

With
Hybrid
CD

APP
Free App

3

Listening Express

with Dictation



Jhade Pilgrim

3

Listening Express

Listening Express 3

Jshade Pilgrim

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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.

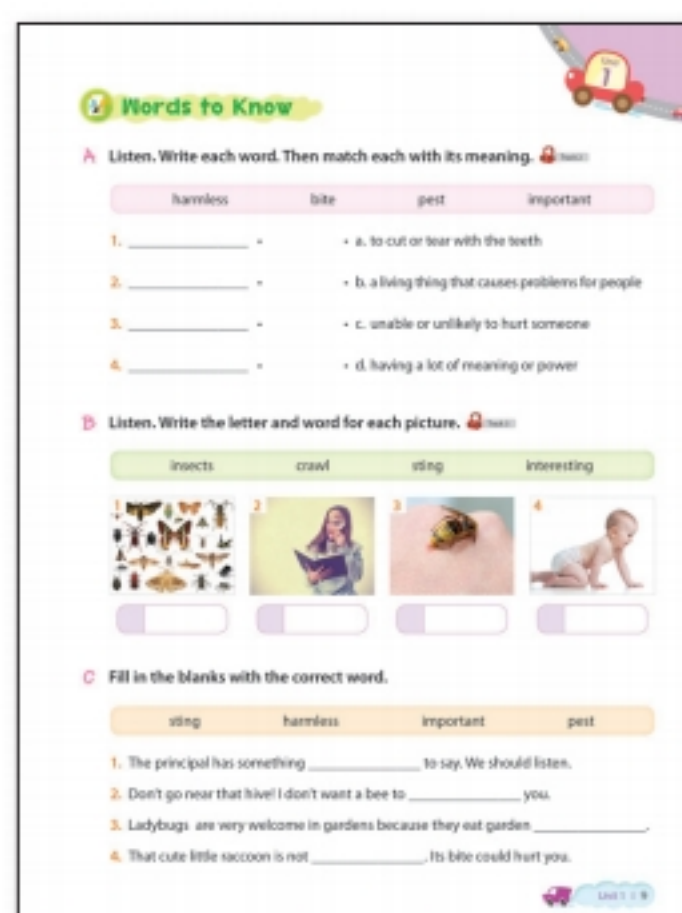
Activity B (5 minutes)

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.

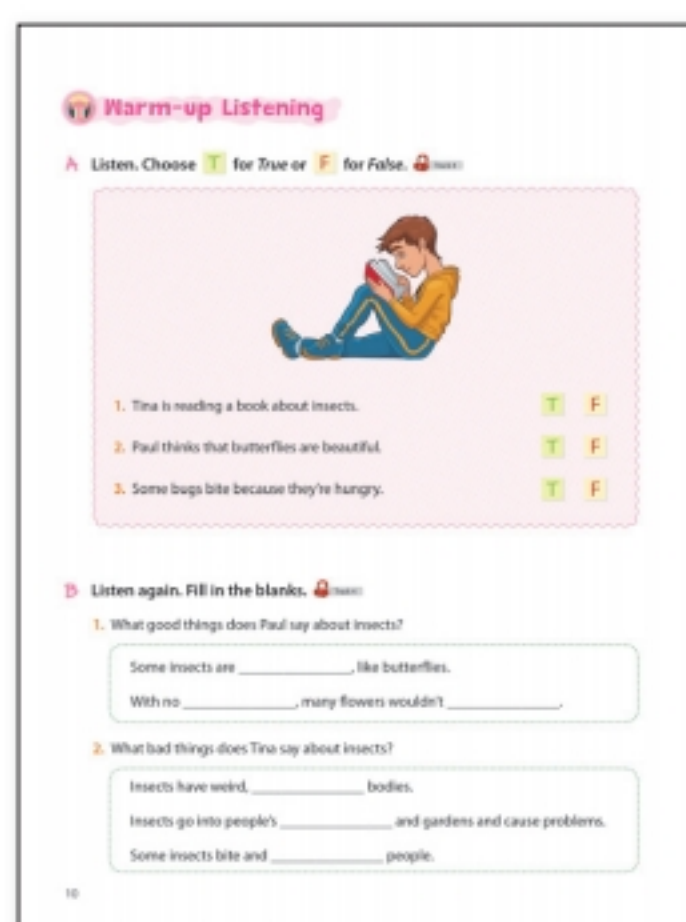
Activity C (5 minutes)

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. (100%)



1. Tina is reading a book about insects. **T F**

2. Paul thinks that butterflies are beautiful. **T F**

3. Some bugs bite because they're hungry. **T F**

B Listen again. Fill in the blanks. (100%)

1. What good things does Paul say about insects?

Some insects are _____ like butterflies.
With no _____ many flowers wouldn't _____.

2. What bad things does Tina say about insects?

Insects have weird _____ bodies.
Insects go into people's _____ and gardens and cause problems.
Some insects bite and _____ people.

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.

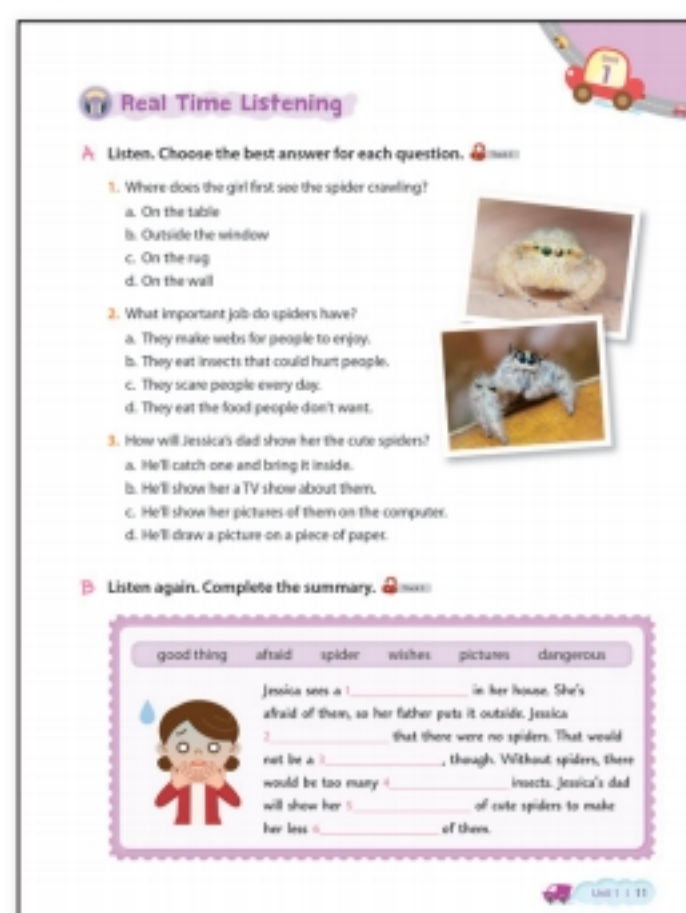
Activity B (5 minutes)

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. (100%)

1. Where does the girl first see the spider crawling?

a. On the table
b. Outside the window
c. On the rug
d. On the wall

2. What important job do spiders have?

a. They make webs for people to enjoy.
b. They eat insects that could hurt people.
c. They scare people every day.
d. They eat the food people don't want.

3. How will Jessica's dad show her the cute spiders?

a. He'll catch one and bring it inside.
b. He'll show her a TV show about them.
c. He'll show her pictures of them on the computer.
d. He'll draw a picture on a piece of paper.

B Listen again. Complete the summary. (100%)

good thing afraid spider wishes pictures dangerous

Jessica sees a _____ in her house. She's _____ afraid of them, so her father puts it outside. Jessica _____ that there were no spiders. That would _____ not be a _____, though. Without spiders, there would be too many _____ insects. Jessica's dad will show her _____ of cute spiders to make her less _____ of them.

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.

My Awesome:

- Ants are 1. _____ to take care of.
- They like to eat 2. _____ things like candy.
- They are interesting to 3. _____.
- I love to watch them 4. _____ around.
- They seem like a happy little 5. _____.

B Listen again. Fill in the blanks.

I have some very cool 1. _____. They're ants! Ants may sound like weird pets to have, but they're 2. _____ to take care of. They eat almost 3. _____, but they love sweet things like 4. _____. They're also 5. _____ to watch. My ants are 6. _____ little 7. _____ that are always busy. I see them 8. _____ hard every day, and I love to watch them 9. _____ around. They dig tunnels and work together to make tiny nests under the sand. They seem like a happy little 10. _____. They even seem to 11. _____ to each other sometimes! They are unusual pets to have, but my 12. _____ farm is awesome!

Chitchat

Would you ever get a pet insect? Why or why not?

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.

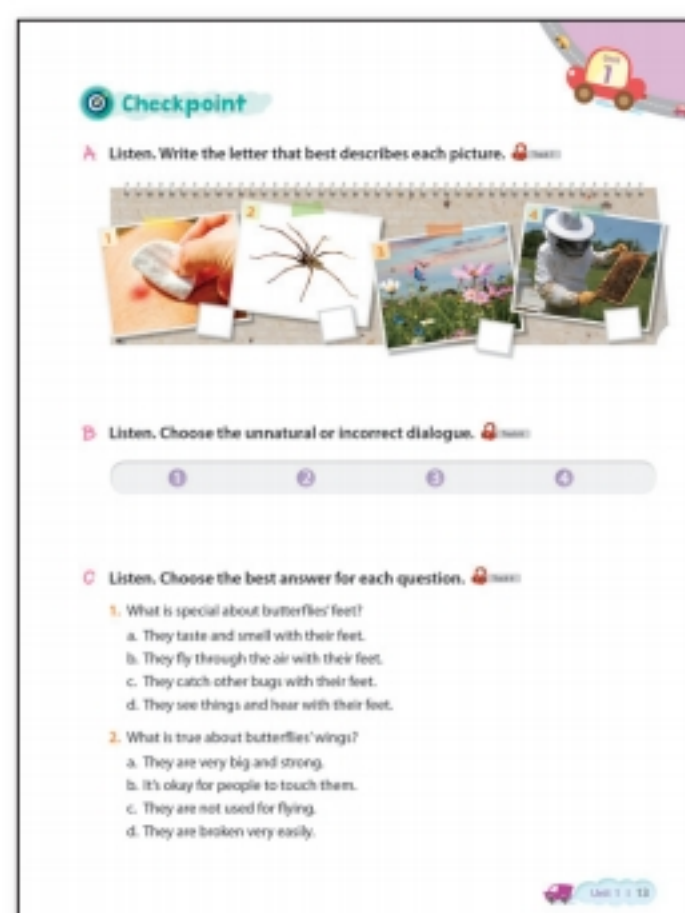
VI. Chitchat (5+ minutes)

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.

B Listen. Choose the unnatural or incorrect dialogue.

C Listen. Choose the best answer for each question.

- What is special about butterflies' feet?
a. They taste and smell with their feet.
b. They fly through the air with their feet.
c. They catch other bugs with their feet.
d. They see things and hear with their feet.
- What is true about butterflies' wings?
a. They are very big and strong.
b. It's okay for people to touch them.
c. They are not used for flying.
d. They are broken very easily.

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.

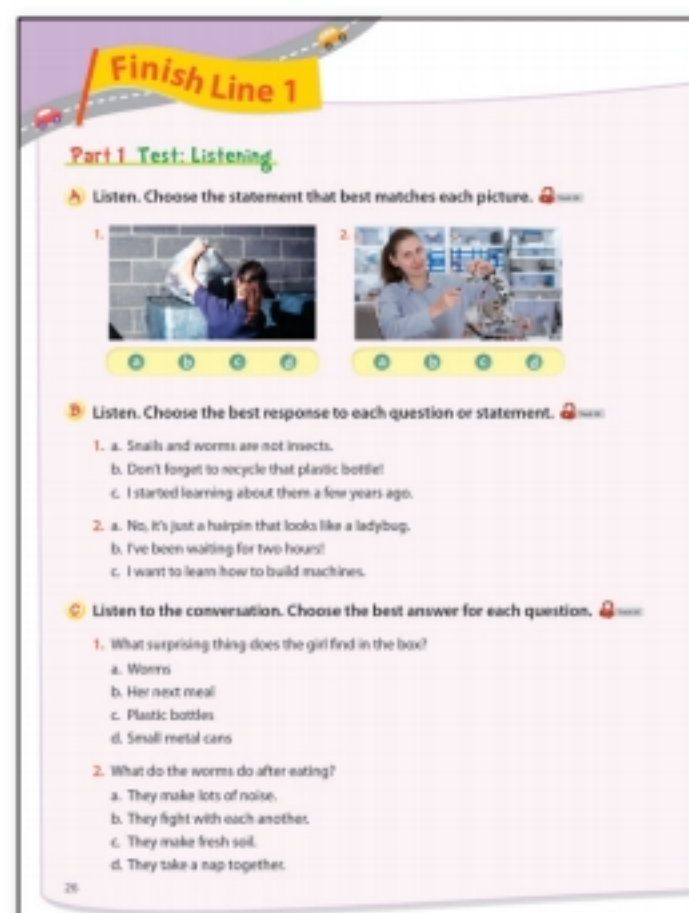
Activity C (5 minutes)

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.



Part 1 Test: Listening (10 minutes)

Activity A (3 minutes)

Photo Captioning [Listening: TOEIC Listening Part 1]

Explain that students will hear four sentences. Then play the audio track. Students select the sentence that best matches each picture. Once they are finished, move on to Activity B.

Activity B (2 minutes)

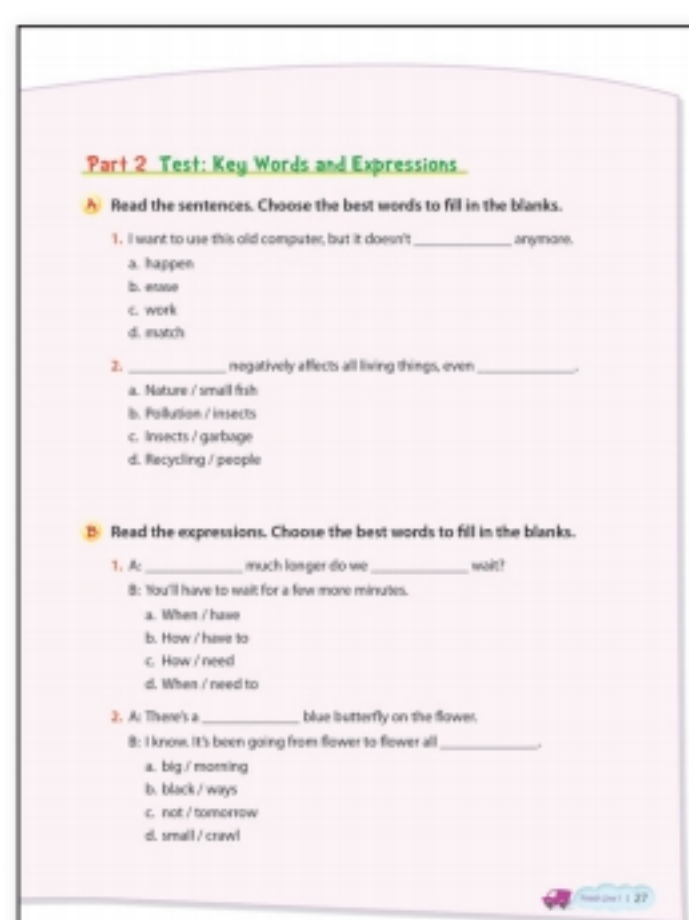
Question and Response [Listening: TOEIC Listening Part 2]

Explain that students will hear two questions. For each one, they will select the best of the three given responses. Then play the audio track. Once students are finished, move on to Activity C.

Activity C (5 minutes)

Conversations/Talks [Listening: TOEIC Listening Parts 3 & 4]

This activity will alternate for every Finish Line. The audio track may present a dialogue or a monologue, so take note of the directions. Play the track. Students choose the correct multiple choice answer. Then check the answers to Activities A, B, and C as a class.



Part 2 Test: Key Words and Expressions (5 minutes)

Activity A (2 minutes)

Sentence Completion: Vocabulary [Reading: TOEIC Reading Part 5]

This activity will reintroduce some of the vocabulary taught in the section. Students read the sentences and choose the vocabulary word that best completes each sentence. They move on to Activity B once finished.

Activity B (3 minutes)

Sentence Completion: Grammar [Reading: TOEIC Reading Part 5]

This activity will reintroduce some of the grammar taught in the section. Students read the sentences and choose the word(s) that best completes each sentence. Then check Activities A and B as a class.