



# Listen Up

## What is Listen Up?

The original 'Listen Up' workbooks were created by Flemming Nielson to be used as homework by young students at his school in Koshigaya, Saitama.

The pages of these books were all blank until drawings were done as directed by a taped voice.

When he and Ray Ormandy of PLS decided to make a joint new edition, they elected to add pre-printed left page noun and verb illustrations for extra vocabulary building, increasing the utility and value of what was enlarged to become a set of two workbooks.

Listen Up books are used to reinforce the nouns, colours, numbers and verbs students are exposed to in class. These books are a fun introduction to homework, allowing students to express their creative side.

## Who gets Listen Up?

Listen Up A is given to nenchu classes. Listen Up B can be given to nenchu classes after they have completed the book, or as extra homework in the 10th rank.

### Before using Listen Up

In the weeks leading to Listen Up homework introduction, teachers should preview colours, numbers, and nouns (also verbs if prior to Listen Up B), all of which, along with TCCs, are part of the nenchu curriculum.

The Shared Reading Programme and Potato Pal readers and songs will also expose students to the language used in the Listen Up books.

## First Week

Do page one and two in class. Open the books and have the students repeat the nouns. Play the CD. Have students circle the correct noun with the colour they are told to on the CD. Page two is art work. Get the students to draw what they are asked to on the CD. Always praise. The idea is not for students to become great artists but to be able to recognise the language associated with the pictures they have drawn.

## HOMework CHECK

### Step One, Basic

Students open their books and the teacher points to the nouns in order. The students repeat the nouns after the teacher as group output. The teacher points to the circled noun and says it. The teacher then asks "What is it?". The students reply in unison. The teacher says the colour, then asks "What colour is it?". The students reply in unison. Check that all have identified the correct noun and circled it with the correct colour. If a student has made a mistake, correct it in class. (For Listen Up B, also check both animals and verbs).

Even though art training is not our mission, praise the artwork. The teacher says, "Please show me your apple", etc. Ask the students "What's this?"  
The students reply e.g., "(It's an) Apple."

## **STEP 2**

Lay blue chips on the table.

The teacher says a predetermined noun out of order and counts to five. The students try to touch the correct noun within the allotted time. Success merits a blue chip.

Elicit group output of each correct noun.

Continue until all nouns have been located.

Students count the chips they have earned.

Point to the circled noun. Ask the students "What is it?". All reply in unison.

Ask students "What colour is it?" All reply.

(Listen Up B check animal and verb.)

Point to the second page. Ask students "What is it?" All reply. Praise artwork. Correct any errors.

## **STEP 3**

Lay blue chips on the table

The teacher says the nouns and numbers out of order and counts to five.

The students try to touch the correct noun/number in the allotted time.

If they succeed they get a blue chip

Group output of each correct noun/number.

Continue until all nouns have been located.

Count the chips they have earned.

Point to the circled noun. Ask the students "What is it?"/"What are they?" All reply in unison. Ask students "What colour is it?" All reply.

Ask students "What number is it?" All reply.

(Listen Up B ask students "What animal is it?" and "What is the animal doing?")

Point to the second page. Ask students "What is this?"/"What are they?" All students reply. Praise artwork. Correct any errors.

## **STEP 4**

Lay blue chips on the table.

The teacher says a predetermined noun out of order and counts up to five.

Teacher asks individuals, "What is it?"/"What are they?"

The student who first answers correctly gets a chip.

Spot-check correct noun, colour and number answers giving students a second chance to gain a chip. (With Listen Up B, ask students individually to identify the animal and the verb).

Count chips gained.

Ask students to identify their artwork.

**STEP 5** (recommended for advanced nenchu/10th rank)

Lay blue chips on the table.

Spot-check individual responses.

“What’s number 5?”

“What colour is (the apple)?” “What number is (the apple)?” “What animal is it?”

“What’s the (bear) doing?”

A chip is rewarded for each correct answer. Ask students to identify their artwork.