



with MP3 CD

Listening Jump

with
Dictation

for Better Speaking



Casey Malarcher

3

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Introduction

Listening Jump 3 is the third book in a three-level, easy-to-use textbook series that can be used at home or in class to help develop English listening skills.

Listening Jump 3 is targeted at students in middle school education. At this stage of English education, students are assumed to already have received a fair level of English instruction. They will typically be competent in processing basic information in English through short exchanges. As students move toward high school, there will be greater emphasis on preparing for more formal English exams. These require extended concentration and greater appreciation for distinguishing between listening for gist and listening for detail. This series is perfectly placed to provide extensive listening training through carefully graded activities on a range of common topics.

The listening material for the activities centers on original, recorded native English speaker dialogs. They simulate very real speech exchanges from daily life that students can often more readily and more naturally connect with.

The Twelve-Unit Structure:

Each book contains twelve, topic-based units, with a **Review** unit after every third unit. Following the twelve units is a **Dictation** section, which contains further practice through gap filling exercises based on the dialog recordings of each unit. The **Dictation** section might be used as a ready-made homework component.

Each unit introduces **Target Vocabulary** and **Useful Expressions** that will appear in the unit, and which can be useful for longer-term retention. Each new word or expression is accompanied with an example of it used within a sentence.

An initial **WARM-UP** prompts students to start thinking about words and phrases they can associate with the topic title. Students will also be given their first listening activity, which centers on two short dialogs.

The **BUILD-UP** section helps students develop their note-taking skills, an important skill for real-world work and study contexts.

LISTENING TASKS provide multiple choice listening comprehension questions that reflect the question styles common to many examination papers.

ACTUAL LISTENING provides several different dialogs with multiple-choice questions, allowing students extended practice to listen again and again to refine their listening comprehension skills.

Finally, every unit concludes with a **SPEAKING** section. Question prompts allow for personalized, interactive repetition and consolidation of phrases that students will have encountered while completing the listening activities of that unit. Students can also bring in previously-learned expressions into their answers, allowing teachers a clearer way to monitor input-to-output progression in individual learners.



Target Vocabulary

- ☐ **capture**
Bright colors capture the feeling of childhood.
- ☐ **furnishings**
My living room has expensive furnishings.
- ☐ **interact**
I don't know how to interact with babies.
- ☐ **intimacy**
You can create intimacy in your relationship through trust and honesty.
- ☐ **suburbs**
We work downtown but live in the suburbs.

Useful Expressions

- **blend in:** to mix in; to not stand out
He tried to blend in with the crowd.
- **hustle and bustle:** crowds and noise
I can't stand the hustle and bustle of London.
- **tight-knit:** closely connected; to have a close relationship
I come from a tight-knit family.
- **feel out of place:** to not fit in; to feel uncomfortable
I felt out of place at the party.
- **have good taste in:** to like good quality things
My friend has good taste in music.

WARM-UP

A Read the paragraph and fill in the blanks.

blend in

interact

tight-knit

intimacy

I did not know how to 1_____ with the kids at my new school at first. I just wanted to 2_____ and not attract attention. It was difficult, because at my old school I had a 3_____ group of friends. I wasn't sure I could find that same level of 4_____ with the students at my new school.



B Write the word that best matches the other words in each group.

capture

furnishings

suburbs

good taste

- | | | | |
|------------------|-----------------|--------------|-------|
| 1 outskirts | edge | bordering | _____ |
| 2 display | represent | show | _____ |
| 3 a natural feel | the right style | tastefulness | _____ |
| 4 closet | decorations | curtains | _____ |

C Listen and write the responses. Then answer the questions.



1 A: Wow, this bus is so crowded! There are so many people in this city.

B: _____

A: Sometimes it is, but other days it's just annoying.

What is the woman complaining about?

2 A: I don't feel close to my wife lately.

B: _____

A: That's a great idea! We can go out Friday night.

What does the man need more of?

A Listen and complete the summary notes.

Unfamiliar Territory

The woman:

- Is from the ① _____ and a tight-knit, small ② _____
- Does she cope well in the city? ③ Yes / No

The man:

- Is from the ④ _____
- Does he cope well in the city?
- ⑤ Yes / No



B Listen again and choose the best answer.

- 1 Where did the woman grow up?
(A) (B) (C) (D)
- 2 Where is the man from?
(A) (B) (C) (D)
- 3 What advice does the man give the woman?
(A) (B) (C) (D)

Key Expressions



You seem down. › You don't look very happy.

grow up in › the place lived in during childhood

deal with › to handle; to manage; to cope with