

LISTEN TO ME!

Beginning Listening Comprehension

Barbara H. Foley

***Institute for Intensive English
Union County College, New Jersey***

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INTRODUCTION

Listen to Me! is intended for beginning and high beginning students of English as a second language. It is both a listening comprehension and a listening discrimination program. Its purpose is to develop effective listening skills for high interest narratives and conversations.

The emphasis throughout the units is on listening in context. As they follow each selection, students hear the sound and flow of English. They hear the organization of the language and the sequence and relationship of ideas. They hear new vocabulary in a meaningful setting. As students concentrate on the message, the sense of the language becomes clearer to them.

Listen to Me! seeks to improve four listening skills: 1) determining vocabulary meaning from visual cues and from context; 2) following a main idea with supporting details; 3) listening for a specific purpose; and 4) recognizing specific grammatical structures within a setting.

The book contains twenty units, each with a narrative and a conversation. Each unit describes a particular person, focusing on his or her job, dreams or problems. Each unit begins with a full-page illustration of the story, often consisting of several small pictures which show the sequence of events or flow of the story. Students may wish to look at this page for a few minutes before beginning the unit. Most of the units follow the format outlined below. The suggested procedure for completing each unit is as follows:

LISTENING COMPREHENSION

- A. Discussion** The questions in this section introduce the topic to the class. They provide a schema for the topic and arouse the student's interest in the selection. At the outset, teachers should encourage students to offer information, personal stories, and opinions. The focus here is on developing a background for listening to the passage.
- B. Vocabulary** The class should discuss the new words before hearing them on the tape. Then, the teacher may ask the students for other examples. The teacher should say the vocabulary words and ask the students to repeat each one. Where possible, the teacher should ask the students to point out the object or action in the illustrations.

- C. First Listening** Students listen to the taped story while following the illustrations. The tape, or parts of it, may be played as many times as the class requests. Students who do not understand the complete story will be aided by the illustrations. After listening, the students tell the class any information they remember about the story. The focus here is not on grammar but on the comprehension of the story. One student may only be able to give back one small piece of information. Another may be able to remember several facts. The teacher should prompt students to recall most of the information, especially those parts which are pictured. Students who may have had difficulty understanding the selection will learn from their classmates. Their comprehension will improve with each playing of the tape.
- D. Listen and Choose (or Order)** This exercise may ask the class to listen to the taped story again, this time with a specific task in mind. Students may be asked to record figures, put events in sequence, check the items a person bought, and so forth.
- E. Listen and Number or Listen for Numbers** This activity usually asks students to identify specific story pictures. While looking at the illustration page, the students hear statements from the story. They must decide which picture the statement is describing. Occasionally, they must answer questions with a correct number or amount from the story and pictures.
- F. True or False** In this exercise, students listen to statements about the story. They need to determine if the statement is true or false. Because the statements are heard and not read, the teacher may need to play some statements more than once.
- G. Word Groups** This is a word association activity. Students will need an introduction to this type of exercise. In order to explain it to the class, the teacher should write a general word on the blackboard, such as *school*, then ask students what they think of when they hear this word. Responses might include *teacher, book, study, classroom, test, homework, bus*, and so forth. Other general words which may be used as examples are *love, children* and *house*. Then as they listen to the story, students try to write words they can associate with those in Word Groups.
- H. Listen and STOP!** In this activity, students listen for sentences which are similar in meaning. The students read the exercise sentences to themselves. Then, the teacher replays the tape. When students hear a sentence that means almost the same as the

sentence in the exercise, they tell the teacher to **STOP!** the tape. The teacher should then ask one student to repeat the taped sentence. The sentences are in the same order as they appear in the story.

- I. On Your Own or With a Group** These activities give students an opportunity to relate the topic of the unit to their own lives. The instructions vary with the activity. Those labeled *With a Group* usually work best in small groups of three or four students.

LISTENING DISCRIMINATION

Throughout the unit so far, the concentration has been on content. Now the concentration is on structure through listening discrimination exercises. Each unit focuses on a particular verb tense. Although there is a variety of tenses within each selection, one tense predominates. Students are now asked to consider its usage in several sentences from the taped story. In all exercises, students should immediately check their own answers. For some of the exercises, the teacher replays the tape, asking the students which form they heard or which verb they wrote. There are several exercise types in this section:

- J. (or K.) Listen and Circle** In this exercise, students listen for verb forms. After listening to a sentence, they circle the verb they hear. In a variation of this exercise, students hear two sentences. They must determine if they are the same or different.

- K. (or L.) Listen and Write** Students listen to sentences from the story and are asked to write the complete verb. Teachers can stop the tape after each item if students need additional writing time. The teacher should replay the tape and have the students check their answers.

- L. and M. Fill In/Completion or Choice exercises** Students must complete sentences from the story with the correct form of the verb, complete sentences with various grammatical elements (articles, pronouns, singular and plural nouns, and so forth) or choose the correct grammatical element that they hear on the tape (verb forms, singular and plural nouns, short answers, articles, and so forth).

- N. Prepositions** Students fill in the correct prepositions in sentences which are taken from the story.

CONVERSATION

- O. Listen** Students listen to a conversation between two of the people in or related to the taped story. Then they answer general comprehension questions about the conversation.
- P. Synonyms** Students listen again to find synonyms in the conversation that match the words and expressions listed in the text.
- Q. Complete the Conversation** Entering the conversation, the student becomes one of the two people and writes his/her lines while listening again to the tape.

LISTEN TO ME!

CONTENTS

Introduction iii

I. Present "to be"

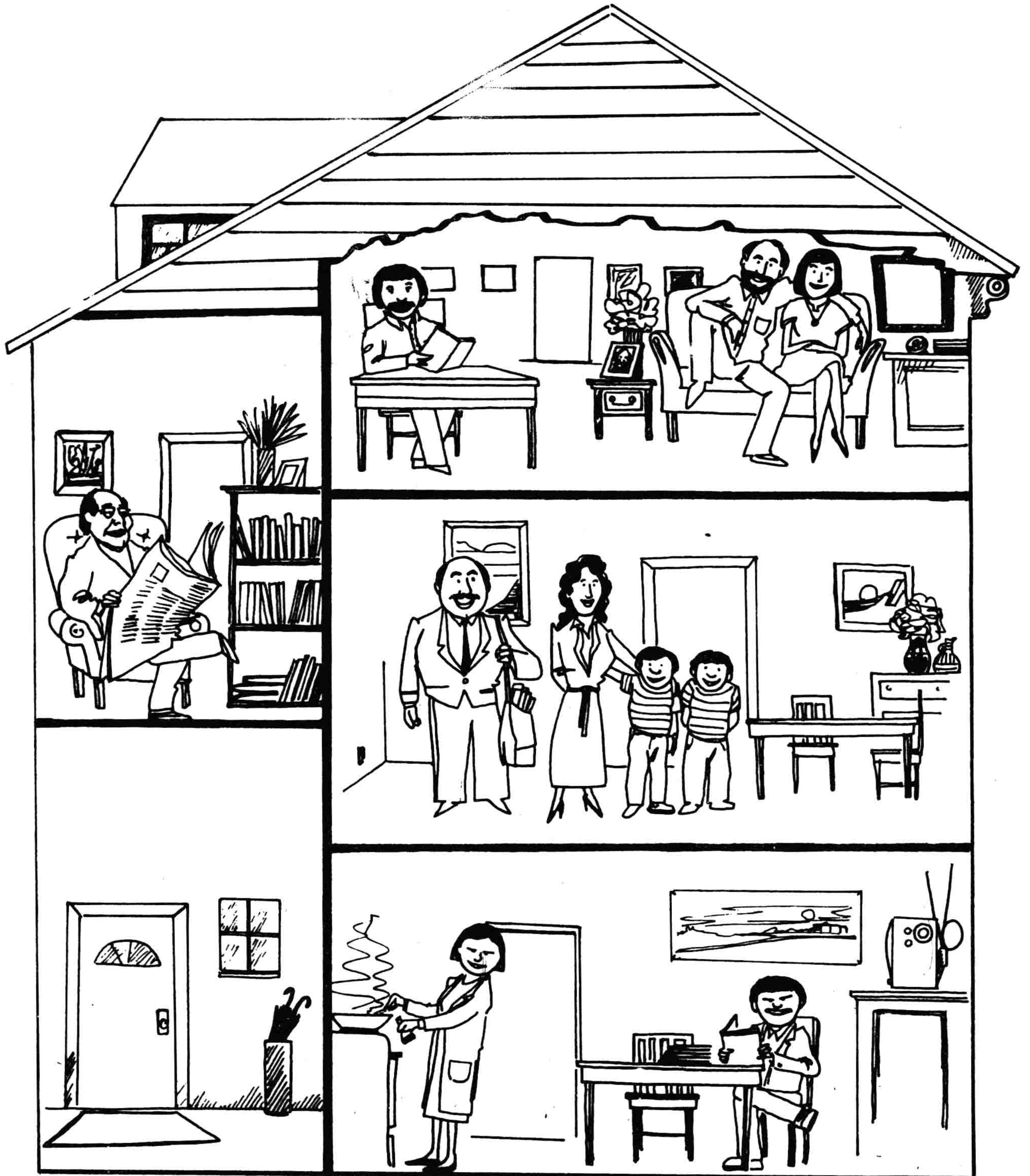
1. Ali 3
The people in Ali's apartment building are good neighbors.
2. Back in School 11
This student is forty years old and is back in school to learn English.
3. City or Country? 19
Gloria has two job offers. One is in the city, and one is in the country.
4. The Job Interview 27
Mrs. Santana is in Mr. Johnson's office for a job interview.

II. Present Continuous Tense

5. Blowing a Fuse 37
The Benton family is using too much electricity.
6. The Supermarket 45
Mrs. Gomez is shopping at the supermarket with her four children.
7. The Disco 53
Olga is looking for someone special at the disco.
8. On Strike 61
The union is asking for an increase in pay and for more sick days.
9. Retirement 69
Juan is going to enjoy retirement.
10. Eduardo 77
Eduardo is going to visit his family in Colombia.

11. Young Love	85
Are Robert and Angela going to get married when they graduate from high school?	
12. Divorce	93
The Gibsons aren't going to live together as a family.	
III. Present Tense	
13. Two Officers	103
These two officers work the night shift in a small city.	
14. Ana and Peter	111
Ana goes out to work, and Peter stays home and takes care of the children and the house.	
15. Good Health	119
Leonid has everything except for good health. He has to follow his doctor's orders.	
16. Friday the 13th	127
Is this a lucky or an unlucky day for Hiro?	
IV. Past Tense	
17. Fast Thinking	137
Sally thought fast when she saw a robbery in the park.	
18. Two Brothers	145
Two brothers met by surprise in San Francisco.	
19. My Neighbor	153
Several men mugged this man. Finally a real neighbor helped him.	
20. Paul	161
The author first met Paul at a family wedding. Fifteen years later they met again. Paul was very different.	
Tapescripts	169

I.
Present “to be”



LISTENING COMPREHENSION

A. Discuss these questions with your class.

Do you live in a house or in an apartment? Do you know your neighbors? Do you talk with them a lot? What countries are they from? What do they do?

B. Vocabulary Talk about the new vocabulary words. If possible, point out the items in the story pictures. Repeat each word after the teacher.

aunt and uncle
apartment building
telephone operator
twins

single
retired
a couple
x-ray technician

C. First Listening Look at the pictures and listen to the story as many times as you want. After you listen, tell the class any information you remember about the story.

D. Listen and Choose Listen to the story again. Match each person with his or her occupation.

Ali	telephone operator
Mr. Ramirez	student
Mrs. Ramirez	x-ray technician
Mr. Pali	mailman
Cao	retired teacher
Ha	student

E. Listen and Number Look at the pictures and answer these questions with the correct number.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

F. True or False Listen to these statements. Write T if the statement is true, F if the statement is false.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

G. Word Groups Listen to the story again. As you listen, write a few words which you can put in each group.

Family

Aunt _____

School

university _____

H. Listen and STOP! Read these sentences. Then listen to the tape again. When you hear a sentence that means almost the same as each sentence below, tell your teacher to stop the tape.

1. I go to school.
2. Four families live in this building.
3. A husband and wife and their two children live under us.
4. They have two sons.
5. He lives by himself.
6. Mr. Pali is almost 70.
7. Mr. Pali isn't working now.
8. There is a husband and wife from Vietnam.
9. Cao and I go to school together.
10. The people here are nice.

I. On Your Own Write the name of one of your neighbors.

Now, write a few sentences about this neighbor.

LISTENING DISCRIMINATION

J. Listen and Circle Listen to these sentences from the story. Circle the verb you hear.

- | | | | | | |
|-------|----|-----|--------|----|-----|
| 1. is | am | are | 6. is | am | are |
| 2. is | am | are | 7. is | am | are |
| 3. is | am | are | 8. is | am | are |
| 4. is | am | are | 9. is | am | are |
| 5. is | am | are | 10. is | am | are |

K. Listen and Write Listen to these sentences from the story. Write the verb you hear.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

L. There and They Listen to these sentences from the story. How does each sentence begin? Circle the first two words of each sentence.

- | | | |
|------------|-----------|----------|
| 1. There's | There are | They are |
| 2. There's | There are | They are |
| 3. There's | There are | They are |
| 4. There's | There are | They are |
| 5. There's | There are | They are |
| 6. There's | There are | They are |
| 7. There's | There are | They are |
| 8. There's | There are | They are |

M. Complete Complete these sentences with "There is," "There are," or "They are."

1. _____ a single man next to us.
2. _____ good neighbors.
3. _____ four families in this building.
4. _____ a family of four living under us.
5. _____ twins.
6. _____ ten years old.
7. _____ a couple from Vietnam in the fourth apartment.

N. Prepositions Complete these sentences with the correct preposition.

1. I'm _____ Egypt.
2. I'm a student _____ Oakdale University.
3. There's a family of four living _____ us.
4. Manuel and Mario are _____ the fourth grade.
5. _____ us, there is a single man.
6. I think he's _____ 68 years old.
7. _____ the fourth apartment, there's a young couple _____ Vietnam.
8. We're _____ the same English class.
9. We walk _____ school together.
10. All the people _____ my apartment building are friendly.