

With
Hybrid
CD

APP
Free App

1

Listening **Express** with Dictation



Jhade Pilgrim

1

Listening Express

Listening Express 1

Jhade Pilgrim

© 2015 Compass Publishing

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

Chief Editor: Miranda White
Content Editors: Hailey Parker, Eric Williams
Copy Editor: Rachel Rose
Designer: Jenny Rose

e-mail: info@compasspub.com
<http://www.compasspub.com>

ISBN: 978-1-61352-759-7

10 9 8 7 6 5 4 3 2 1
18 17 16 15

Photo Credits:
All photos and images © Shutterstock, Inc.

Printed in Korea



Table of Contents



Lesson Guide	4
--------------------	---



Section I

Life &
Relationships

Unit 1	My Family Tree	8
Unit 2	Fun with Friends	14
Unit 3	An Awful Day	20
Finish Line 1	26



Section II

Nature

Unit 4	Amazing Animals	28
Unit 5	It's Rainy!	34
Unit 6	In the Garden	40
Finish Line 2	46



Section III

Travel

Unit 7	Away We Go	48
Unit 8	Our World	54
Unit 9	I'm on Vacation!	60
Finish Line 3	66



Section IV

Celebrations

Unit 10	Fall Fun	68
Unit 11	School Festival	74
Unit 12	Happy New Year!	80
Finish Line 4	86

Lesson Guide

Teaching Listening Express

Listening Express is a three-level series for high beginner to intermediate English learners. Each book has four main themes, and there are two components per thematic section: a set of three units and a Finish Line section test. The modules in units and tests have different functions, and each requires a unique approach. The following lesson plan provides a step-by-step guide to each unit. Keeping this in mind, teachers can customize the lesson to accommodate the specific needs of their students.

Units

I. Getting Started (10 minutes)

This section introduces and focuses students on the unit's topic.



Activity A (5 minutes)

Speak Out: Topic Discussion [Speaking & Critical Thinking]

Read the question as a class. In small groups or as a class, students use the given expression to answer the question.

Activity B (5 minutes)

Introductory Listening Exercise [Listening]

In small groups or as a class, have students describe each picture. Ask them to discuss how each one relates to the topic. Then play the audio track. For each picture, students will hear a letter, then one or two sentences. They should write the letter under the corresponding picture.

II. Words to Know (15 minutes)

This section introduces eight vocabulary words that will be used throughout the unit's listening modules.



Optional

Vocabulary Drill [Speaking]

Have students read and repeat the words. Check for correct pronunciation and intonation.

Activity A (5 minutes)

Vocabulary Match with Definitions [Listening]

Students should be told not to write anything before listening. Ask if they are familiar with the words and what they mean. Then play the audio track. Students should write each word they hear in order. They should then draw a line to match each word to its correct meaning. Check answers as a class.

Activity B (5 minutes)

Vocabulary Match with Pictures [Listening]

Discuss which word would best match each picture. At this point, students can write the correct word in the larger blank, leaving the smaller blank empty. Then play the audio track. Students will hear a letter and one or two sentences that correspond to a picture and a vocabulary word. They write the letter next to the correct vocabulary word—i.e., under the correct picture. Check answers as a class.

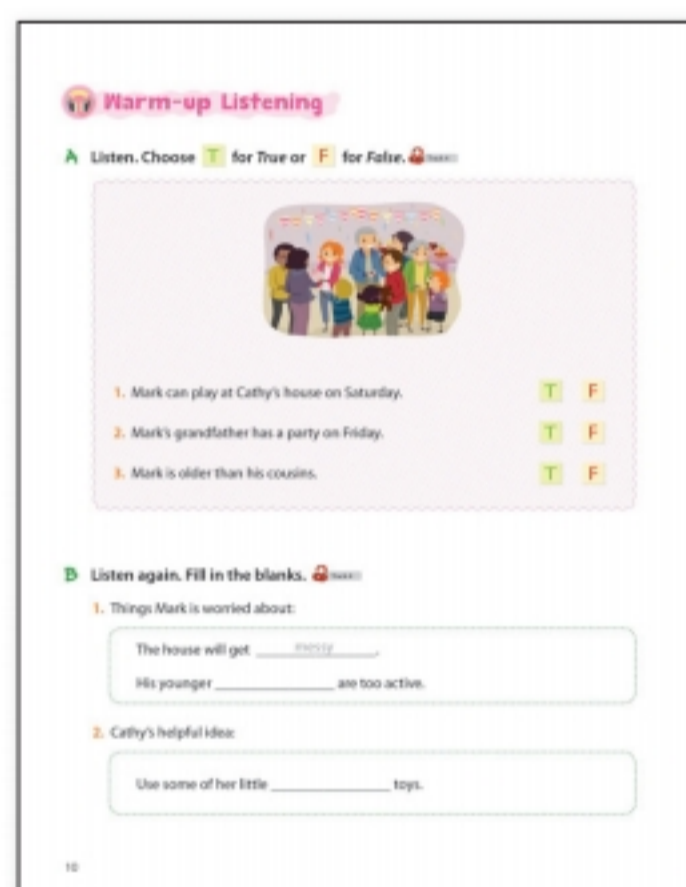
Activity C (5 minutes)

Fill in the Blanks [Reading Comprehension]


Students fill in the blanks in the given sentences using the four vocabulary words shown. Check answers in small groups, having students take turns reading the sentences.


III. Warm-up Listening (10 minutes)

This is a simple dialogue that covers an aspect of the unit's theme.



Warm-up Listening


A Listen. Choose **T** for True or **F** for False. 



1. Mark can play at Cathy's house on Saturday. **T** **F**

2. Mark's grandfather has a party on Friday. **T** **F**

3. Mark is older than his cousins. **T** **F**

B Listen again. Fill in the blanks. 

1. Things Mark is worried about:

The house will get _____.

His younger _____ are too active.

2. Cathy's helpful idea:

Use some of her little _____ toys.

10

Activity A (5 minutes)

True/False [Listening]

Explain to students that they will hear a dialogue. Then play the Warm-up Listening audio track. After listening, have students answer the questions. Check answers as a class.

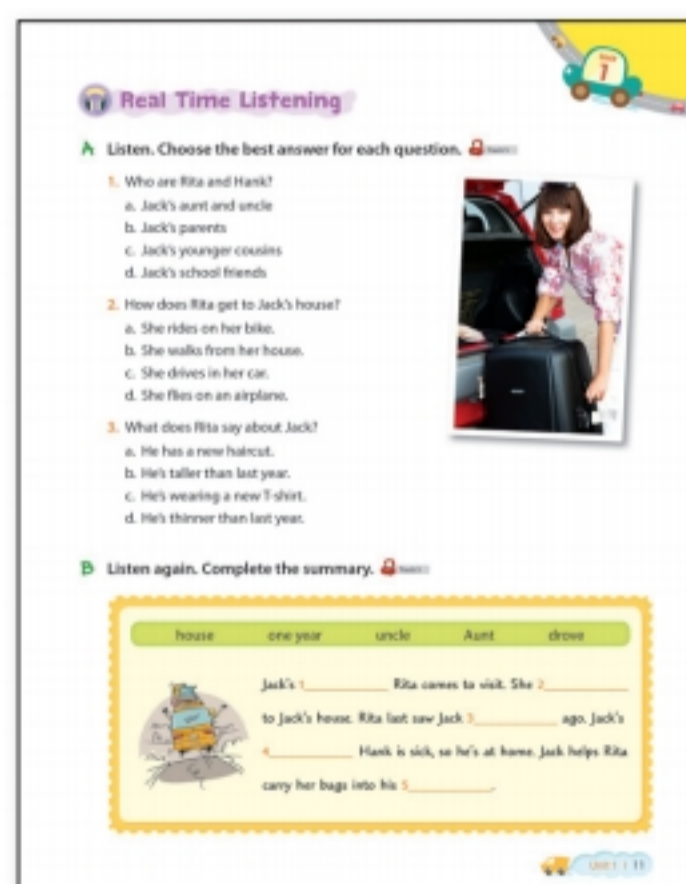
Activity B (5 minutes)

Comprehension and Fill in the Blanks [Listening]


Have students look at the questions in Activity B. After instructing them to pay attention for the answers to the questions, play the Warm-up Listening audio track again. Check answers as a class.

IV. Real Time Listening (10 minutes)

This dialogue places the speakers in a live-action setting where they must interact with each other and the environment.



Real Time Listening

A Listen. Choose the best answer for each question. 

1. Who are Rita and Hank?

a. Jack's aunt and uncle

b. Jack's parents

c. Jack's younger cousins

d. Jack's school friends

2. How does Rita get to Jack's house?

a. She rides on her bike.

b. She walks from her house.

c. She drives in her car.

d. She flies on an airplane.


3. What does Rita say about Jack?


a. He has a new haircut.

b. He's taller than last year.

c. He's wearing a new T-shirt.

d. He's thinner than last year.



B Listen again. Complete the summary. 


house one year uncle Aunt dress

Jack's _____ Rita comes to visit. She _____

to Jack's house. Rita last saw Jack _____ ago. Jack's _____

Hank is sick, so he's at home. Jack helps Rita

carry her bags into his _____.



11

Activity A (5 minutes)

Multiple Choice Questions [Listening]

Students should be told to listen closely for details. Then play the audio track. After listening, students answer the multiple choice questions. Check answers as a class.

Activity B (5 minutes)

Summary Completion [Listening & Reading]

Have students look at the incomplete summary. Tell them that they will listen to the dialogue again. Then play the audio track again. To check the answers, students can read the summary as a class or in small groups.

V. Close-up Listening (10 minutes)

Here students listen for the details of a monologue that retells a story, describes events, or relays information.

Close-up Listening

A Listen. Fill in the information. (2 minutes)

grandfather 1 grandfather 2
dad 3 mom 4 uncle 5 aunt 6
me 7
cousins 8

B Listen again. Fill in the blanks. (2 minutes)

Hi, there! I want to introduce you to my _____. Let's start with my grandparents. My grandfather is _____. He gives great advice. My _____ is active. She enjoys playing tennis. Then there are my _____. They are really _____. My mom is much _____ than my dad. His totally messy! My mom's brother is a _____, and his wife is _____. My cousins are very _____.

Chitchat

What is your family like?

12

Activity A (5 minutes)

Fill in the Chart [Listening]

Have students look at the chart. Tell them that they should listen to a monologue in order to fill it out. Then play the audio track. Check answers as a class.

Activity B (5 minutes)

Dictation [Listening]

Instruct students to fill in the blanks as they listen again to the monologue. Then play the track again. Check answers in small groups or as a class. Students can take turns reading different parts of the monologue.

VI. Chitchat (5+ minutes)

Free-talking [Speaking]

Here students are asked a question related to the unit's topic. These questions are opinion-based, so students freely share their thoughts on the topic. The discussion can be had in small groups or as a class. Be sure to correct students' errors.

VII. Checkpoint (10 minutes)

This unit test covers vocabulary and topical information.

Checkpoint

A Listen. Write the letter that best describes each picture. (2 minutes)

B Listen. Choose the unnatural or incorrect dialogue. (2 minutes)

C Listen. Choose the best answer for each question. (2 minutes)

1. What is true about Gina?
a. She is two years older than Annie.
b. She doesn't care about sports.
c. She is more active than Annie.
d. She has her own bedroom.

2. What does Annie do better than Gina?
a. Annie is a better singer than Gina.
b. Annie is taller than Gina.
c. Annie is better at sports than Gina.
d. Annie is a better student than Gina.

13

Activity A (3 minutes)

Photo-Sentence Match [Listening]

Explain to students that they will hear four different sentences; each has been given a letter. Then play the audio track. Students write the letter of the correct answer under the picture that matches the sentence. Check answers as a class.

Activity B (2 minutes)

Identifying Unnatural Dialogues [Listening]

Explain to students that they will hear four two-turn dialogues and should choose the one that includes an unnatural response. Then play the track again. Check answers as a class.

Activity C (5 minutes)

Monologue/Multiple Choice [Listening]

Students will hear a monologue related to the unit's topic. Explain that after listening, they will respond to two questions. Check answers as a class.

Finish Line (Section Test)

Each Finish Line test will check students' understanding of the topics, vocabulary, and grammar covered in each thematic section. All questions are to be answered independently. The questions are presented in the style of the TOEIC Listening and Reading tests.

