

# LISTEN A MINUTE.com

## Chickens

<http://www.listenAminute.com/c/chickens.html>



One minute a day is all you need to improve your listening skills.  
Focus on new words, grammar and pronunciation in this short text.  
Doing the online activities, discussion, survey and writing will help.  
Listen many times – enough for you to you understand everything.

Follow me: <http://twitter.com/SeanBanville>

## THE LISTENING TAPESCRIPT

From: <http://www.listenAminute.com/c/chickens.html>

Chickens are so important to many of us because they are a major part of our diet. Every country has so many chicken dishes, and eggs are one of the most common foods around. Chickens are also cute. Well, chickens aren't, but chicks are - cute, fluffy chicks that make everyone go 'aaahh'. It's strange though that the word 'chicken' is used in so many English idioms. When I was at high school, you couldn't 'chicken out' - to not do something because of being scared. Things are different today - I'm no spring chicken (that means I'm no longer young) so no one calls me a chicken any more. I work now - as a teacher. I get chicken feed (low wages) but I like my job. I plan to retire before I'm 50, but I'm not going to count my chickens before they're hatched. This means I won't quit working until I have enough money.



## LISTENING GAP FILL

From: <http://www.listenAminute.com/c/chickens.html>

Chickens are so important \_\_\_\_\_ because they are \_\_\_\_\_ our diet. Every country has so many chicken dishes, and eggs are \_\_\_\_\_ common foods around. Chickens are also cute. Well, chickens aren't, but chicks are - cute, fluffy chicks that \_\_\_\_\_ 'aaahh'. It's strange though that the word 'chicken' is \_\_\_\_\_ English idioms. When I was at high school, you couldn't 'chicken out' - to not do something because \_\_\_\_\_. Things are different today - I'm no spring chicken (that means \_\_\_\_\_) so no one calls me a chicken any more. I work now - as a teacher. I get chicken feed (\_\_\_\_\_) but I like my job. I plan \_\_\_\_\_ I'm 50, but I'm not going to count my chickens before they're hatched. This means I \_\_\_\_\_ until I have enough money.



## CORRECT THE SPELLING

From: <http://www.listenAminute.com/c/chickens.html>

Chickens are so rtomntpai to many of us because they are a major part of our diet. Every country has so many chicken sihesd, and eggs are one of the most omncmo foods around. Chickens are also cute. Well, chickens aren't, but chicks are - cute, ufyffl chicks that make everyone go 'aaahh'. It's eatrgns though that the word 'chicken' is used in so many English omiids. When I was at high school, you couldn't 'chicken out' - not do something because of being redasc. Things are different today - I'm no spring chicken (that means I'm no lgoner young) so no one calls me a chicken any more. I work now - as a teacher. I get chicken feed (low swega) but I like my job. I plan to rritee before I'm 50, but I'm not going to tconu my chickens before they're hatched. This means I won't uqti working until I have enough money.



## UNJUMBLE THE WORDS

From: <http://www.listenAminute.com/c/chickens.html>

Chickens are of many to important so us because they are a major part of our diet. Every country has so many chicken dishes, and common are of most eggs one the foods around. Chickens are also cute. Well, chickens aren't, but chicks are - chicks cute , that fluffy make everyone go 'aaahh'. It's strange though that the word 'chicken' idioms used so English is in many. When I was at high school, you couldn't 'chicken out' - to something do not being of because scared. Things are different today - I'm no spring chicken (that means I'm no longer young) so a chicken any more no one calls me. I work now - as a teacher. I get chicken feed (low wages) but I like my job. I'm I to before 50 plan retire, but I'm not going to count my chickens before they're hatched. This means I won't enough working money quit until I have.



 **DISCUSSION** (Write your own questions)

**STUDENT A's QUESTIONS** (Do not show these to student B)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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 **DISCUSSION** (Write your own questions)

**STUDENT B's QUESTIONS** (Do not show these to student A)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# STUDENT CHICKENS SURVEY

From: <http://www.listenAminute.com/c/chickens.html>

Write five GOOD questions about chickens in the table. Do this in pairs. Each student must write the questions on his / her own paper.  
When you have finished, interview other students. Write down their answers.

|      | STUDENT 1<br>_____ | STUDENT 2<br>_____ | STUDENT 3<br>_____ |
|------|--------------------|--------------------|--------------------|
| Q.1. |                    |                    |                    |
| Q.2. |                    |                    |                    |
| Q.3. |                    |                    |                    |
| Q.4. |                    |                    |                    |
| Q.5. |                    |                    |                    |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.



## **HOMEWORK**

**1. VOCABULARY EXTENSION:** Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

**2. INTERNET INFO:** Search the Internet and find more information about chickens. Talk about what you discover with your partner(s) in the next lesson.

**3. MAGAZINE ARTICLE:** Write a magazine article about chickens. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

**4. CHICKEN POSTER** Make a poster about chickens. Show it to your classmates in the next lesson. Give each other feedback on your posters.

**5. MY CHICKENS LESSON:** Make your own English lesson on chickens. Make sure there is a good mix of things to do. Find some good online activities. Teach the class / another group when you have finished.

**6. ONLINE SHARING:** Use your blog, wiki, Facebook page, MySpace page, Twitter stream, Del-icio-us / StumbleUpon account, or any other social media tool to get opinions on chickens. Share your findings with the class.

