

Listening Time *with Dictation*



Jenna Myers · Jin Zeter

CONTENTS

How to Use This Book	4
Unit 1 Let's Go Shopping!	9
Unit 2 A Costume Party	13
Unit 3 At the Restaurant	17
Unit 4 Fun Festivals	21
Unit 5 A Bad Day	25
Unit 6 A Bird's Life	29
Unit 7 Making Art	33
Unit 8 Picking Flowers	37
Unit 9 Let's Travel!	41
Unit 10 Catch that Bug!	45

Listening Time 2

Jenna Myers · Jin Zeter

© 2009 Compass Publishing

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the publisher.

Project Editor: Casey Malarcher
Acquisitions Editor: Jeremy Monroe
Content Editor: Andrea Janzen
Copy Editor: Kelli Ripatti
Cover/Interior Design: Design Plus

<http://www.compasspub.com>
email: info@compasspub.com

ISBN 978-1-59966-424-8

12 11 10 9 8 7 6 5 4 3

12 11 10 09

Photo Credits

pp. 10, 14, 16, 17, 20, 21, 24, 25, 26, 28, 32, 36, 37, 38, 40, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 60, 61, 62, 63, 64, 65, 66, 68, 69, 70, 71, 72, 73, 76, 77, 80, 81, 82, 83, 84, 85, 86, 88 © iStock International Inc.
pp. 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50, 51, 56, 57, 58, 59, 60, 61, 62, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 82, 84, 85, 86, 87, 88 © Shutterstock, Inc.
pp. 16 © Jupiterimages Corporation
pp. 22, 28, 64, 72, 88 © BigStockPhoto

Unit 11	Fun and Games	49
Unit 12	Going to Work	53
Unit 13	London, Paris, and Rome	57
Unit 14	Cleaning the House	61
Unit 15	Fun Animals	65
Unit 16	Visiting the Doctor	69
Unit 17	What Are Your Friends Like?	73
Unit 18	Ocean Life	77
Unit 19	Building a Tree House	81
Unit 20	Greetings	85

Dictation Book

Transcripts & Answer Key



How to Use This Book

This *Listening Time* series is designed for young, beginner to low level intermediate students. Each book in the series contains listening passages and conversations followed by a variety of activities designed to reinforce the vocabulary, grammar, themes and concepts being introduced in each unit. Various conversations and passages are used within each unit to enhance variations on each new theme, and each unit concludes with a quiz section to summarize the main objectives being taught.

There are twenty units in each book, each with a different thematic focus. Each unit can be covered in one hour. Students should work individually on some of the sections, and with a partner for others. An example lesson plan is provided below. However, the teacher should feel free to adapt this to their own particular teaching style as well as to the particular needs of the students. Furthermore, it is left up to the teacher to gauge how thoroughly each step of this lesson plan needs to be implemented in their classes.

Suggested Lesson Plan (50 min.)

Warm-up with New Words 15 min.

Part A (5 min.): As a class, read the words in the **New Words** section. There are eight new words in total; four words in Part A and four words in Part B. Have students complete Part A individually. Afterward, check the answers as a class.

Part B (5 min.): Next, have students look at Part B and individually complete it. After students have recorded their own answers, have them work in pairs to share their answers with each other. This communicative activity will give students a chance to orally practice the language targets of the unit before moving on to the main listening activities.

Part C (5 min.): Give students a minute to study the photos that they see in Part C. Ask students to brainstorm some of the vocabulary related to these images or to briefly explain what they see in each image. After it is clear that students have considered each image, explain the activity for Part C by reading the instruction line together. Then play the audio track listed for this activity. Students will listen to the words and match the words to the pictures by writing the correct word under the appropriate picture. Students should work individually in order to practice their own listening skills. Afterward, check the answers as a class.

★ **Teaching Tip:** For classes that need additional pronunciation practice, students should try to repeat the words, focusing on their pronunciation and intonation.

The image shows a worksheet for Unit 1 titled "Let's Go Shopping!". It includes a "NEW WORDS" section with a list of words: gift, mall, bakery, roller coaster. Below this are four numbered boxes with images: 1. a gift, 2. a mall, 3. a bakery, and 4. a roller coaster. The next section is "Write the words in the blanks." with a list of words: money, aquarium, baseball bat, send. Below this are four numbered questions: 1. You can see many kinds of fish at the _____. 2. Will you _____ me a letter in the mail? 3. I want to buy a new hat, but I don't have any _____. 4. I hit the ball with my _____. The final section is "Listen and match. Then, write the words in the blanks." with four numbered boxes (1, 2, 3, 4) and four letters (a, b, c, d) below them. Each letter has a small image next to it: a. a gift, b. a mall, c. a bakery, and d. a roller coaster.

Listening 1 5 min.

Part A (5 min.): Explain the activity for Part A by reading the instruction line together. It is important to make sure students are clear about the task before they listen. Then play the audio track listed for this activity. Afterward, check the answers as a class.


Part B (Optional): The activity in Part B will require the students to listen to the passage from Part A again. These activities are designed for repeated listening in order to allow students to experience the benefits of repetitive practice. Students must check their answers from Part A while listening to the passage once more. Upon completion, check to see that any student who marked an incorrect answer now understands why the answer is incorrect. If confusion about the correct answer still persists, read though the passage line by line with the students and discuss further as needed.

1 LISTENING

4 Listen to the passage. Choose the best answer to each question.









1. a. To the mall	2. a. He bakes a cake for him.
b. To his friend's house	b. He gives him money.
c. To a baseball game	c. He goes shopping with him.
d. To the toy store	d. He sends him a card.

5 Listen again and check your answers.



2 LISTENING

4 Listen to the conversation and the questions. Choose the best picture for each question.

1. a. 	b. 	c. 	d. 
2. a. 	b. 	c. 	d. 

5 Listen again and check your answers.

10 Unit 1

Listening 2 5 min.

Part A (5 min.): Explain the activity in Part A by reading the instruction line together. These activities vary from unit to unit, so it is important to make sure students are clear about the task before they listen. Then play the audio track listed for this activity. Students should complete Part A individually. Afterward, check the answers as a class. If students have incorrect answers, discuss the conversation until students understand their errors and what the correct answers are.

Part B (Optional): The activity in Part B will require the students to listen to the passage from Part A again. These activities are designed for repeated listening in order to allow students to experience the benefits of repetitive practice. Students must check their answers from Part A while listening to the passage once more. Upon completion, check to see that any student who marked an incorrect answer now understands why the answer is incorrect. If confusion about the correct answer still persists, read though the passage line by line with the students and discuss further as needed.

1 LISTENING

4 Listen to the passage. Choose the best answer to each question.



1. a. To the mall	2. a. He bakes a cake for him.
b. To his friend's house	b. He gives him money.
c. To a baseball game	c. He goes shopping with him.
d. To the toy store	d. He sends him a card.

5 Listen again and check your answers.



2 LISTENING

4 Listen to the conversation and the questions. Choose the best picture for each question.

1. a. 	b. 	c. 	d. 
2. a. 	b. 	c. 	d. 

5 Listen again and check your answers.

10 Unit 1

Listening 3 10 min.

Part A (5 min.): Explain the activity for Part A by reading the instruction line together. These activities vary from unit to unit, so it is important to make sure students are clear about the task before they listen. Then play the audio track listed for this activity. Afterward, check the answers as a class. If students have incorrect answers, discuss the passage until students understand their errors and what the correct answers are.

Part B (5 min.): The activity in Part B will always require students to listen to the passage from Part A. However, the activity will require students to do something new with the information they hear. One of four activities which cycle throughout the book will be featured in this section. Students will be asked to place the events in chronological order, choose the best title for the passage, listen for individual words, or match the beginnings and ends of sentences from the passage. In any case, students should work individually on this activity. Afterward, check the answers as a class. If students have incorrect answers, discuss the conversation until students understand their errors and what the correct answers are.

Part C (Optional): The activity in Part C will require the students to listen to the passage from Part A again. These activities are designed for repeated listening in order to allow students to experience the benefits of repetitive practice. Students must check their answers from Part A while listening to the passage once more. Upon completion, check to see that any student who marked an incorrect answer now understands why the answer is incorrect. If confusion about the correct answer still persists, read through the passage line by line with the students and discuss further as needed.

The image shows a sample listening activity page. At the top, it says "LISTENING" with a play button icon. Below that, there are three numbered instructions:

1. Listen to the passage. Then, look at the pictures. Circle the picture that does not belong. Below this instruction are four small images labeled a, b, c, and d. Image a shows a large blue fish in an aquarium. Image b shows a young girl smiling. Image c shows a group of people in a mall. Image d shows a large tree.
2. Circle the best title for the story. Below this instruction are two options: "Shopping in the US" and "Fish of the World" on the left, and "A School in a Mall" and "The Mall of America" on the right.
3. Listen again and check your answers. Below this instruction is a larger image of a woman in a black dress standing in a mall, with a blue arrow pointing to it.

At the bottom right of the page, it says "Let's Go Shopping! 11".

Quiz 15 min.

Part A (5 min.): Explain the activity for Part B by reading the instruction line together. These activities vary from unit to unit, so it is important to make sure students are clear about the task before they listen. First, play the audio track listed for this activity. Afterward, check the answers as a class. In Part A, students must listen to the track and then find the mistake in each sentence. Once they find the mistake, they circle it, and write the correct word in the blank. Students should work individually on this activity. If students have incorrect answers, discuss the sentences until students understand their errors and what the correct answers are.

Part B (5 min.): Give students a minute to study the photos that they see in Part B. Ask students to brainstorm some of the vocabulary related to these images or to briefly explain what they see in each image. After it is clear that students have considered each image, explain the activity for Part B by reading the instruction line together. These activities vary from unit to unit, so it is important to make sure students are clear about the task before they listen. Then play the audio track listed for this activity. Afterward, check the answers as a class. If students have incorrect answers, discuss the conversations and matching photos until students understand their errors and what the correct answers are.

Part C (5 - 10 min.): Explain the activity for Part C by reading the instruction line together. These activities vary from unit to unit, so it is important to make sure students are clear about the task before they listen. Then play the audio track listed for this activity. Students will hear three conversations followed by a question. Individually, they will choose the correct answer for each. Afterward, check the answers as a class. If students have incorrect answers, discuss the conversations until students understand their errors and what the correct answers are.

The image shows a sample quiz page with the following content:

- Section 1:** "Listen to the questions. Then, write the correct response in each blank." It includes three questions: "a. Let's ride the roller coaster next!", "b. How about a nice birthday card?", and "c. Yes, I think it's nice." There are three numbered lines for answers.
- Section 2:** "Listen to the conversations and choose the best answer to each question." It includes three questions with multiple-choice options: "1. An ice cream cone", "2. A cake", "3. The boy gives the girl a gift." etc.
- Section 3:** "Listen. Then, put the pictures in the correct order." It shows four small images labeled a, b, c, and d, with arrows indicating a sequence.

★ **Teaching Tip (to be inserted by different activities):** For activities with accompanying track numbers, have students read along as they listen. After each conversation, or passage, stop the audio and discuss any questions students may have regarding vocabulary or grammar presented in the track.



Notes (to be inserted by different activities):

For classes that need additional pronunciation practice, replay the audio track, but stop after each sentence. Students should try to repeat what they hear on the audio track, focusing on their pronunciation and intonation.

For classes that need additional pronunciation practice, have students work in pairs and read aloud the conversations or passages shown in the transcripts.

Let's Go Shopping!

NEW WORDS

A Look at the pictures. Write the words under the correct picture.

gift

mall

bakery

roller coaster

1.



2.



3.



4.



B Write the words in the blanks.

money

aquarium

baseball bat

send

- You can see many kinds of fish at the _____.
- Will you _____ me a letter in the mail?
- I want to buy a new hat, but I don't have any _____.
- I hit the ball with my _____.

C Listen and match. Then, write the words in the blanks. Track 1

1

•

•

a.



2

•

•

b.

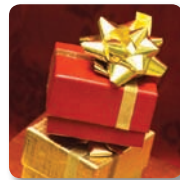


3

•

•

c.



4

•

•

d.





LISTENING

Track 2

A Listen to the passage. Choose the best answer to each question.

1. a. To the mall
b. To his friend's house
c. To a baseball game
d. To the toy store
2. a. He bakes a cake for him.
b. He gives him money.
c. He goes shopping with him.
d. He sends him a card.

B Listen again and check your answers.



LISTENING

Track 3

A Listen to the conversation and the questions. Choose the best picture for each question.

1. a. b. c. d.



2. a. b. c. d.



B Listen again and check your answers.

3

LISTENING

Track 4

A Listen to the passage. Then, look at the pictures. Circle the picture that does not belong.

a.



b.



c.



d.



B Circle the best title for the story.

Shopping in the US
Fish of the World

A School in a Mall
The Mall of America

C Listen again and check your answers.





A Listen to the questions. Then, write the correct response in each blank.

Track 5

- a. Let's ride the roller coaster next!
- b. How about a nice birthday card?
- c. Yes, I think it's nice.



1. _____
2. _____
3. _____

B Listen to the conversations and choose the best answer to each question.

Track 6

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. a. An ice cream cone
b. A shopping bag
c. A gift
d. A birthday card | <ol style="list-style-type: none"> 2. a. A cake
b. Cookies
c. Bread
d. A pie |
| <ol style="list-style-type: none"> 3. a. The boy gives the girl a gift.
b. The boy needs to buy a gift.
c. The girl goes to the mall.
d. The girl doesn't help the boy. | |

C Listen. Then, put the pictures in the correct order.

Track 7

a.



b.



c.



d.



_____ → _____ → _____ → _____