

# Listening Time *with Dictation*



Jenna Myers · Jin Zeter

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## Listening Time 3

Jenna Myers · Jin Zeter

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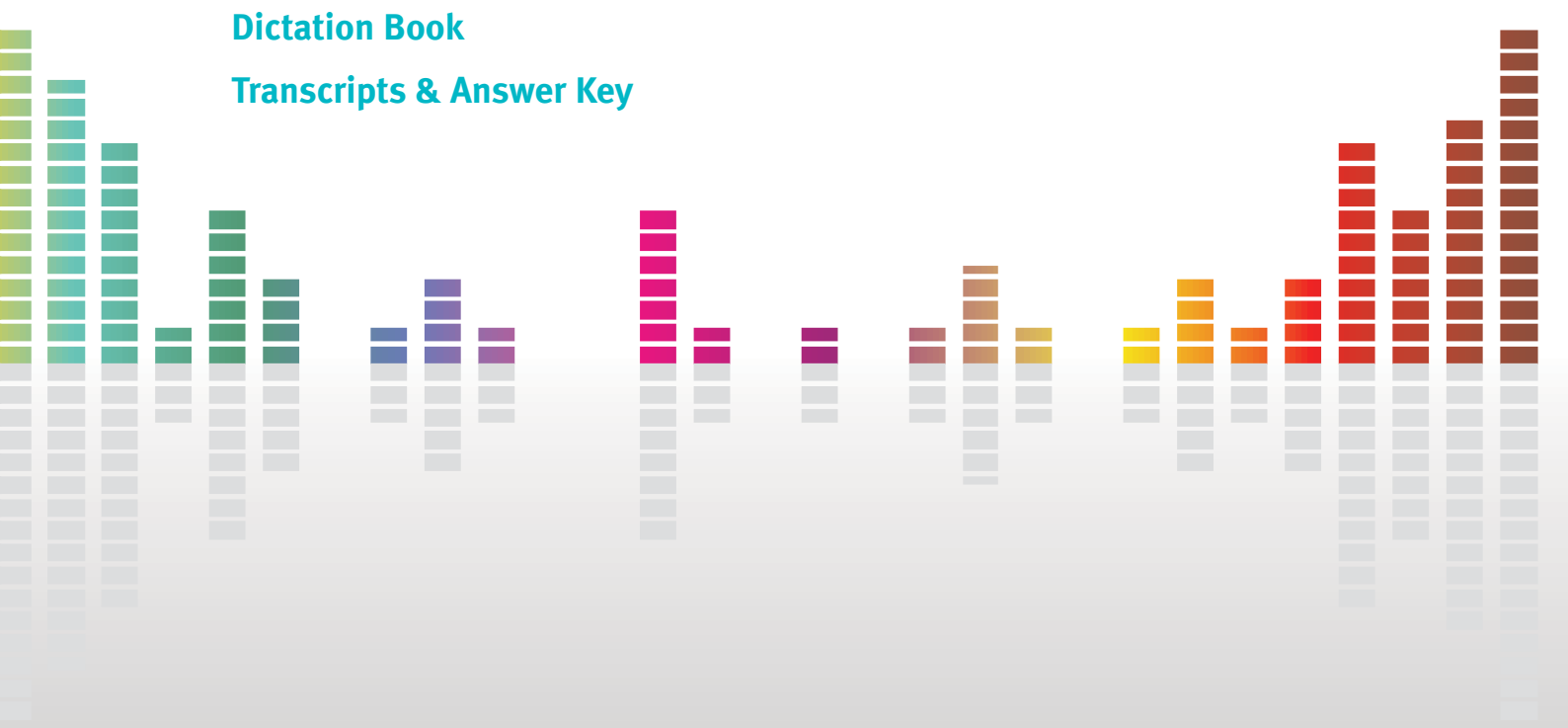
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**Dictation Book**

**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.)

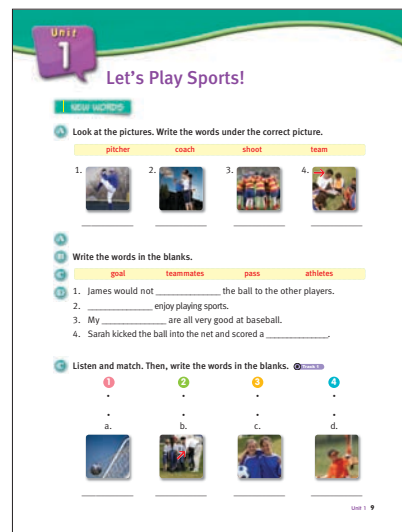
### Warm-up with New Words 15 min.

**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.



## 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 through the passage line by line with the students and discuss further as needed.

**1** 5 min.

**1** Listen to the passage. Choose the best answer to each question.

- a. Joe passed the ball to Tommy.  
b. Joe scored a goal.  
c. Joe tried to play basketball.  
d. Joe threw the baseball very well.
- a. Basketball and soccer  
b. Baseball and soccer  
c. Basketball and baseball  
d. Tennis and baseball

**2** Listen again and check your answers.


**2** 5 min.

**1** Listen to the conversation. Then, fill in the blanks with the correct words.

- The boy likes (A) \_\_\_\_\_, but the girl is (B) \_\_\_\_\_ at the sport.  
(A) a. basketball b. not good  
b. baseball b. better  
c. soccer c. good  
d. tennis d. very bad
- The girl can't (A) \_\_\_\_\_, so the boy will be her (B) \_\_\_\_\_.  
(A) a. jump very high a. coach  
b. win the game b. teacher  
c. score a goal c. pitcher  
d. shoot the ball d. teammate

**2** 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 through the passage line by line with the students and discuss further as needed.

**1** 5 min.

**1** Listen to the passage. Choose the best answer to each question.

- a. Joe passed the ball to Tommy.  
b. Joe scored a goal.  
c. Joe tried to play basketball.  
d. Joe threw the baseball very well.
- a. Basketball and soccer  
b. Baseball and soccer  
c. Basketball and baseball  
d. Tennis and baseball

**2** Listen again and check your answers.


**2** 5 min.

**1** Listen to the conversation. Then, fill in the blanks with the correct words.

- The boy likes (A) \_\_\_\_\_, but the girl is (B) \_\_\_\_\_ at the sport.  
(A) a. basketball b. not good  
b. baseball b. better  
c. soccer c. good  
d. tennis d. very bad
- The girl can't (A) \_\_\_\_\_, so the boy will be her (B) \_\_\_\_\_.  
(A) a. jump very high a. coach  
b. win the game b. teacher  
c. score a goal c. pitcher  
d. shoot the ball d. teammate

**2** 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.

 **Listening 3** 


**4** Listen to the passage and questions. Then, complete the answers to the questions.

1. The team lost \_\_\_\_\_ games in 1904.
2. Because he \_\_\_\_\_ the ball very fast.
3. They won in \_\_\_\_\_.
4. Some people thought it was the \_\_\_\_\_ game of all \_\_\_\_\_.

**5** Put the sentences in order from **a** to **d**.

- \_\_\_\_\_ 1. He helped the team win a championship game.
- \_\_\_\_\_ 2. It lost 113 games.
- \_\_\_\_\_ 3. A baseball team was started.
- \_\_\_\_\_ 4. Some people thought it was the best game of all time!

**6** Listen again and check your answers.

  
Let's Play Sports! 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.

### Quiz

1. Listen to the sentences. Choose the answer that matches the picture. ▶

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

2. Listen to the conversations. Choose the best picture for each question. ▶

1. Which one is Jimmy? a.  b. 	2. Which girl is Karen? a.  b. 
--	---

3. Listen to the conversations. Choose the best answer to each question. ▶

1. a. Some medicine b. Some ice c. A doctor d. A baseball	2. a. His teammate b. His friend c. His brother d. His basketball team
--	---

3. a. How to shoot a basket  
b. How to play baseball  
c. How to throw a ball  
d. How to kick a ball

12 Quiz

★ **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 Play Sports!

## NEW WORDS

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

pitcher

coach

shoot

team

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

**B** Write the words in the blanks.

goal

teammates

pass

athletes

1. James would not \_\_\_\_\_ the ball to the other players.
2. \_\_\_\_\_ enjoy playing sports.
3. My \_\_\_\_\_ are all very good at baseball.
4. Sarah kicked the ball into the net and scored a \_\_\_\_\_.

**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.

- Joe passed the ball to Tommy.
  - Joe scored a goal.
  - Joe tried to play basketball.
  - Joe threw the baseball very well.
  
- Basketball and soccer
  - Baseball and soccer
  - Basketball and baseball
  - Tennis and baseball



**B** Listen again and check your answers.



## LISTENING

Track 3

**A** Listen to the conversation. Then, fill in the blanks with the correct words.

- The boy likes **(A)** \_\_\_\_\_, but the girl is **(B)** \_\_\_\_\_ at the sport.

**(A)**

**(B)**

- |               |             |
|---------------|-------------|
| a. basketball | a. not good |
| b. baseball   | b. better   |
| c. soccer     | c. good     |
| d. tennis     | d. very bad |

- The girl can't **(A)** \_\_\_\_\_, so the boy will be her **(B)** \_\_\_\_\_.

**(A)**

**(B)**

- |                   |             |
|-------------------|-------------|
| a. jump very high | a. coach    |
| b. win the game   | b. teacher  |
| c. score a goal   | c. pitcher  |
| d. shoot the ball | d. teammate |

**B** Listen again and check your answers.

**A** Listen to the passage and questions. Then, complete the answers to the questions.

1. The team lost \_\_\_\_\_ games in 1904.
2. Because he \_\_\_\_\_ the ball very fast.
3. They won in \_\_\_\_\_.
4. Some people thought it was the \_\_\_\_\_ game of all \_\_\_\_\_!

**B** Put the sentences in order from **a** to **d**.

- \_\_\_\_\_ 1. He helped the team win a championship game.
- \_\_\_\_\_ 2. It lost 113 games.
- \_\_\_\_\_ 3. A baseball team was started.
- \_\_\_\_\_ 4. Some people thought it was the best game of all time!

**C** Listen again and check your answers.





**A** Listen to the sentences. Choose the answer that matches the picture. Track 5

1. a.  
b.  
c.  
d.



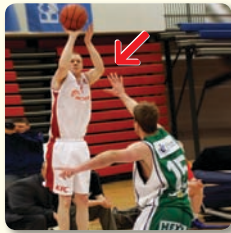
2. a.  
b.  
c.  
d.



**B** Listen to the conversations. Choose the best picture for each question. Track 6

1. Which one is Jimmy?

a.

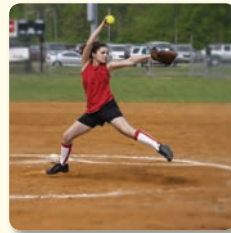


b.



2. Which girl is Karen?

a.



b.



**C** Listen to the conversations. Choose the best answer to each question. Track 7

1. a. Some medicine  
b. Some ice  
c. A doctor  
d. A baseball

2. a. His teammate  
b. His friend  
c. His brother  
d. His basketball team

3. a. How to shoot a basket  
b. How to play baseball  
c. How to throw a ball  
d. How to kick a ball