

Early Listeners

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How to Use This Book

Early Listeners is a three-book series designed to develop the natural ear and accent of budding students as they move from the beginning to high beginning levels of English. Each unit in *Early Listeners* features distinct listening opportunities including short and long conversations, monologs, and videos. Each book in the *Early Listeners* series includes over 100 minutes of audio and video for learners to use as they improve their language skills.

Warm Up

The three activities on this page introduce some of the vocabulary and sentence structures that students will hear throughout the unit.

This page provides an opportunity to talk about the theme of the unit. Teachers can ask students about what they see, what they hear, and what they predict the rest of the unit will contain.

Unit 1 What's up? Warm Up

A Listen, read, and say.

What's up, Julie? How have you been?
 Good to see you, Dave.
 Hi!
 Are you excited for the first day of school?
 Yes, but I'm worried about making new friends.
 Great!
 Don't worry!

B Listen and say.

1. bored great not too bad OK
 2. so-so upset worried make friends

C Listen to again. Check (✓) the words you hear.

Practice

A Listen and choose.

1. a b c
 2. a b c

B Listen and write the letter (a-d).

1. Me, too! a b c d
 2. I'm bored. a b c d
 3. Not too bad. a b c d

Practice

These two activities provide practice in both listening for details and listening for ideas. The activities are building blocks for what will be heard in the rest of the unit.

Listening 1 & 2

The **Word Focus** sections highlight key words and/or phrases that will be heard in the listening passages. Students get a chance to hear these words individually and within sample sentences before they hear them used in the main conversation/monolog.

Listening 1 is a conversation between two speakers. It is followed by two different types of listening for details exercises.

Listening 2 is a monolog. It is followed by a listening for detail comprehension exercise.

Both **Listening 1** and **Listening 2** build on the language introduced in the previous activities. Both pages end with **Close Up** grammar segments that clarify important points or highlight useful information.

Listening 1

Word Focus

A Listen and say.

bedroom tell grade not much

B Listen and write.

1. Sam is _____.
 a. b.

2. Lauren is _____.
 a. b.

C Listen again and complete the sentences.

1. How you been?
 2. My are bad.
 3. So, what's with you?

Close Up

- What's up? Not much. ✓ Fine. ✗ I'm excited! ✓
 - What's new with you? Not much. ✓ Worried. ✗ I'm great! ✗
 - How have you been? Not much. ✗ Scary. ✓ I'm upset. ✗

Listening 2

Word Focus

A Listen and say.

busy homework snack babysit

B Listen and choose.

1. What goes here?
 a. b.

2. The girl is _____.
 a. busy b. bored c. worried

3. She is playing with her _____.
 a. sister b. music c. dog

Close Up

- do + ing = doing - listen + ing = listening
 - eat + ing = eat+ing - play + ing = playing
 - babysit + s = babysit+ing

Listening 3

The **Listening 3** section features a video conversation between two speakers which allows learners to observe the interaction of the speakers while listening to the conversation. It uses a slightly different approach to review language from the unit. It is followed by two different listening for detail exercises.

The last exercise on the page allows students to role-play both sides of the conversation using a follow-up video.

In addition to the videos in this section, audio tracks have been provided for the **Workbook** exercises.

Listening 3

Watch and write.

How are they?

Circle T for true or F for false.

- Peter is busy with school and tennis practice. T F
- Nina is upset because she has to babysit her brother. T F
- They both want to eat a snack. T F

Watch and say the roles.

- You are Peter.
- You are Nina.

Skills Focus

Listen and circle. How have they been?

1. Upset / OK / Good. Worried / Tired / Bored.
2. Fine / Not too bad / So-so. Good / Great / Excited!

Speaking

Listen and say.

- What's up? B: Oh! Why?
A: Not much. How have you been? G: I have a lot of homework.
G: Busy. B: Good luck with that!

Say with a partner. Change the words above.

- Great am going to my friend's house. Have fun
- So-so am babysitting my brother. That does not sound fun
- Worried need to make friends at my new school. Don't worry. Everyone loves you

Skills Focus & Speaking

The last page summarizes and reviews what has been learned in the unit. The **Skills Focus** activity focuses on key sentence structures and serves as a mini-review while the **Speaking** section expands on the review and brings everything together.

1 What's up?

Match and say.

- worried
- tell
- grade
- busy

Follow and write. Then draw and write.

How have they been?

- o r
- o t
- p e

Circle and say.

- What's new, John? How have you be / been?
A: I'm great / I'm excited / worried to see my friends!
B: I'm so-so / bored, too!
- A: What's up? How have you been?
B: I'm great. I'm excited / worried to see my friends!
A: What's new / now with you?
B: Not / No much!

Choose, write, and say. Some words will NOT be used.

new What's not much not too bad you

- up, Anna?
How have you been?
- What's _____?
What are you up to?
- I'm _____
What's new with you?

Workbook

The workbook provides four pages of additional practice per unit, and it can be completed as homework or in class. The first two pages of workbook activities review vocabulary and sentence structure.

The last two pages of the workbook review **Listening 1-3** and practice listening for details. Finally, at the bottom of the last page, students are asked to write about themselves. This activity helps students consolidate and personalize what they have learned.

Listening 1 Listen and write.

Girl: How have you been, Sam?
Boy: _____ My mom is angry with me, and I can't play baseball.
Girl: Why is she _____?
Boy: Well, my _____ are bad.
Girl: Uh, oh.
Boy: So, what's new with you, Lauren?
Girl: Not _____ Tomorrow is my sister's birthday, so I'm _____ about that.
Boy: Great! _____ her Sam says happy birthday!

Listening 2 Listen, write, and say.

What am I up to? Well, let me tell you. I'm _____ I'm doing my _____ to music. I'm eating a _____ I'm playing with my dog. And I'm also _____ my sister. I'm not _____ I'm busy, busy, busy!

Write and say. Use your own information.

- How have you been? _____
- Why? I _____
- What is your mom/dad _____ My mom/dad is _____ up to?
- How has your friend been? _____

Skills Focus

listening grades busy upset snack homework
excited angry much Tell bored babysitting

Transcripts & Answer Key

Each book includes a full set of transcripts for the listening passages and an answer key for the practice activities.

A Listen, read, and say.  Track 01B Listen and say.  Track 02

- | | | | |
|--|--|---|---|
| 1. 
<input type="checkbox"/> bored | 2. 
<input type="checkbox"/> great | 3. 
<input type="checkbox"/> not too bad | 4. 
<input type="checkbox"/> OK |
| 5. 
<input type="checkbox"/> so-so | 6. 
<input type="checkbox"/> upset | 7. 
<input type="checkbox"/> worried | 8. 
<input type="checkbox"/> make friends |

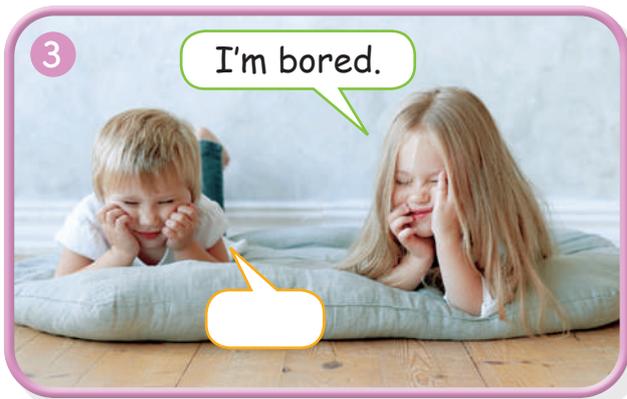
C Listen to  Track 01 again. Check (✓) the words you hear.



A Listen and choose. Track 03



B Listen and write the letter (a-d). Track 04



Listening 1

Word Focus

Listen and say.  Track 05



bedroom



tell



grade



not much

A Listen and choose.  Track 06

1. Sam is _____.

2. Lauren is _____.



B Listen again and complete the sentences.

1. How you been?

2. My are bad.

3. So, what's with you?

Close Up

- | | | | |
|--------------------------|-------------|------------|----------------|
| • What's up? → | Not much. ✓ | Fine. ✗ | I'm excited! ✓ |
| • What's new with you? → | Not much. ✓ | Worried. ✗ | I'm great! ✗ |
| • How have you been? → | Not much. ✗ | So-so. ✓ | I'm upset. ✗ |

Listening 2

Word Focus

Listen and say.



busy



homework



snack

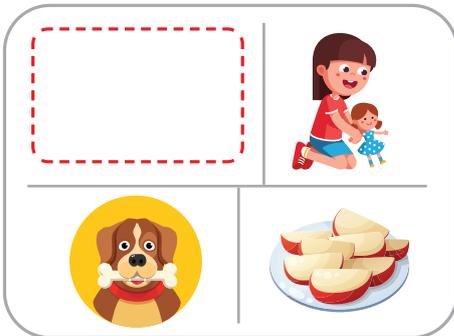


babysit

Listen and choose.



1. What goes here?



a.



b.



2. The girl is _____.

a. busy

b. bored

c. worried

3. She is playing with her _____.

a. sister

b. music

c. dog

Close Up

• do + ing = doing

• eat + ing = eating

• babysit + t + ing = babysitting

• listen + ing = listening

• play + ing = playing

Listening 3



Videos

A Watch and write.  

How are they?



		-		
--	--	---	--	--



--	--	--	--	--

B Circle T for true or F for false.

1. Peter is busy with school and tennis practice.

T

F

2. Nina is upset because she has to babysit her brother.

T

F

3. They both want to eat a snack.

T

F

C Watch and say the roles.  

1. You are Peter.

2. You are Nina.



Listen and circle. 

How have they been?

1.



Upset. / OK.
/ Good.



Worried. / Tired.
/ Bored.

2.



Fine. / So-so.
/ Not too bad.



Good. / Great!
/ Excited!

Speaking

A Listen and say. 

G: What's up?

B: Oh! Why?

B: Not much. How have you been?

G: I have a lot of homework.

G: Busy.

B: Good luck with that!

B Say with a partner. Change the words above.

1.



Great!
I'm going to my
friend's house.
Have fun!

2.



So-so.
I'm babysitting my
brothers.
That doesn't sound
fun.

3.



Worried.
I need to make friends
at my new school.
Don't worry. Everyone
loves you!