't.

Yes, I like + noun/No, I don't like + noun.

Yes, I do. I like + noun/No, I don't. I don't like + noun.

Learning Objective:

- To discriminate affirmative and negative responses to Yes/No questions

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: Cookies, Strawberries, Hamburgers, Bananas, Hotdogs, Cucumbers
- Colors: Red, Green
- Commands: Listen And Check
- Structures: Do you like + noun?
-

LISTENING:

- Have the students open their books to page 11 and play track 11 of the audio CD. Have students check the green boxes for "YES" and the red boxes for "NO"

Listen Kids! Listen And Check (page 12)

ABOUT THIS PAGE:

Overview:

- This page is the final listening exercise for this module. The language in all listenings up to this point has been carefully selected and controlled. On this page, however, we challenge the students to recognize the target language when mixed with unfamiliar, non-essential language. The focus is on understanding meaning rather than understanding each word.

- **Target Language:**

Review the structures of this module.

Learning Objective:

- To focus on meaning by discriminating between essential language and non-essential language.

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: Hotdogs, Cookies, Donuts, Carrots, Hamburgers, Cucumbers
- Commands: Listen And Check
- Colors: Green, Red
- Structures: Do you like + noun
Yes, I do/No, I don't.
Yes, I like + noun/No, I don't like + noun.
Yes, I do. I like + noun/No, I don't. I don't like + noun.

LISTENING:

Have the students open their books to page 12 and play track 12 of the audio CD. Have students check the green boxes for "YES" and the red boxes for "NO"

CLASSROOM ACTIVITIES:

Listen And Check Interview Pair Work:

Focus student attention on page 12. After students listen to the CD and check their answers, students role play the interview as follows:

Interviewer (Student A): Superhero, do you like hotdogs?

Superhero (Student B): Yes, I do. I like hotdogs!

Interviewer (Student A): Do you like cookies?

Superhero (Student B): No, I don't. I don't like cookies.

Etc...

Amazing Maze Review Pair Work:

1. Return to page 9. Lead students through the maze as follows. Call on different students. Students answer according to their textbook maze.

Example:

Teacher: Do you like cookies?

Student A: No I don't.

Teacher: Do you like cucumbers?

Student B: No, I don't. I don't like cucumbers!

(Student can choose here between "Yes, I do" or "No, I don't".)

Teacher: Do you like hotdogs?

Student C: No, I don't.

Teacher: Do you like donuts?

Student D: Yes, I do! I like donuts!

Teacher: Do you like bananas?

Student E: No, I don't.

Teacher: Answer?

Student F: Blue!

2. Put students in pairs: Students practice as follows.

Example:

Student A: Do you like strawberries?

Student B: Yes, I do. I like strawberries.

Student A: Do you like carrots?
Student B: Yes, I do. I like carrots!
Student A: Do you like hotdogs?
Student B: No, I don't.
Student A: Do you like donuts?
Student B: Yes, I like donuts.
Student A: Do you like bananas!
Student B: No, I don't.
Student A: Answer?
Student B: Blue!
(Student A and B change roles)

3. Students find new partners and continue.

Listen Kids Final Review Pair Work:

1. Student A looks at page 1. Student B looks at page 5. Students interview each other and give their own answers.

Example:

Student A: Do you like hotdogs?
Student B: Yes, I do. I like hotdogs.
Student B: Do you like donuts?
Student A: Yes, I do.
Student A: Do you like bananas?
Student B: No, I don't. I don't like bananas.
Etc...

2. Students find new partners and repeat interview.

Animals - Listen And Point (page 13)

ABOUT THIS PAGE:

Overview:

- This page uses music and TPR (Total Physical Response) to introduce four of the eight animals featured in this module.

Target Language:

- a bird, a turtle, a dog, a monkey

Learning Objective:

- To achieve aural recognition of the four animals.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Purple, Yellow, Orange, Green
- Commands: Point to the _____

LISTENING:

- Have the students open their books to page 13 and play track 13 of the audio CD.

- Verse 1—Listen: Students listen and follow along, using the numbers and colors in their texts.
- Verse 2—Point: Students point to items sequenced 1~4 in time with the CD
- Verse 3—Challenge: Students listen and point to items as sequenced on the CD

CLASSROOM ACTIVITIES:

Listen Kids Rhythmic Chants

Focus student attention on page 13. Play the CD again. This time students participate as follows:

CD: Point to the bird!

CD & Students: Answer: Purple!

CD: Point to the turtle!

CD & Students: Answer: Yellow

CD: Point to the dog!

CD & Students: Answer: Orange!

CD: Point to the monkey!

CD & Students: Answer: Green!

CD & Students: A Bird, A Turtle, A Dog, A Monkey!

Etc...

Listen and Point Pair Work:

1. Focus student attention on page 13. Introduce the activity as follows:

Teacher: Point to the monkey! Answer?

Students: Green!

Teacher: Point to the dog! Answer?

Students: Orange!

Etc....

2. Put students in pairs: Students practice as follows:

Student A: Point to the turtle! Answer?

Student B: Yellow!

Etc....

3. Students find new partners and continue.

I have... - Listen And Learn (page 14)

ABOUT THIS PAGE:

Overview:

- This page employs a simple skit to introduce the structure I HAVE + NOUN.

Target Language:

- I have + noun

Learning Objective:

- To understand usage of the structure I HAVE + NOUN to indicate possession of an animal.

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: Monkey
- Commands: Listen And Learn

LISTENING:

- Have the students open their books to page 14 and play track 14 of the audio CD. Have students point to each panel as it is enacted on the CD.
-

I have... - Listen And Draw A Line (page 15)

ABOUT THIS PAGE:**Overview:**

- This page integrates the nouns from page 13, Listen And Point, with the language structure from page 14, Listen And Learn.

Target Language:

- I have + noun

Learning Objective:

- To recognize the affirmative statement I HAVE + NOUN as spoken by a variety of voices and inflections.
 - To distinguish the answers between a diminishing field of targets.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Orange, Yellow, Green, Purple
- Nouns: a bird, a turtle, a dog, a monkey
- Commands: Draw a line
- Structure: I have _____

LISTENING:

- Have the students open their books to page 15 and play track 15 of the audio CD.
 - Students use a pencil to connect the dots from the character on the left to the animal on the right within the given time.
-

CLASSROOM ACTIVITIES:**Copy Cat Kids--Repetition:**

1. Focus student attention on page 15.
2. Play the CD again.
3. Pause after each character's statement.
4. Have students imitate the character, including the sound signature, the intonation, and rhythm.

Copy Cat Kids--Production:

1. Put students in pairs: One student imitates the characters. The other student gives the answers.
 2. Students find new partners and continue.
-

I like... - Listen And Circle (page 16)

ABOUT THIS PAGE:

Overview:

- This page continues practice of the language from page 13, Listen And Point, and page 14, Listen And Learn.

Target Language:

- I have + noun

Learning Objective:

- To recognize the affirmative statement I HAVE + NOUN as spoken by a variety of voices and inflections.
 - To distinguish answers among a closed field of targets.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Orange, Yellow, Green, Purple
- Nouns: a bird, a turtle, a dog, a monkey
- Commands: Draw and circle
- Structure: I have _____

LISTENING:

- Have the students open their books to page 16 and play track 16 of the audio CD.
 - Students use a pencil to circle the animal liked by the character on the left.
-

CLASSROOM ACTIVITIES:

Copy Cat Kids--Repetition:

1. Focus student attention on page 16.
2. Play the CD again.
3. Pause after each character's statement.
4. Have students imitate the character, including the sound signature, the intonation, and rhythm.

Copy Cat Kids--Production:

1. Put students in pairs: One student imitates the characters. The other student gives the answers.
 2. Students find new partners and continue.
-

Food - Listen And Point (page 17)

ABOUT THIS PAGE:

Overview:

- This page uses music and TPR (Total Physical Response) to introduce the second four of eight animals featured in this module.

Target Language:

- A tiger, a cat, a rabbit, a spider

Learning Objective:

- To achieve aural recognition of the four new animals.

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Purple, Yellow, Orange, Green
- Commands: Point to the_____

LISTENING:

- Have the students open their books to page 17 and play track 17 of the audio CD.
 - Verse 1—Listen: Students listen and follow along, using the numbers and colors in their texts.
 - Verse 2—Point: Students point to items sequenced 1~4 in time with the CD
 - Verse 3—Challenge: Students listen and point to items as sequenced on the CD

CLASSROOM ACTIVITIES:

Listen Kids Rhythmic Chants

Focus student attention on page 17. Play the CD again. This time students participate as follows:

CD: Point to the tiger!
CD & Students: Answer: Purple!
CD: Point to the cat!
CD & Students: Answer: Yellow
CD: Point to the rabbit!
CD & Students: Answer: Orange!
CD: Point to the spider!
CD & Students: Answer: Green!
CD & Students: A Tiger, A Cat, A Rabbit, A Spider!
 Etc...

Listen and Point Pair Work:

1. Focus student attention on page 17. Introduce the activity as follows:

Teacher: Point to the spider! Answer?
Students: Green!
Teacher: Point to the cat! Answer?
Students: Yellow!
 Etc....

2. Put students in pairs: Students practice as follows:

Student A: Point to the rabbit! Answer?

Student B: Orange!
Etc....

3. Students find new partners and continue.

I don't have... - Listen And Learn (page 18)

ABOUT THIS PAGE:

Overview:

- This page employs a simple skit to introduce the structure I DON'T HAVE + NOUN.

Target Language:

- I don't have + noun

Learning Objective:

- To understand usage of the structure I DON'T HAVE + NOUN to indicate non-possession of an animal.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: a monkey, a dog, a tiger
- Commands: Listen And Learn
- Structures: I HAVE + NOUN

LISTENING:

- Have the students open their books to page 18 and play track 18 of the audio CD. Have students point to each panel as it is enacted on the CD.
-

I don't have... - Listen And Draw A Line (page 19)

ABOUT THIS PAGE:

Overview:

- This page integrates the nouns from page 17, Listen And Point, with the language structure from page 18, Listen And Learn.

Target Language:

- I don't have + noun

Learning Objective:

- To recognize the negative statement I DON'T HAVE + NOUN as spoken by a variety of voices and inflections.
 - To distinguish the answers between a diminishing field of targets.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4

- Colors: Orange, Purple, Green, Yellow,
- Nouns: a rabbit, a tiger, a cat, a spider
- Commands: Draw a line
- Structure: I don't like _____

LISTENING:

- Have the students open their books to page 19 and play track 19 of the audio CD.
- Students use a pencil to connect the dots from the character on the left to the animal on the right within the given time.

CLASSROOM ACTIVITIES:

Copy Cat Kids--Repetition:

1. Focus student attention on page 19.
2. Play the CD again.
3. Pause after each character's statement.
4. Have students imitate the character, including the sound signature, the intonation, and rhythm.

Copy Cat Kids--Production:

1. Put students in pairs: One student imitates the characters. The other student gives the answers.
2. Students find new partners and continue.

I don't have... - Listen And Cross Out (page 20)

ABOUT THIS PAGE:

Overview:

- This page continues practice of the language from page 17, Listen And Point, and page 18, Listen And Learn.

Target Language:

- I don't have + noun

Learning Objective:

- Recognize the negative statement I DON'T HAVE + NOUN as spoken by a variety of voices and inflections.
- To distinguish answers among a closed field of targets.

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Green, Yellow, Orange, Purple
- Nouns: a rabbit, a cat, a tiger, a spider
- Commands: Listen And Cross Out
- Structure: I don't have _____

LISTENING:

- Have the students open their books to page 20 and play track 20 of the audio CD.

- Students use a pencil to cross out the animal not possessed by the character on the left.

CLASSROOM ACTIVITIES:

Copy Cat Kids--Repetition:

1. Focus student attention on page 20.
2. Play the CD again.
3. Pause after each character's statement.
4. Have students imitate the character, including the sound signature, the intonation, and rhythm.

Copy Cat Kids--Production:

1. Put students in pairs: One student imitates the characters. The other student gives the answers.
 2. Students find new partners and continue.
-

I have.../ I don't have – Listen And Connect (page 21)

ABOUT THIS PAGE:

Overview:

- This page reviews the nouns and the structures covered this far in this module.

Target Language:

- I have + noun/ I don't have + noun

Learning Objective:

- To distinguish the negative statement, I DON'T HAVE____, from the affirmative statement, I HAVE_____.
 - To recognize all eight animals of this module.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Colors: Blue, Red, Green, Yellow, Orange
- Nouns: a bird, a turtle, a dog, a monkey, a rabbit, a cat, a tiger, a spider
- Commands: Listen And Cross Out
- Structure: I have/ I don't have _____

LISTENING:

- Have the students open their books to page 21 and play track 21 of the audio CD.
 - Using a pencil to connect the animals possessed or not possessed by the speaker, the students complete the maze to reach the goal.
-

CLASSROOM ACTIVITIES:

Listen Kids Amazing Maze of Listening!

1. Focus student attention on page 21. Introduce the activity as follows.

Example:

Teacher: I don't have a dog!

Teacher: I don't have a cat!

Teacher: I have a rabbit!

Teacher: I have a turtle!

Teacher: I have a spider!!

Teacher: Answer?

Students: Blue!

Teacher: Yes! All right! (Clapping, cheering, etc.)

(Repeat as necessary, increasing in length and difficulty)

2. Put students in pairs: Students practice as follows.

Example:

Student A: I have a cat!

Student A: I don't have a rabbit!

Student A: I don't have a tiger!

Student A: I don't have a dog!

Student A: I have a monkey!

Student A: I have a spider!

Student A: Answer?

Student B: Blue!

Student A: Yes! All right! (Clapping, cheering, etc.)

(Student A and B change roles)

3. Students find new partners and continue.

Do you have... - Listen And Learn (page 22)

ABOUT THIS PAGE:

Overview:

- This page employs a simple skit to introduce the yes/no question form DO YOU HAVE + NOUN?

Target Language:

- Do you have + noun?

Learning Objective:

- To understand usage of the structure DO YOU HAVE + NOUN? to indicate possession or non-possession of an animal.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: a monkey, a tiger
- Commands: Listen And Learn

LISTENING:

- Have the students open their books to page 22 and play track 22 of the audio CD. Have students point to each panel as it is enacted on the CD.
-

CLASSROOM ACTIVITIES:

Listen And Act Out

1. Focus student attention on page 22. After listening to the CD, act out the skit with the students as follows:

Teacher: (Interviewer) Do you have a monkey?

Students: (Clown) Yes, I have a monkey.

Teacher: (Interviewer) Do you have a dog?

Students: (Clown) Yes, I have a dog.

Etc...

2. Put students in pairs: Students act out skit.

3. Students find new partners and repeat.

Do you have... - Listen And Check (page 23)

ABOUT THIS PAGE:

Overview:

- This page introduces three possible answer forms to the yes/no question form, DO YOU HAVE + NOUN, introduced on the previous page.

Target Language:

Yes, I do/No, I don't.

Yes, I have + noun/No, I don't have + noun.

Yes, I do. I have + noun/No, I don't. I don't have + noun.

Learning Objective:

- To discriminate affirmative and negative responses to Yes/No questions

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: a tiger, a bird, a rabbit, a dog, a monkey, a spider
- Colors: Red, Green
- Commands: Listen And Check
- Structures: Do you have + noun?
-

LISTENING:

- Have the students open their books to page 23 and play track 23 of the audio CD. Have students check the green boxes for "YES" and the red boxes for "NO"

Listen Kids! Listen And Check (page 24)

ABOUT THIS PAGE:

Overview:

- This page is the final listening exercise for this module. The language in all listenings in this module up to this point has been carefully selected and controlled. On this page, however, we challenge the students to recognize the target language when mixed with unfamiliar, non-

essential language. The focus is on understanding meaning rather than understanding each word.

- **Target Language:**

Review the structures of this module.

Learning Objective:

- To focus on meaning by discriminating between essential language and non-essential language.

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: a bird, a monkey, a tiger, a spider, a rabbit, a dog
- Commands: Listen And Check
- Colors: Green, Red
- Structures: Do you have + noun
Yes, I do/No, I don't.
Yes, I have + noun/No, I don't have + noun.
Yes, I do. I have + noun/No, I don't. I don't have + noun.

LISTENING:

- Have the students open their books to page 24 and play track 24 of the audio CD. Have students check the green boxes for "YES" and the red boxes for "NO"

CLASSROOM ACTIVITIES:

Listen And Check Interview Pair Work:

Focus student attention on page 24. After students listen to the CD and check their answers, students role play the interview as follows:

Mr. Wizard (Student A): Do you have a bird?
Amy Alien (Student B): Yes, I do. I have a bird!
Mr. Wizard (Student A): Do you have a monkey?
Amy Alien (Student B): No, I don't.
Etc...

Amazing Maze Review Pair Work:

1. Return to page 21. Lead students through the maze as follows. Call on different students. Students answer according to their textbook maze.

Example:

Teacher: Do you have a dog?

Student A: No I don't.

Teacher: Do you have a spider?

Student B: No, I don't. I don't have a spider!

Teacher: Do you have a cat?

(Student can choose here between "Yes, I do" or "No, I don't".)

Student C: Yes, I do.

Teacher: Do you have a tiger?

Student D: Yes, I do! I have a tiger!

Teacher: Do you have a turtle?

(Student can choose here between "Yes, I do" or "No, I don't".)

Student E: No, I don't.

Teacher: Answer?

Student F: Green!

2. Put students in pairs: Students practice as follows.

Example:

Student A: Do you have a tiger?

Student B: Yes, I do. I have a tiger.

Student A: Do you have a dog?

Student B: Yes, I do. I have a dog!

Student A: Do you have a monkey?

Student B: No, I don't.

Student A: Do you have a turtle?

Student B: Yes, I have a turtle.

Student A: Do you have a rabbit!

Student B: No, I don't.

Student A: Answer?

Student B: Yellow!

(Student A and B change roles)

3. Students find new partners and continue.

Listen Kids Final Review Pair Work:

1. Student A looks at page 13. Student B looks at page 17. Students interview each other and give their own answers.

Example:

Student A: Do you have a bird?

Student B: Yes, I do.

Student B: Do you have a tiger?

Student A: No, I don't. I don't have a tiger!

Student A: Do you have a turtle?

Student B: Yes I do.

Etc...

2. Students find new partners and repeat interview.

Toys - Listen And Point (page 25)

ABOUT THIS PAGE:

Overview:

- This page uses music and TPR (Total Physical Response) to introduce four of the eight toys featured in this module.

Target Language:

- a rocket, a puzzle, a bicycle, a jump rope

Learning Objective:

- To achieve aural recognition of the four toys.

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Green, Pink, Yellow, Blue
- Commands: Point to the_____

LISTENING:

- Have the students open their books to page 25 and play track 25 of the audio CD.
 - Verse 1—Listen: Students listen and follow along, using the numbers and colors in their texts.
 - Verse 2—Point: Students point to items sequenced 1~4 in time with the CD
 - Verse 3—Challenge: Students listen and point to items as sequenced on the CD

CLASSROOM ACTIVITIES:

Listen Kids Rhythmic Chants

Focus student attention on page 25. Play the CD again. This time students participate as follows:

CD: Point to the rocket!

CD & Students: Answer: Green!

CD: Point to the puzzle!

CD & Students: Answer: Pink!

CD: Point to the bicycle!

CD & Students: Answer: Yellow!

CD: Point to the jump rope!

CD & Students: Answer: Blue!

CD & Students: A Rocket! A Puzzle! A Bicycle! A Jump Rope!

Etc...

Listen and Point Pair Work:

1. Focus student attention on page 25. Introduce the activity as follows:

Teacher: Point to the rocket! Answer?

Students: Green!

Teacher: Point to the bicycle! Answer?

Students: Yellow!

Etc....

2. Put students in pairs: Students practice as follows:

Student A: Point to the puzzle! Answer?

Student B: Pink!

Etc....

3. Students find new partners and continue.

I want... - Listen And Learn (page 26)

ABOUT THIS PAGE:

Overview:

- This page employs a simple skit to introduce the structure I WANT + NOUN.

Target Language:

- I want + noun

Learning Objective:

- To understand usage of the structure I WANT + NOUN to in the context of objects.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: a rocket
- Commands: Listen And Learn

LISTENING:

- Have the students open their books to page 126 and play track 26 of the audio CD. Have students point to each panel as it is enacted on the CD.
-

I want... - Listen And Draw A Line (page 27)

ABOUT THIS PAGE:**Overview:**

- This page integrates the nouns from page 25, Listen And Point, with the language structure from page 26, Listen And Learn.

Target Language:

- I want + noun

Learning Objective:

- To recognize the affirmative statement I WANT + NOUN as spoken by a variety of voices and inflections.
 - To distinguish the answers between a diminishing field of targets.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Pink, Yellow, Blue, Green
- Nouns: a rocket, a puzzle, a bicycle, a jump rope
- Commands: Draw a line
- Structure: I want _____

LISTENING:

- Have the students open their books to page 27 and play track 27 of the audio CD.
 - Students use a pencil to connect the dots from the character on the left to the toy on the right within the given time.
-

CLASSROOM ACTIVITIES:

Copy Cat Kids--Repetition:

1. Focus student attention on page 27.
2. Play the CD again.
3. Pause after each character's statement.
4. Have students imitate the character, including the sound signature, the intonation, and rhythm.

Copy Cat Kids--Production:

1. Put students in pairs: One student imitates the characters. The other student gives the answers.
 2. Students find new partners and continue.
-

I want... - Listen And Circle (page 28)

ABOUT THIS PAGE:

Overview:

- This page continues practice of the language from page 25, Listen And Point, and page 26, Listen And Learn.

Target Language:

- I want + noun

Learning Objective:

- To recognize the affirmative statement I WANT + NOUN as spoken by a variety of voices and inflections.
- To distinguish answers among a closed field of targets.

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Pink, Yellow, Blue, Green
- Nouns: a rocket, a puzzle, a bicycle, a jump rope
- Commands: Draw and circle
- Structure: I want _____

LISTENING:

- Have the students open their books to page 28 and play track 28 of the audio CD.
- Students use a pencil to circle the toy liked by the character on the left.

CLASSROOM ACTIVITIES:

Copy Cat Kids--Repetition:

1. Focus student attention on page 28.
2. Play the CD again.
3. Pause after each character's statement.
4. Have students imitate the character, including the sound signature, the intonation, and rhythm.

Copy Cat Kids--Production:

1. Put students in pairs: One student imitates the characters. The other student gives the answers.
 2. Students find new partners and continue.
-

Toys - Listen And Point (page 29)

ABOUT THIS PAGE:**Overview:**

- This page uses music and TPR (Total Physical Response) to introduce the second four of eight toys featured in this module.

Target Language:

- A squirt gun, a yo-yo, a beach ball, a teddy bear

Learning Objective:

- To achieve aural recognition of the four new toys.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Green, Pink, Yellow, Blue
- Commands: Point to the_____

LISTENING:

- Have the students open their books to page 29 and play track 29 of the audio CD.
 - Verse 1—Listen: Students listen and follow along, using the numbers and colors in their texts.
 - Verse 2—Point: Students point to items sequenced 1~4 in time with the CD.
 - Verse 3—Challenge: Students listen and point to items as sequenced on the CD.
-

CLASSROOM ACTIVITIES:**Listen Kids Rhythmic Chants**

Focus student attention on page 29. Play the CD again. This time students participate as follows:

CD: Point to the squirt gun!

CD & Students: Answer: Green!

CD: Point to the yo-yo!

CD & Students: Answer: Pink!

CD: Point to the beach ball!

CD & Students: Answer: Yellow!

CD: Point to the teddy bear!

CD & Students: Answer: Blue!

CD & Students: A Squirt Gun! A Yo-yo! A Beach Ball! A Teddy Bear!

Etc...

Listen and Point Pair Work:

1. Focus student attention on page 29. Introduce the activity as follows:

Teacher: Point to the yo-yo! Answer?

Students: Pink!

Teacher: Point to the beach ball! Answer?

Students: Yellow!

Etc....

2. Put students in pairs: Students practice as follows:

Student A: Point to the teddy bear! Answer?

Student B: Blue!

Etc....

3. Students find new partners and continue.

I don't want... - Listen And Learn (page 30)

ABOUT THIS PAGE:

Overview:

- This page employs a simple skit to introduce the structure I DON'T WANT + NOUN.

Target Language:

- I don't want + noun

Learning Objective:

- To understand usage of the structure I DON'T WANT+ NOUN in the context of objects.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: a rocket, a beach ball
- Commands: Listen And Learn
- Structures: I WANT+ NOUN

LISTENING:

- Have the students open their books to page 30 and play track 30 of the audio CD. Have students point to each panel as it is enacted on the CD.
-

I don't want... - Listen And Draw A Line (page 31)

ABOUT THIS PAGE:

Overview:

- This page integrates the nouns from page 29, Listen And Point, with the language structure from page 30, Listen And Learn.

Target Language:

- I don't want + noun

Learning Objective:

- To recognize the negative statement I DON'T WANT + NOUN as spoken by a variety of

voices and inflections.

- To distinguish the answers between a diminishing field of targets.

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Pink, Blue, Green, Yellow
- Nouns: a squirt gun, a yo-yo, a beach ball, a teddy bear
- Commands: Draw a line
- Structure: I don't have _____

LISTENING:

- Have the students open their books to page 31 and play track 31 of the audio CD.
- Students use a pencil to connect the dots from the character on the left to the toy on the right within the given time.

CLASSROOM ACTIVITIES:

Copy Cat Kids--Repetition:

1. Focus student attention on page 31.
2. Play the CD again.
3. Pause after each character's statement.
4. Have students imitate the character, including the sound signature, the intonation, and rhythm.

Copy Cat Kids--Production:

1. Put students in pairs: One student imitates the characters. The other student gives the answers.
2. Students find new partners and continue.

I don't want... - Listen And Cross Out (page 32)

ABOUT THIS PAGE:

Overview:

- This page continues practice of the language from page 29, Listen And Point, and page 30, Listen And Learn.

Target Language:

- I don't want + noun

Learning Objective:

- Recognize the negative statement I DON'T WANT + NOUN as spoken by a variety of voices and inflections.
- To distinguish answers among a closed field of targets.

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4

- Colors: Pink, Blue, Green, Yellow
- Nouns: a rocket, a puzzle, a bicycle, a jump rope
- a squirt gun, a yo-yo, a beach ball, a teddy bear
- Commands: Listen And Cross Out
- Structure: I don't want _____

LISTENING:

- Have the students open their books to page 32 and play track 32 of the audio CD.
- Students use a pencil to cross out the toy not wanted by the character on the left.

CLASSROOM ACTIVITIES:

Copy Cat Kids--Repetition:

1. Focus student attention on page 32.
2. Play the CD again.
3. Pause after each character's statement.
4. Have students imitate the character, including the sound signature, the intonation, and rhythm.

Copy Cat Kids--Production:

1. Put students in pairs: One student imitates the characters. The other student gives the answers.
2. Students find new partners and continue.

I want.../ I don't want – Listen And Connect (page 33)

ABOUT THIS PAGE:

Overview:

- This page reviews the nouns and the structures covered this far in this module.

Target Language:

- I want + noun/ I don't want + noun

Learning Objective:

- To distinguish the negative statement, I DON'T WANT____, from the affirmative statement, I WANT_____.
- To recognize all eight toys of this module.

BEFORE LISTENING:

Before listening to this page the students should know:

- Colors: Blue, Red, Green, Yellow, Orange
- Nouns: a rocket, a puzzle, a bicycle, a jump rope, a squirt gun, a yo-yo, a beach ball, a teddy bear
- Commands: Listen And Cross Out
- Structure: I want/ I don't want _____

LISTENING:

- Have the students open their books to page 33 and play track 33 of the audio CD.

- Using a pencil to connect the toys wanted or not wanted by the speaker, the students complete the maze to reach the goal.

CLASSROOM ACTIVITIES:

Listen Kids Amazing Maze of Listening!

1. Focus student attention on page 33. Introduce the activity as follows.

Example:

Teacher: I want a bicycle!

Teacher: I don't want a jump rope!

Teacher: I want a squirt gun!

Teacher: I want a yo-yo!

Teacher: I don't want a teddy bear.

Teacher: Answer?

Students: Orange!

Teacher: Yes! All right! (Clapping, cheering, etc.)

(Repeat as necessary, increasing in length and difficulty)

2. Put students in pairs: Students practice as follows.

Example:

Student A: I want a rocket!

Student A: I want a beach ball.

Student A: I want a puzzle!

Student A: I don't want a teddy bear.

Student A: I want a squirt gun!

Student A: Answer?

Student B: Yellow!

Student A: Yes! All right! (Clapping, cheering, etc.)

(Student A and B change roles)

3. Students find new partners and continue.

Do you want... - Listen And Learn (page 34)

ABOUT THIS PAGE:

Overview:

- This page employs a simple skit to introduce the yes/no question form DO YOU WANT + NOUN?

Target Language:

- Do you want + noun?

Learning Objective:

- To understand usage of the structure DO YOU WANT + NOUN? in the context of objects.

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: a beach ball, a jump rope, a rocket
- Commands: Listen And Learn

LISTENING:

- Have the students open their books to page 34 and play track 34 of the audio CD. Have students point to each panel as it is enacted on the CD.
-

CLASSROOM ACTIVITIES:

Listen And Act Out

1. Focus student attention on page 34. After listening to the CD, act out the skit with the students as follows:

Teacher: (Santa) Ho! Ho! Ho! Do you want a beach ball?

Students: (Amy Alien) No, I don't want a beach ball.

Teacher: (Santa) Ho! Do you want a jump rope?

Students: (Amy Alien) No, I don't want a jump rope.

Etc...

2. Put students in pairs: Students act out skit.
 3. Students find new partners and repeat.
-

Do you want... - Listen And Check (page 35)

ABOUT THIS PAGE:

Overview:

- This page introduces three possible answer forms to the yes/no question form, DO YOU HAVE + NOUN, introduced on the previous page.

Target Language:

Yes, I do/No, I don't.

Yes, I want + noun/No, I don't want + noun.

Yes, I do. I want + noun/No, I don't. I don't want + noun.

Learning Objective:

- To discriminate affirmative and negative responses to Yes/No questions
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: a jump rope, a teddy bear, a beach ball, a yo-yo, a squirt gun, a rocket
- Colors: Red, Green
- Commands: Listen And Check
- Structures: Do you have + want?
-

LISTENING:

- Have the students open their books to page 35 and play track 35 of the audio CD. Have students check the green boxes for "YES" and the red boxes for "NO"
-

ABOUT THIS PAGE:

Overview:

- This page is the final listening exercise for this module. The language in all listenings in this module up to this point has been carefully selected and controlled. On this page, however, we challenge the students to recognize the target language when mixed with unfamiliar, non-essential language. The focus is on understanding meaning rather than understanding each word.

- **Target Language:**

Review the structures of this module.

Learning Objective:

- To focus on meaning by discriminating between essential language and non-essential language.

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: a bicycle, a puzzle, a teddy bear, a rocket, a jump rope, a beach ball
- Commands: Listen And Check
- Colors: Green, Red
- Structures: Do you want + noun
Yes, I do/No, I don't.
Yes, I want + noun/No, I don't want + noun.
Yes, I do. I want + noun/No, I don't. I don't want + noun.

LISTENING:

- Have the students open their books to page 36 and play track 36 of the audio CD. Have students check the green boxes for "YES" and the red boxes for "NO"

CLASSROOM ACTIVITIES:

Listen And Check Interview Pair Work:

Focus student attention on page 36. After students listen to the CD and check their answers, students role play the interview as follows:

Interviewer (Student A): Do you want a bicycle?

Neil (Student B): Yes, I do. I want a bicycle!

Interviewer (Student A): Do you want a puzzle?

Amy Alien (Student B): No, I don't.

Etc...

Amazing Maze Review Pair Work:

1. Return to page 33. Lead students through the maze as follows. Call on different students. Students answer according to their textbook maze.

Example:

Teacher: Do you want a yo-yo?

Student A: No I don't.

Teacher: Do you want a bicycle?

Student B: Yes, I want a bicycle.

Teacher: Do you want a puzzle?

Student C: Yes, I do.

Teacher: Do you want a teddy bear?

(Student can choose here between “Yes, I do” or “No, I don’t”.)

Student D: No, I don’t want a teddy bear.

Teacher: Do you want a squirt gun?

Student E: Yes I do.

Teacher: Answer?

Student F: Yellow!

2. Put students in pairs: Students practice as follows.

Example:

Student A: Do you want a jump rope?

Student B: Yes, I do. I want a jump rope.

Student A: Do you want a beach ball?

Student B: Yes, I do. I want a beach ball!

Student A: Do you want a squirt gun?

Student B: No, I don’t.

Student A: Do you want a bicycle?

Student B: No, I don’t want a bicycle.

Student A: Do you want a yo-yo?

Student B: Yes I do!

Student A: Answer?

Student B: Red!

(Student A and B change roles)

3. Students find new partners and continue.

Listen Kids Final Review Pair Work:

1. Student A looks at page 25. Student B looks at page 29. Students interview each other and give their own answers.

Example:

Student A: Do you have a bird?

Student B: Yes, I do.

Student B: Do you have a tiger?

Student A: No, I don’t. I don’t have a tiger!

Student A: Do you have a turtle?

Student B: Yes I do.

Etc...

2. Students find new partners and repeat interview.

Food, Animals, and Toys--Listen and Point (page 37)

ABOUT THIS PAGE:

Overview:

- Up to this point in the book, students have studied food, animal, and toy nouns separately in modules 1, 2, and 3 respectively. Students also studied the verbs LIKE, HAVE, and WANT separately in modules 1, 2 and 3. The danger here is that students will only associate LIKE with food, HAVE with animals, and WANT with TOYS. To avoid this tendency, the final module of *Listen Kids* mixes in some new nouns from the food, animal, and toy categories and shows how

they can be mixed and matched with LIKE, HAVE, and WANT. This page uses music and TPR (Total Physical Response) to introduce the new food, animal and toy nouns.

Target Language:

- Pears, Hamsters, Kangaroos, Computer Games

Learning Objective:

- To achieve aural recognition of the four new nouns.

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Red, Blue, Yellow, Purple
- Commands: Point to the_____

LISTENING:

- Have the students open their books to page 37 and play track 37 of the audio CD.
 - Verse 1—Listen: Students listen and follow along, using the numbers and colors in their texts.
 - Verse 2—Point: Students point to items sequenced 1~4 in time with the CD
 - Verse 3—Challenge: Students listen and point to items as sequenced on the CD

CLASSROOM ACTIVITIES:

Listen Kids Rhythmic Chants

Focus student attention on page 37. Play the CD again. This time students participate as follows:

CD: Point to the pears!

CD & Students: Answer: Red!

CD: Point to the hamsters!

CD & Students: Answer: Blue!

CD: Point to the kangaroos!

CD & Students: Answer: Yellow!

CD: Point to the computer games!

CD & Students: Answer: Purple!

CD & Students: Pears, Hamsters, Kangaroos, Computer Games!

Etc...

Listen and Point Pair Work:

1. Focus student attention on page 37. Introduce the activity as follows:

Teacher: Point to the hamsters! Answer?

Students: Blue!

Teacher: Point to the pears Answer?

Students: Red

Etc....

2. Put students in pairs: Students practice as follows:

Student A: Point to the hamsters! Answer?

Student B: Blue!
Etc....

3. Students find new partners and continue.

Questions - Listen And Learn (page 38)

ABOUT THIS PAGE:

Overview:

- Up to this point in the book, only YES/NO QUESTIONS have been used. This page introduces INFORMATION QUESTIONS by comparing them to YES/NO QUESTIONS

Target Language:

- WHAT ___ DO YOU LIKE?

Learning Objective:

- To understand usage of the structure WHAT ___ DO YOU LIKE? within the context of animals.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: Dogs, Cats, Hamsters, Kangaroos
- Structures: Do you like + noun
Yes, I do/No, I don't.
Yes, I like + noun/No, I don't like + noun.
Yes, I do. I like + noun/No, I don't. I don't like + noun.
- Commands: Listen And Learn

LISTENING:

- Have the students open their books to page 38 and play track 38 of the audio CD. Have students point to each panel as it is enacted on the CD.
-

CLASSROOM ACTIVITIES:

Listen And Act Out

1. Focus student attention on page 38. After listening to the CD, act out the skit with the students as follows:

Teacher: (Pet Shop Clerk) Do you like dogs?

Students: (Girl) No, I don't.

Teacher: (Pet shop Clerk) Do you like cats?

Students: (Girl) No, I don't like cats.

Etc...

2. Put students in pairs: Students act out skit.

3. Students find new partners and repeat.

Questions - Listen And Draw A Line (page 39)

ABOUT THIS PAGE:

Overview:

- This page integrates the new nouns from page 37, Listen And Point, with nouns introduced from modules 1, 2, or 3.

Target Language:

- I like + noun

Learning Objective:

- To recognize the that the affirmative statement I LIKE + NOUN is used in the contexts of food, animals, and toys.
- To distinguish the answers between a diminishing field of targets.

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Blue, Red, Yellow, Purple
- Nouns: Pears, Hamsters, Computer Games, Kangaroos, Squirt Guns
- Commands: Draw a line
- Structure: I like _____

LISTENING:

- Have the students open their books to page 39 and play track 39 of the audio CD.
- Students use a pencil to connect the dots from the character on the left to the food, animal, or toy on the right within the given time.

CLASSROOM ACTIVITIES:**Listen And Draw A Line Pair Work:**

1. Focus student attention on page 39. After students listen to the CD and check their answers, students question each other as follows:

Questioner (Student A): What animal do you like?

Girl (Student B): I like kangaroos.

Questioner (Student A): What food do you like?

Clown (Student B): I like pears.

Etc...

2. Student A and B change roles.

3. Students find new partners and continue.

Questions - Listen And Circle (page 40)

ABOUT THIS PAGE:**Overview:**

- This page integrates the new nouns from page 37, Listen And Point, with nouns introduced from modules 1, 2, or 3.

Target Language:

- I like + noun

Learning Objective:

- To recognize that the affirmative statement I LIKE + NOUN is used in the contexts of food, animals, and toys.
 - To distinguish answers among a closed field of targets.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Red, Yellow, Purple, Blue
- Nouns: Squirt Guns, Turtles, Pears, Donuts, Beach Balls, Hamsters, Rockets, Dogs, Bananas, Kangaroos, Strawberries, Computer Games
- Commands: Listen And Circle
- Structure: I like _____

LISTENING:

- Have the students open their books to page 40 and play track 40 of the audio CD.
 - Students use a pencil to circle the food, animal, or toy liked by the character on the left.
-

CLASSROOM ACTIVITIES:

Listen And Circle Pair Work:

1. Focus student attention on page 40. After students listen to the CD and check their answers, students question each other as follows:

Questioner (Student A): What animal do you like?

Dragon (Student B): I like turtles.

Questioner (Student A): What food do you like?

Owl (Student B): I like donuts.

Etc...

2. Student A and B change roles.
 3. Students find new partners and continue.
-

Food, Animals, and Toys - Listen And Point (page 41)

ABOUT THIS PAGE:

Overview:

- This page uses music and TPR (Total Physical Response) to introduce the new food, animal and toy nouns.

Target Language:

- a cupcake, a duck, a top, a skateboard

Learning Objective:

- To achieve aural recognition of the four new nouns.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Yellow, Purple, Red, Green
- Commands: Point to the_____

LISTENING:

- Have the students open their books to page 41 and play track 41 of the audio CD.
 - Verse 1—Listen: Students listen and follow along, using the numbers and colors in their texts.
 - Verse 2—Point: Students point to items sequenced 1~4 in time with the CD
 - Verse 3—Challenge: Students listen and point to items as sequenced on the CD

CLASSROOM ACTIVITIES:**Listen Kids Rhythmic Chants**

Focus student attention on page 41. Play the CD again. This time students participate as follows:

CD: Point to the cupcake!

CD & Students: Answer: Yellow!

CD: Point to the duck!

CD & Students: Answer: Purple!

CD: Point to the top!

CD & Students: Answer: Red!

CD: Point to the skateboard!

CD & Students: Answer: Green!

CD & Students: A Cupcake! A Duck! A Top! A Skateboard!

Etc...

Listen and Point Pair Work:

1. Focus student attention on page 41. Introduce the activity as follows:

Teacher: Point to the top! Answer?

Students: Red!

Teacher: Point to the cupcake Answer?

Students: Yellow!

Etc....

2. Put students in pairs: Students practice as follows:

Student A: Point to the skateboard! Answer?

Student B: Green!

Etc....

3. Students find new partners and continue.
-

ABOUT THIS PAGE:

Overview:

- Up to this point in the book, only YES/NO QUESTIONS have been used. This page introduces INFORMATION QUESTIONS (What toy do you have?) by comparing them to YES/NO QUESTIONS (Do you have a top? Do you have a squirt gun? Do you have a yo-yo?)

Target Language:

- WHAT ____ DO YOU HAVE?

Learning Objective:

- To understand usage of the structure WHAT ____ DO YOU HAVE? within the context of toys.

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: Top, Squirt Gun, Yo-yo, Skateboard
- Structures: Do you have + noun
Yes, I do/No, I don't.
Yes, I have + noun/No, I don't have + noun.
Yes, I do. I have + noun/No, I don't. I don't have + noun.
- Commands: Listen And Learn

LISTENING:

- Have the students open their books to page 42 and play track 42 of the audio CD. Have students point to each panel as it is enacted on the CD.

CLASSROOM ACTIVITIES:

Listen And Act Out

1. Focus student attention on page 42. After listening to the CD, act out the skit with the students as follows:

Teacher: (Neil) Do you have a top?

Students: (Guitar Player) No, I don't.

Teacher: (Neil) Do you have a squirt gun?

Students: (Guitar Player) No, I don't. I don't have a squirt gun.

Etc...

2. Put students in pairs: Students act out skit.

3. Students find new partners and repeat.

ABOUT THIS PAGE:

Overview:

- This page integrates the new nouns from page 41, Listen And Point, with nouns introduced from modules 1, 2, or 3.

Target Language:

- I have + noun

Learning Objective:

- To recognize that the affirmative statement I HAVE + NOUN is used in the contexts of food, animals, and toys.
- To distinguish the answers between a diminishing field of targets.

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Purple, Yellow, Green, Blue, Red
- Nouns: Duck, Cupcake, Skateboard, Pear, Top
- Commands: Draw a line
- Structure: I have _____

LISTENING:

- Have the students open their books to page 43 and play track 43 of the audio CD.
- Students use a pencil to connect the dots from the character on the left to the food, animal, or toy on the right within the given time.

CLASSROOM ACTIVITIES:

Listen And Draw A Line Pair Work:

1. Focus student attention on page 43. After students listen to the CD and check their answers, students question each other as follows:

Questioner (Student A): What toy do you have?

Guitar Player (Student B): I have a skateboard.

Questioner (Student A): What animal do you have?

Mr. Wizard (Student B): I have a duck.

Etc...

2. Student A and B change roles.
3. Students find new partners and continue.

Questions - Listen And Circle (page 44)

ABOUT THIS PAGE:

Overview:

- This page integrates the new nouns from page 41, Listen And Point, with nouns introduced from modules 1, 2, or 3.

Target Language:

- I have + noun

Learning Objective:

- To recognize that the affirmative statement I HAVE + NOUN is used in the contexts of food, animals, and toys.
- To distinguish answers among a closed field of targets.

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Green, Red, Yellow, Purple
- Nouns: Carrot, Turtle, Puzzle, Duck, Banana, Top, Cucumber, Rabbit, Puzzle, Cat, Cupcake, Rocket
- Commands: Listen And Circle
- Structure: I have _____

LISTENING:

- Have the students open their books to page 44 and play track 44 of the audio CD.
- Students use a pencil to circle the food, animal, or toy possessed by the character on the left.

CLASSROOM ACTIVITIES:

Listen And Circle Pair Work:

1. Focus student attention on page 44. After students listen to the CD and check their answers, students question each other as follows:

Questioner (Student A): What animal do you have?

Neil (Student B): I like have a turtle.

Questioner (Student A): What food do you have?

Clown (Student B): I have a banana.

Etc...

2. Student A and B change roles.
3. Students find new partners and continue.

Food, Animals, and Toys - Listen And Point (page 45)

ABOUT THIS PAGE:

Overview:

- This page uses music and TPR (Total Physical Response) to introduce the new food, animal and toy nouns.

Target Language:

- a sandwich, a horse, a tomato, a soccer ball

Learning Objective:

- To achieve aural recognition of the four new nouns.

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4

- Colors: Orange, Pink, Green, Blue
- Commands: Point to the_____

LISTENING:

- Have the students open their books to page 45 and play track 45 of the audio CD.
 - Verse 1—Listen: Students listen and follow along, using the numbers and colors in their texts.
 - Verse 2—Point: Students point to items sequenced 1~4 in time with the CD
 - Verse 3—Challenge: Students listen and point to items as sequenced on the CD

CLASSROOM ACTIVITIES:

Listen Kids Rhythmic Chants

Focus student attention on page 45. Play the CD again. This time students participate as follows:

CD: Point to the sandwich!

CD & Students: Answer: Orange!

CD: Point to the horse!

CD & Students: Answer: Pink!

CD: Point to the tomato!

CD & Students: Answer: Green!

CD: Point to the soccer ball!

CD & Students: Answer: Blue!

CD & Students: A Sandwich! A Horse! A Tomato! A Soccer Ball!

Etc...

Listen and Point Pair Work:

1. Focus student attention on page 45. Introduce the activity as follows:

Teacher: Point to the horse! Answer?

Students: Pink!

Teacher: Point to the tomato! Answer?

Students: Green!

Etc....

2. Put students in pairs: Students practice as follows:

Student A: Point to the soccer ball! Answer?

Student B: Blue!

Etc....

3. Students find new partners and continue.

Questions - Listen And Learn (page 46)

ABOUT THIS PAGE:

Overview:

- This page introduces INFORMATION QUESTIONS (What food do you want) by comparing them to YES/NO QUESTIONS (Do you want a tomato? Do you want a cupcake? Do you want a carrot? Do you want a banana?)

Target Language:

- WHAT ___ DO YOU HAVE?

Learning Objective:

- To understand usage of the structure WHAT ____ DO YOU HAVE? within the context of food.

BEFORE LISTENING:

Before listening to this page the students should know:

- Nouns: Tomato, Cupcake, Carrot, Banana
- Structures: Do you want + noun
Yes, I do/No, I don't.
Yes, I have + noun/No, I don't want + noun.
Yes, I do. I want + noun/No, I don't. I don't want + noun.
- Commands: Listen And Learn

LISTENING:

- Have the students open their books to page 46 and play track 46 of the audio CD. Have students point to each panel as it is enacted on the CD.

CLASSROOM ACTIVITIES:

Listen And Act Out

1. Focus student attention on page 46. After listening to the CD, act out the skit with the students as follows:

Teacher: (Waiter) Do you want a tomato?

Students: (Amy Alien) No, I don't.

Teacher: (Waiter) Do you want a cupcake?

Students: (Amy Alien) No, I don't. I don't want a cup cake

Etc...

2. Put students in pairs: Students act out skit.
3. Students find new partners and repeat.

Questions - Listen And Draw A Line (page 47)

ABOUT THIS PAGE:

Overview:

- This page integrates the new nouns from page 44, Listen And Point, with nouns introduced from modules 1, 2, or 3.

Target Language:

- I want + noun

Learning Objective:

- To recognize that the affirmative statement I WANT + NOUN is used in the contexts of food, animals, and toys.
- To distinguish the answers between a diminishing field of targets.

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4
- Colors: Blue, Green, Purple, Pink, Orange
- Nouns: Sandwich, Soccer Ball, Spider, Horse, Tomato
- Commands: Draw a line
- Structure: I want _____

LISTENING:

- Have the students open their books to page 47 and play track 47 of the audio CD.
 - Students use a pencil to connect the dots from the character on the left to the food, animal, or toy on the right within the given time.
-

CLASSROOM ACTIVITIES:**Listen And Draw A Line Pair Work:**

1. Focus student attention on page 47. After students listen to the CD and check their answers, students question each other as follows:

Questioner (Student A): What food do you want?

Girl (Student B): I want a sandwich.

Questioner (Student A): What animal do you want?

Clown (Student B): I want a horse.

Etc...

2. Student A and B change roles.
 3. Students find new partners and continue.
-

Questions - Listen And Circle (page 48)

ABOUT THIS PAGE:**Overview:**

- This page integrates the new nouns from page 45, Listen And Point, with nouns introduced from modules 1, 2, or 3.

Target Language:

- I want + noun

Learning Objective:

- To recognize that the affirmative statement I WANT + NOUN is used in the contexts of food, animals, and toys.
 - To distinguish answers among a closed field of targets.
-

BEFORE LISTENING:

Before listening to this page the students should know:

- Numbers: 1-4

- Colors: Orange, Blue, Green, Pink
- Nouns: Hamburger, Skateboard, Rabbit, Pear, Bicycle, Horse, Hotdog, Bird, Yo-yo, Sandwich, Soccer Ball, Spider
- Commands: Listen And Circle
- Structure: I want _____

LISTENING:

- Have the students open their books to page 48 and play track 48 of the audio CD.
- Students use a pencil to circle the food, animal, or toy possessed by the character on the left.

CLASSROOM ACTIVITIES:

Listen And Circle Pair Work:

1. Focus student attention on page 48. After students listen to the CD and check their answers, students question each other as follows:

Questioner (Student A): What animal do you want?

Mr. Wizard (Student B): I want a rabbit.

Questioner (Student A): What food do you want?

Girl (Student B): I want a pear.

Etc...

2. Student A and B change roles.
3. Students find new partners and continue.

Final Review (pages 49-51)

Listen Kids Picture Dictionary Vocabulary Review--Do you like...

1. Turn to the Picture Dictionary on page 51. Because this exercise uses the plural forms, review the plural forms of the food vocabulary.

2. Use the visual prompts to interview the students as follows:

Teacher: Do you like bananas?

Student A: Yes I do. I like bananas.

Teacher: How about carrots? Do you like carrots?

Student B: No, I don't.

Teacher: Do you like cookies?

Student C: Yes, I do! I like cookies!

Etc.

3. Put students in pairs: Students interview each other about food.
4. Students find new partners and repeat interview for animals and toys.

Listen Kids Picture Dictionary Vocabulary Review—Do you have...

1. Turn to the Picture Dictionary on page 51.

2. Use the visual prompts to interview the students about animals as follows:

Teacher: Do you have a bird?

Student A: Yes I do. I have a bird.

Teacher: How about a cat? Do you have a cat?

Student A: No, I don't.

Teacher: Do you want a dog?

Student C: Yes, I do! I h a dog!

Etc.

3. Put students in pairs: Students interview each other about animals.
4. Students find new partners and repeat interview for toys.

Listen Kids Picture Dictionary Vocabulary Review—Do you want...

1. Turn to the Picture Dictionary on page 51.

2. Use the visual prompts to interview the students about animals as follows:

Teacher: Do you want a bird?

Student A: No, I don't.

Teacher: How about a cat? Do you want a cat?

Student B: No, I don't.

Teacher: Do you want a dog?

Student C: Yes, I do! I want a dog!

Etc.

3. Put students in pairs: Students interview each other about animals.
4. Students find new partners and repeat for toys.

Listen Kids Picture Dictionary Interview—Do you like/have/want...

1. Turn to the Picture Dictionary on page 51. Demonstrate the relationship between like/have/want with this sequence:

--Do you like...

--Do you have...

--Do you want...

Example:

Teacher: Do you like spiders?

Student A: No I don't!

Teacher: Do you like birds?

Student A: Yes, I do.

Teacher: Do you have a bird?

Student A: No, I don't.

Teacher: Do you like tigers?

Student B: Yes, I do.

Teacher: Do you have a tiger?

Student B: No, I don't have a tiger!

Teacher: Do you want a tiger?

Student B: No, I don't! I don't want a tiger!

Etc...

2. Put students in pairs: Students interview each other about animals using this sequence:

--Do you like...

--Do you have...

--Do you want...

3. Students find new partners and repeat for toys.
4. Students find new partners and repeat for food.

Listen Kids Picture Dictionary Interview—What...do you like?

1. Turn to the Picture Dictionary on page 51. Each student should circle their favorite food, their favorite animal, and their favorite toy.

2. Put students in pairs: Students interview each other as follows:
(Be sure students know to use the plural form in their answers!)

Example:

Student A: What food do you like?
Student B: I like cookies.
Student A: What animal do you like?
Student B: I like turtles.
Student: A: What toy do you like?
Student B: I like puzzles.

3. Students change roles and continue.
4. Students change partners and repeat the interview.

Your Turn To Speak

1. Using the model on page 49, students choose from the picture dictionary
 1. One item they like
 2. One item they don't like
 3. One item they have
 4. One item they don't have
 5. One item they want
 6. One item they don't want
 2. Students introduce themselves (as in the model on page 49) to the class, or to each other.
-

