

Listening Time *with Dictation*



Jenna Myers · Jin Zeter

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Listening Time 1

Jenna Myers · Jin Zeter

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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.

The image shows a worksheet for Unit 1 titled "What Season Is It?". It is divided into three sections:

- Section A:** "Look at the pictures. Write the words under the correct picture." It lists four words: cherries, igloo, rake, and honey. Below each word is a small picture: cherries, an igloo, a rake, and a jar of honey.
- Section B:** "Write the words in the blanks." It lists four words: melts, colors, season, and cool. Below the words are four numbered sentences:
 1. An artist paints with many _____.
 2. It is very _____ outside today.
 3. Ice _____ in the sun.
 4. My favorite _____ is summer.
- Section C:** "Listen and match. Then, write the words in the blanks." It shows four numbered circles (1, 2, 3, 4) and four corresponding pictures: a rainbow, a landscape with trees, a rake, and a snowman. Below each picture is a letter: a., b., c., d.

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

The screenshot shows a listening exercise page. It is divided into two sections, 1 and 2. Section 1 is titled 'LISTENING' and contains two parts: Part A and Part B. Part A asks the student to listen to a passage and choose the correct answer from four options. The options are: 1. a. A bee, b. A flower, c. A tree, d. A girl; 2. a. She flies around, b. She sits down, c. She eats a cherry, d. She sees a tree. To the right of the text is a photograph of a pink flower with a bee on it. Part B asks the student to listen again and check their answers. Section 2 is also titled 'LISTENING' and contains two parts: Part A and Part B. Part A asks the student to listen to a conversation and the statements, and circle T for true or F for false. The statements are: 1. T F; 2. T F. To the right of the text is a photograph of three trees of different heights. Part B asks the student to listen again and check their answers. At the bottom left of the page, it says '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 though the passage line by line with the students and discuss further as needed.

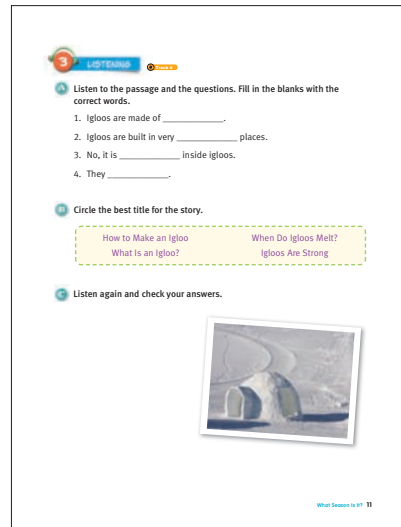
The screenshot shows a listening exercise page, identical to the one for 'Listening 1'. It is divided into two sections, 1 and 2. Section 1 is titled 'LISTENING' and contains two parts: Part A and Part B. Part A asks the student to listen to a passage and choose the correct answer from four options. The options are: 1. a. A bee, b. A flower, c. A tree, d. A girl; 2. a. She flies around, b. She sits down, c. She eats a cherry, d. She sees a tree. To the right of the text is a photograph of a pink flower with a bee on it. Part B asks the student to listen again and check their answers. Section 2 is also titled 'LISTENING' and contains two parts: Part A and Part B. Part A asks the student to listen to a conversation and the statements, and circle T for true or F for false. The statements are: 1. T F; 2. T F. To the right of the text is a photograph of three trees of different heights. Part B asks the student to listen again and check their answers. At the bottom left of the page, it says '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.



The screenshot shows a listening activity page. At the top, there is a 'Listen' icon and a '10 min.' timer. The main instruction is: 'Listen to the passage and the questions. Fill in the blanks with the correct words.' Below this are four numbered questions:

1. Igloos are made of _____.
2. Igloos are built in very _____ places.
3. No, it is _____ inside igloos.
4. They _____.

Below the questions is a section titled 'Circle the best title for the story.' with two options: 'How to Make an Igloo' and 'When Do Igloos Melt?'. Below this is another section titled 'What is an Igloo?' with two options: 'What Is an Igloo?' and 'Igloos Are Strong'. At the bottom, there is a small image of an igloo and the text 'Listen again and check your answers.' and 'What Do You See? 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. Find the mistake and circle it. Then, write the correct word in the blank.

1. I am hungry. I am going to pick a banana from the tree.
2. Winter is my favorite month.
3. The bee flies around the house.
4. My father is melting leaves in the yard.
5. My ice cream is yummy.

2. Listen to the conversations. Write the letter of the correct picture in the blank.

1. _____
a.  b.  c. 

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

1. a. A cherry c. A cherry tree b. A bigger yard d. A flower
2. a. Spring c. Fall b. Summer d. Winter
3. a. Watch a movie c. Make an igloo b. Go fishing d. Eat dinner

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.

What Season Is It?

NEW WORDS

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

cherries

igloo

rake

honey

1.



2.



3.



4.



B Write the words in the blanks.

melts

colors

season

cool

1. An artist paints with many _____.
2. It is very _____ outside today.
3. Ice _____ in the sun.
4. My favorite _____ is summer.

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.

- A bee
 - A flower
 - A tree
 - A girl
- She flies around.
 - She sits down.
 - She eats a cherry.
 - She sees a tree.



B Listen again and check your answers.



LISTENING

Track 3

A Listen to the conversation and the statements. Circle **T** for true or **F** for false.

- T F
- T F



B Listen again and check your answers.



LISTENING

Track 4

A Listen to the passage and the questions. Fill in the blanks with the correct words.

1. Igloos are made of _____.
2. Igloos are built in very _____ places.
3. No, it is _____ inside igloos.
4. They _____.

B Circle the best title for the story.

How to Make an Igloo

What Is an Igloo?

When Do Igloos Melt?

Igloos Are Strong

C Listen again and check your answers.





A Listen. Find the mistake and circle it. Then, write the correct word in the blank. Track 5

1. I am hungry. I am going to pick a banana from the tree.

2. Winter is my favorite month. _____
3. The bee flies around the house. _____
4. My father is melting leaves in the yard. _____
5. My ice cream is yummy. _____

B Listen to the conversations. Write the letter of the correct picture in the blank. Track 6

1. _____

a.



2. _____

b.



3. _____

c.



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

1. a. A cherry
c. A cherry tree
2. a. Spring
c. Fall
3. a. Watch a movie
c. Make an igloo
- b. A bigger yard
d. A flower
- b. Summer
d. Winter
- b. Go fishing
d. Eat dinner