

# LISTENING DRIVE

# 3

*A Vocabulary  
and Skill Builder*

Kayang Gagiano



## **Listening Drive 3** A vocabulary and skill builder

Kayang Gagiano

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# o Preface

**Listening Drive 3** is part of the third level in a four-level preparatory course for elementary and middle school students. This four-skill series is designed to assist students in developing their English language aptitude through exposure to the essential English grammatical structures and vocabulary encountered most commonly in communication and academic study.

When used together, the four skill books at each level of the Drive series support students in developing their fundamental English language skills in reading, listening, speaking, and writing. In each skill book, twelve themed units introduce topic-based vocabulary, while focusing on separate grammatical and idiomatic structures. Contextually acquired vocabulary and full-color pictures are used to aid learners in their interpretation of new language.

Each unit progresses with a vocabulary introduction, grammar or expression practice, idiom practice, and skill review and testing sections. Each unit builds on the previous, providing ample opportunities for review of newly acquired language. Wrap-Up Quizzes at the end of each skill book aim to consolidate the material that students have learned throughout the book with grade-appropriate vocabulary and structures. Each level of this four-skill series teaches 500 words from the 3,000 most common headwords encountered in communication and academic study.

Each book of this four-skill series focuses on a separate skill, allowing students to concentrate on the necessary techniques and strategies for the separate skills of listening, reading, speaking, and writing without having to encounter multiple skills. **Listening Drive 3** provides an excellent foundation for students seeking to develop their English language listening skills for both real world communication and academic study. Students completing all four levels of the Drive series will study over 2,000 different headwords.

# How to Use This Book

The following lesson plan is designed for a one-hour class period. For teachers with less available class time per unit, certain parts of the sample lesson plan may be omitted or shortened as necessary.

## Target Language and Warm-Up 15 min.

The first two pages of each unit present five of the target vocabulary items for the unit. This presentation is followed by a number of activities that guide students through practicing both listening skills and the vocabulary items in activities with progressively less textual or visual support.

In addition to simply working through the activities as presented in the student book, teachers may want to provide classes with additional practice including, but not limited to, the following suggestions:

**Part (A):** Have students create additional example sentences using the target words.

**Part (B):** Have students check their answers in pairs by role playing the question-answer dialogs before listening for the answers.

**Part (C):** Have students create one more sentence in pairs or in small groups that describes the picture or continues the “story” of this activity.

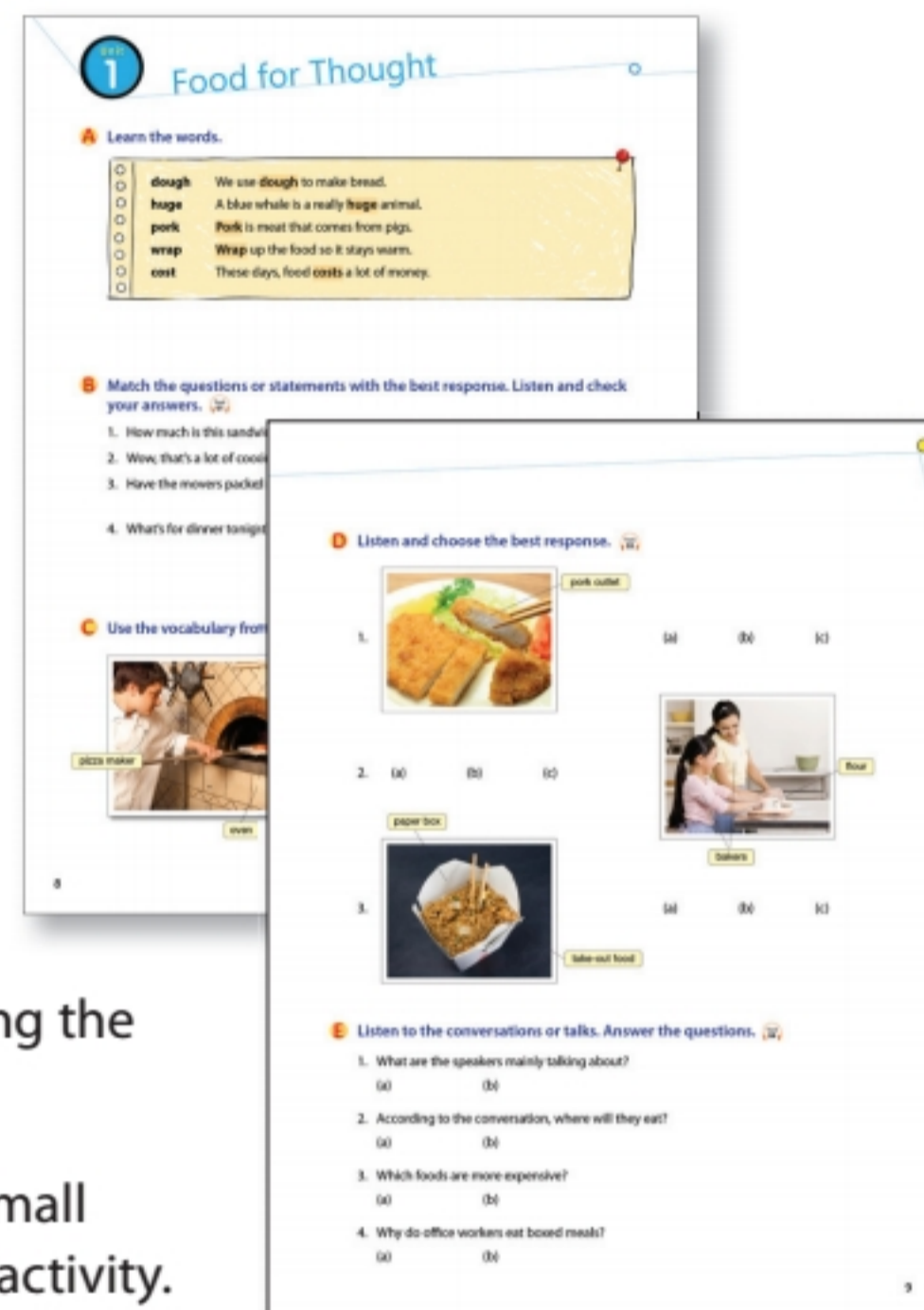
**Part (D):** Have students brainstorm possible sentences that describe each picture before listening to the audio track.

**Part (E):** Have students read all of the questions in this activity before listening and circle key words in the questions that tell them the kind of information they need to listen for.

## Practice Drive 15 min.

Pages three and four of each unit present five additional target vocabulary items for the unit. As with the Warm-up pages, the Practice Drive guides students through activities practicing listening skills and vocabulary items in activities with progressively less textual or visual support.

The same optional suggestions for extension activities in the Warm-up pages apply to the Practice Drive activities (A) through (E).



## Challenge Drive 5 min.

Page five of each unit presents longer listening passages for students to practice with. After listening to the longer dialog or talk for each question, students should use what they have heard to answer multiple questions related to the information. Also included in the Challenge Drive is a chart or map related listening activity in which students synthesize visual information with statements describing the related chart or map.

For teachers who desire to provide extension activities related to the listening tasks on this page, the following possibilities are suggested:

**Parts (A) and (B):** After completing the task shown in the student book, have students listen to the audio track again as they read along in the transcript. Allow students to ask about any information, vocabulary items, or grammar structures they have trouble with. Students can also practice reading the dialog or talk aloud in pairs.

**Part (C):** Have the class create their own charts based on information from classmates related to the information shown in the book or practice giving directions to different places using the map from the unit.

### Challenge Drive

**A** Listen to the conversation. Answer the questions.

1. What is the conversation mainly about?  
(a) (b)
2. What will the boy probably do next?  
(a) (b)

**B** Listen to the talk. Answer the questions.

1. What is the talk mainly about?  
(a) (b)
2. Which is NOT true about the pizza according to the talk?  
(a) (b)

**C** Study the chart. Listen and answer the question.

**Food People Eat in Asia**

Food	Percentage of people (%)
Bread	30
Rice	65
Pork	15
Chicken	25

Which statement is NOT true according to the chart?  
(a) (b) (c) (d)

## Quiz Drive 5 min.

Page six of each unit provides consolidation activities in the form of a listening quiz. Each quiz begins with a Question and Response section. This is followed by a series of dialogs and talks with a single comprehension question after each. All quizzes end with a chart or map task similar to the task found in the Challenge Drive sections of each unit.

Study of the transcripts related to all quiz tasks provides natural extension activities for the Quiz Drive pages of each unit.

## Workbooks, Reviews, and Wrap-Up Quiz

The workbook supplement that accompanies each student book includes four activities for each unit. The workbook units recycle the target vocabulary items of the student book units in easy-to-follow activities that students can complete at home. Along with the twelve thematic units in each student book, the Drive series provides four Reviews to reinforce vocabulary acquisition through additional listening practice. Each student book also concludes with a Wrap-up Quiz that can be used to help students recognize how much improvement they have achieved in the target skill of listening.

### Quiz Drive

**A** Listen and choose the best response.

1. (a) (b) (c)
2. (a) (b) (c)
3. (a) (b) (c)

**B** Listen to the conversations or talks. Answer the questions.

1. (a) (b) (c) (d)
2. (a) (b) (c) (d)
3. (a) (b) (c) (d)

**C** Study the chart. Listen and answer the question.

**Popular Exercise**

Exercise	Number of people
Running	30
Walking	25
Swimming	10
Tennis	15

Which statement is true according to the chart?  
(a) (b) (c) (d)



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## A Learn the words.

<b>dough</b>	We use <b>dough</b> to make bread.
<b>huge</b>	A blue whale is a really <b>huge</b> animal.
<b>pork</b>	<b>Pork</b> is meat that comes from pigs.
<b>wrap</b>	<b>Wrap</b> up the food so it stays warm.
<b>cost</b>	These days, food <b>costs</b> a lot of money.

## B Match the questions or statements with the best response. Listen and check your answers.

- |   |  |
|---|--|
| 1. How much is this sandwich, please? • | • (a) We're having pork and rice.                |
| 2. Wow, that's a lot of cookie dough! • | • (b) It costs three dollars.                    |
| 3. Have the movers packed my toys? •    | • (c) I have to bake a huge number of cookies.   |
| 4. What's for dinner tonight? •         | • (d) They are wrapping them in paper right now. |

## C Use the vocabulary from A to fill in the blanks. Listen and check your answers.

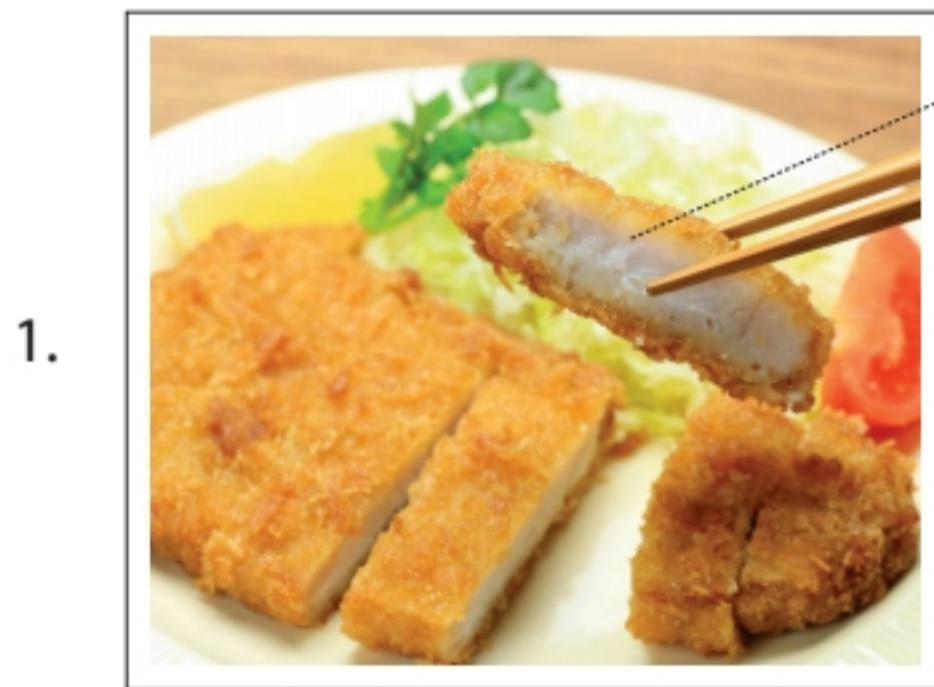


pizza maker

oven

- This restaurant uses a lot of \_\_\_\_\_ to make pizzas.
- Their family-size pizzas are really \_\_\_\_\_.
- One extra-large pizza \_\_\_\_\_ about twenty dollars.

**D Listen and choose the best response.** 



pork cutlet

- (a) (b) (c)

2. (a) (b) (c)



flour

bakers

- (a) (b) (c)



paper box

take-out food

**E Listen to the conversations or talks. Answer the questions.** 

1. What are the speakers mainly talking about?  
(a) (b)
2. According to the conversation, where will they eat?  
(a) (b)
3. Which foods are more expensive?  
(a) (b)
4. Why do office workers eat boxed meals?  
(a) (b)

# Practice Drive

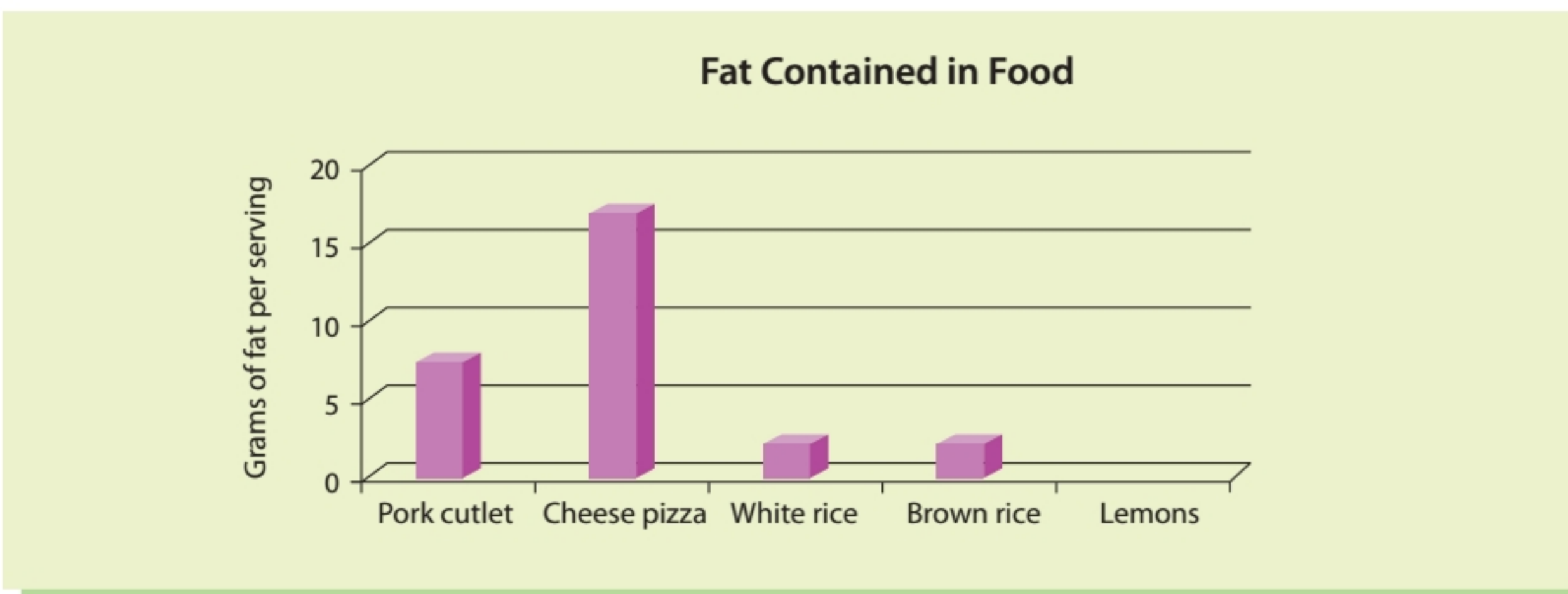
## A Learn the words.

<input type="radio"/>	<b>perhaps</b>	If I finish my homework, <b>perhaps</b> I can watch television!
<input type="radio"/>	<b>diet</b>	Sarah is on a <b>diet</b> because she wants to lose weight.
<input type="radio"/>	<b>fit</b>	I do exercise because I like to keep <b>fit</b> and healthy.
<input type="radio"/>	<b>package</b>	I got a <b>package</b> from my grandparents for my birthday.
<input type="radio"/>	<b>waste</b>	Don't <b>waste</b> time playing when you need to study for your exams!

## B Match the questions or statements with the best response. Listen and check your answers.

- |  |   |  |
|--|---|--|
| 1. I am very hungry.                         | • | • (a) Perhaps you should stop your diet.           |
| 2. When did you get that package?            | • | • (b) Play tennis like me. That will keep you fit. |
| 3. Wow, this hamburger costs thirty dollars! | • | • (c) Don't waste money on an expensive lunch!     |
| 4. How do you stay fit?                      | • | • (d) I got it in the mail this morning.           |

## C Study the chart. Listen and answer the question.



Which statement is NOT true according to the chart?

- (a)                      (b)                      (c)                      (d)