LISTENING PLANNER

3
How to Use This Book

Warm Up
This section is designed to preview the vocabulary and activate learners’ schema in order to prepare them for the unit.

Build Up Vocabulary
Short monologues allow the learners to become familiar with the new vocabulary they will use throughout the unit.

Talk It Over
This activity actively engages learners by encouraging them to speak about the unit’s topic using the new vocabulary and phrases they have learned.

Task 1 & Task 2
A variety of real-life conversations help learners build their listening comprehension skills.

All-around Listening
Learners focus on finding and understanding both the main idea and general information from the dialogue.

Close-up Listening
Learners listen for more detailed information in order to gain a better understanding of the dialogue.
Test Yourself

Learners review what they have studied and check their understanding of the unit. This section also helps prepare learners for standardized listening tests.

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Task 3

Learners are exposed to lectures, commercials, interviews, class presentations, announcements, TV shows, and news reports in order to further strengthen their listening skills.

• Build Up Note-taking Skills

This activity is designed to boost learners’ note-taking abilities, a necessary skill for completing higher-level listening tasks.

• Your Turn

This section promotes critical thinking by helping learners make connections between the text and themselves. At the same time, learners will strengthen their communicative skills as they discuss their answers with a partner or present them to their class.
Contents

Unit 01  I Will Study Hard to Become a Firefighter. ................................. 7
    Task 1 Casual conversation in class
    Task 2 Casual conversation at home
    Task 3 Documentary film  Listening Skills [Purpose] [Cause and effect] [Inference]

Unit 02  It Is Important to Follow a Country’s Table Manners. .................. 13
    Task 1 Casual conversation at a food festival
    Task 2 Casual conversation at a Japanese restaurant
    Task 3 TV news report  Listening Skills [Attitude] [Compare and contrast] [Specific information]

Unit 03  I Can’t Wait to Watch the Upcoming Sci-Fi Movie. ....................... 19
    Task 1 Casual conversation after school
    Task 2 Semi-formal conversation at Universal Studios Hollywood
    Task 3 Radio interview  Listening Skills [Main idea] [Specific information] [Key details]

Unit 04  I Try to Avoid Fatty Foods and Sweets. ...................................... 25
    Task 1 Casual conversation in the cafeteria
    Task 2 Semi-formal conversation at a hospital
    Task 3 Radio news report  Listening Skills [Main idea] [Purpose] [Inference]

Unit 05  Signs Are Easy to Notice and Remember. ................................... 31
    Task 1 Casual conversation in class
    Task 2 Semi-formal conversation in a city
    Task 3 Social studies lecture  Listening Skills [Purpose] [Key details] [Opinion]

Unit 06  My Partner and I Filled Up the Entire Garbage Bag. ...................... 37
    Task 1 Casual conversation in class
    Task 2 Casual conversation at home
    Task 3 Class presentation  Listening Skills [Main idea] [Key details] [Prediction]

Unit 07  Our Plane Departed from Manila International Airport. ................ 43
    Task 1 Casual conversation at break time
    Task 2 Casual conversation at an airport
    Task 3 Announcement  Listening Skills [Purpose] [Key details] [Prediction]
Unit 08  I’m Going to Wear Blue Jeans and My Favorite Sweater.  49
Task 1  Casual conversation in class
Task 2  Semi-formal conversation at a clothing store
Task 3  Discussion  Listening Skills [Intention] [Key details] [Attitude]

Unit 09  I Want to Know If There Are Aliens on Other Planets.  55
Task 1  Casual conversation in class
Task 2  Semi-formal conversation at a space camp
Task 3  TV interview  Listening Skills [Sequence] [Specific information] [Key details]

Unit 10  My New MP3 Player Can Do All Sorts of Things.  61
Task 1  Casual conversation at break time
Task 2  Casual conversation at an electronics store
Task 3  Advertisement  Listening Skills [Purpose] [Prediction] [Compare and contrast]

Unit 11  My Pet Turtle Is an Omnivore, So He Eats Insects, Fish, and Berries.  67
Task 1  Semi-formal conversation in science class
Task 2  Casual conversation at a zoo
Task 3  Science lecture  Listening Skills [Sequence] [Specific information] [Cause and effect]

Unit 12  This Day Was Created to Honor All Mothers in the World.  73
Task 1  Semi-formal conversation in class
Task 2  Casual conversation at home
Task 3  Class presentation  Listening Skills [Inference] [Specific information] [Prediction]

Review Test 1  Unit 1~6  80
Review Test 2  Unit 7~12  82
Review Test 3  Unit 1~12  84
### Listening Skills in Book 3

<table>
<thead>
<tr>
<th>Listening skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea</td>
<td>Understand the most important piece of information</td>
</tr>
<tr>
<td>Key details</td>
<td>Identify important facts that support the main idea</td>
</tr>
<tr>
<td>Specific information</td>
<td>Identify certain information in response to the questions</td>
</tr>
<tr>
<td>Sequence</td>
<td>Understand a particular order of events</td>
</tr>
<tr>
<td>Cause and effect</td>
<td>Understand why things happen and what happens as a result</td>
</tr>
<tr>
<td>Compare and contrast</td>
<td>Identify similarities and differences between certain things</td>
</tr>
<tr>
<td>Prediction</td>
<td>Figure out what will happen next using the clues given</td>
</tr>
<tr>
<td>Opinion</td>
<td>Identify the speaker's thoughts or beliefs</td>
</tr>
<tr>
<td>Purpose</td>
<td>Identify reasons for certain actions or speech</td>
</tr>
<tr>
<td>Inference</td>
<td>Identify reasons for certain actions or speech based on previous knowledge</td>
</tr>
<tr>
<td>Attitude</td>
<td>Understand the speaker's state of mind or feeling</td>
</tr>
</tbody>
</table>

### Main Characters in Book 3

- **Alex**
- **Jamie**
- **Bryan**
- **Rachel**
Warm Up

Build Up Vocabulary: Listen and write the correct number in each box. Then, write what their jobs are in the blanks.

Talk It Over: What do you want to be in the future? Why? What will you do to try and achieve your dream? Write and talk about it with your partner.
What Do You Want to Be in the Future?

Identifying a variety of jobs

All-around Listening Listen and check the correct answer. T02

A. Listen and choose the correct answer to the question.

1. Alex and Jamie watched a TV program together.
2. Jamie wants to be a writer in the future.
3. Jamie is afraid of being in front of the camera.
4. Alex is always curious about everything.

B. Circle T for True or F for False.

1. Alex and Jamie watched a TV program together. T F
2. Jamie wants to be a writer in the future. T F
3. Jamie is afraid of being in front of the camera. T F
4. Alex is always curious about everything. T F

Close-up Listening Listen again and check the correct answer. T03

A. What were Jamie’s dreams before and after the show?

1. Writer → Actor
2. Reporter → Scientist
3. Writer → Reporter
4. Writer → Scientist

B. What will Alex do to prepare for his future job?

1. He will do research.
2. He will study hard.
3. He will exercise regularly.
4. He will be in front of the camera.

C. What does Alex want to be in the future?

1
2
3
4
Task 2
That’s a Really Exciting Job!
Understanding dangerous jobs

**All-around Listening** Listen and check the correct answer. **T04**

A. What is the dialogue about?
1. Their mom’s jobs
2. Two types of boring jobs
3. How to become a police officer
4. How to become a pilot

B. Check the correct information about their mom’s jobs.

<table>
<thead>
<tr>
<th></th>
<th>Bryan’s mom</th>
<th>Rachel’s mom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Whose Mother?</td>
<td>□ Bryan’s mom</td>
<td>□ Rachel’s mom</td>
</tr>
<tr>
<td>2. Job</td>
<td>□ lifeguard</td>
<td>□ athlete</td>
</tr>
<tr>
<td></td>
<td>□ police officer</td>
<td>□ pilot</td>
</tr>
<tr>
<td>3. Similarity</td>
<td>□ exciting</td>
<td>□ boring</td>
</tr>
<tr>
<td></td>
<td>□ dangerous</td>
<td>□ challenging</td>
</tr>
<tr>
<td>4. Requirement</td>
<td>□ good eyesight</td>
<td>□ perfect eyesight</td>
</tr>
<tr>
<td></td>
<td>□ good hearing</td>
<td>□ good hearing</td>
</tr>
<tr>
<td></td>
<td>□ strength</td>
<td>□ good judgment</td>
</tr>
<tr>
<td></td>
<td>□ good balance</td>
<td>□ agile movements</td>
</tr>
<tr>
<td></td>
<td>□ no fear of heights</td>
<td>□ no fear of heights</td>
</tr>
</tbody>
</table>

**Close-up Listening** Listen again and check the correct answer. **T05**

A. Listen to the question and choose the best answer.
1. They have to fly helicopters.
2. They need to drive police cars fast.
3. They have to run after criminals.
4. They are always threatened by strangers.

B. Listen to the question and choose the best answer.
1. He loves to be high up in the sky.
2. He thinks he makes good decisions.
3. He likes to play with toy airplanes a lot.
4. He wants to be brave like Rachel’s mom.
**Build Up Background** Choose the best description of the picture.

- Two men are working on solar panels. They are standing on the ground.
- Two men are fixing the roof of a building, wearing helmets. They are drilling.
- Two men are working on solar panels. They are wearing safety helmets.

**Build Up Note-taking Skills** Listen and complete the notes.

**New Jobs in the 21st Century**

1. **Common Jobs**
   - doctors, 

2. **New Careers**
   - To reduce pollution: ________ jobs
     - Environmental specialists
     - ________ quality controllers
   - To use ________ sources of energy
     - ________ energy engineers
     - ________ panel engineers
   - To cope with the changes in ________
     - ________ programmer
     - ________ designers
   - Cyber ________
Build Up Listening Skills  Listen again and check the correct answer.

A. What is the purpose of the story? [Purpose]
   1. To explain popular jobs from the past
   2. To discuss popular jobs with students
   3. To introduce students to some dream jobs
   4. To inform students of new careers

B. Why were green jobs created? [Cause and effect]
   1. To prevent air pollution only
   2. To satisfy people's changing interests
   3. To cope with environmental problems
   4. To meet people's needs for a high salary

C. What cannot be inferred from the lecture? [Inference]
   1. Cyber cops arrest shoplifters.
   2. Air quality controllers work to prevent air pollution.
   3. Wind energy engineers work to save natural resources.

Your Turn
Imagine you are applying for a job in the future. Complete the self-introduction form. Then, present it to your class.

My First Resume

Name: ____________________________
Birth Date: _________________________
Contact Number: ____________________
Personality: I'm ____________________.
   I love being with people.
Special Abilities: I'm good at __________ and __________.
Interests: I'm interested in ________________.
Availability: I'm able to work from __________ until __________.

It will be a pleasure to work with you.
Test Yourself

Listen and choose the best description of the picture. (1-2) T07
1. 

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

Listen to the documentary film and choose the correct answer. (7-8) T09

7. What is not the reason people admire actors?
(a) People want to be in the spotlight on stage.
(b) People want to look perfect just like actors.
(c) People think being an actor seems fun.
(d) People think being an actor looks exciting.

8. What is the hardest thing for actors?
(a) Working in front of a camera
(b) Pretending they like the spotlight
(c) Choosing their own hairstyle and outfit
(d) Changing their mood to match their characters

Listen to the dialogue and choose the correct answer. (9-10) T10

9. What does the boy need to study to become an architect?
(a) Math and Calculus
(b) Art and Geometry
(c) Art and Algebra
(d) Geography and Art

10. Why does the girl want to be a judge?
(a) She wants to make fair judgments.
(b) She wants to talk a lot in front of people.
(c) She likes to travel around the world a lot.
(d) She likes to volunteer to help people.