

HARVEY M. TAYLOR

# Hear America Speak!★

Graded Exercises  
in Listening Comprehension

BOOK 1

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BOOK

1

Graded Exercises  
in Listening Comprehension

HARVEY M. TAYLOR

**SRA**®

SCIENCE RESEARCH ASSOCIATES, INC.  
Chicago, Palo Alto, Toronto, Henley-on-Thames, Sydney  
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## DIRECTIONS TO THE STUDENT

These listening-comprehension lessons contain two styles of spoken English—formal English and colloquial English. The narrator will use *formal* English, which is heard on the radio, on TV, in public speeches, between strangers, and in most classroom situations. In the conversations between friends, you will hear *colloquial* speech, which you may hear in movies, on TV, and when young Americans speak to their family members or to other people of their own age.

It is usually inappropriate for non-Americans to use very colloquial, casual speech except with very close American friends. It is always safer to *speak* more formal English. However, you must learn to *understand* all kinds of spoken English. That is why you will be introduced to many varieties of spoken English in these books.

In the *Vocabulary Study* sections of each lesson you will find certain key words and expressions that are selected for special attention or discussion. In the margins under *New Words* are those words that first appear in the tape recordings of each lesson.

Most of *Hear America Speak!* is recorded on the tape; very little of this English program is in the book. The book contains some culture information and points about English vocabulary and usage. The book, however, is to be your record of how much you understand from the tape. The tape contains enough repetitions for you to write the correct answers without needing to rewind any of the taped sections. You may need to stop the tape occasionally while you write some of the longer answers. Try not to repeat or rewind the tape until you have answered each group of questions correctly. Then you may listen to the tape again to find out why you made any mistakes.

It is not necessary to memorize what you hear on the tape. Remember: The purpose of this English course is to let you listen in on American English as it is used naturally.

Welcome to *Hear America Speak!*

Harvey M. Taylor

## NOTES TO THE TEACHER

The tape-recorded component of this course is most important. *Hear America Speak!* can be used most effectively when each student has his/her own book and tape, and can study each lesson at his/her own speed—as in a library-type, self-paced language laboratory.

However, in a classroom, the recordings can be played for the entire class to hear and write answers. You can pace the class's progress by observing when most students complete each group of questions. Then discuss their answers with them in English *before* you allow the answer portion of the tape to be played. At this stage, the emphasis of the discussion should be upon the students' communicating their ideas, not upon the correctness of their grammar or pronunciation (except when such errors make comprehension difficult).

The *Vocabulary Study* sections of each lesson contain selected words and expressions that are heard on the tape and read in the exercises, providing special meanings when appropriate. The words in the margins under *New Words* are those that appear for the first time in the tape recordings of each lesson.

As noted in the *Directions to the Student*, this is a listening-comprehension course. Some items of grammar, which are somewhat more advanced, have been included because they are needed to provide naturalness to the lessons. Most up-to-date second-language-teaching theory supports the advantages of exposing students to language that is beyond their abilities; therefore, new constructions, vocabulary and expressions will be heard, but students will not be tested on them. If you do not draw special attention to such items, students will discover that they understand the general meaning of a conversation without having to know or learn every word or construction. It is part of the purpose of this course to train students to listen for general meaning in spite of unfamiliar words and constructions.

Good luck as you help your students to *Hear America Speak!*

Harvey M. Taylor

A 46/674-1

听·讲美国口语—听力理解  
分级练习 第1册  
(英6-2/A674-1)

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# CONTENTS

Directions to the Student v

Notes to the Teacher vii

Lesson 1:	A Weather Report	1
Lesson 2:	Nothing to Do	4
Lesson 3:	Time Zones	7
Lesson 4:	Numbers and Letters	10
Lesson 5:	The Surf Report	12
Lesson 6:	What's Up?	15
Lesson 7:	Casual Speech	18
Lesson 8:	Wait Up!	21
Lesson 9:	Review Lesson	24
Lesson 10:	Test	26
	Vocabulary	29

# Lesson 1: A WEATHER REPORT

Most WEATHER REPORTS in the United States are longer than the ones heard here. Since this is the first lesson in this book, this WEATHER REPORT has been slightly simplified and shortened. However, all the dramatizations and directions on the tape use natural language.

The words and expressions in *Vocabulary Study* and in *New Words* are given to help you understand what you hear on the tape and read in the book. They may be used in a somewhat unusual or idiomatic way. Even if you do not recognize every word, try to understand the tape by listening for the general meaning. That will usually be enough for you to answer each question correctly. You do not need to understand every word you hear in English in order to understand an English conversation.

## Vocabulary Study

radio station  
weather report

McDonald's

hamburger

high (highest temperature  
in a 24-hour period)

swimming

number

circle (n)

around

Draw a circle around ...

correct

Ready?

number correct

sunny

how many



## New Words

a  
about  
afternoon  
again

all  
A.M.

American

and

answer

any

apostrophe

are

around

at

bar

be

been

book

bring

brought

but

by

can

car

circle

cloud

cloudy

conversation

correct

cross

day

did

do

draw

each

eight

eighty

either

eleven

end

English

every

fifteen

finish

five



## New Words

(continued)

for  
four  
fourteen  
friend

get  
go  
good

hamburger  
have

have to

hear

help

high

him

his

how

how many

I

in

is

it

it's

just

lesson

let

let's

listen

look

low

many

morning

next

nice

nine

no

noon

not

now

number

o'clock

1. (a) 9:00 P.M.  
(b) 5:00 A.M.  
(c) 9:00 A.M.  
(d) 5:00 P.M.
  2. (a) UUBC  
(b) WCNB  
(c) WBNC  
(d) WNBC
  3. (a) yes  
(b) no
  4. (a) cloudy  
(b) rainy  
(c) no clouds  
(d) no rain
  5. (a) this morning  
(b) by noon  
(c) at 9 o'clock
  6. (a) 85  
(b) 72  
(c) 95  
(d) 62
  7. (a) this afternoon  
(b) at noon  
(c) next  
(d) tomorrow
- Number correct \_\_\_\_\_

One use of the "s" (APOSTROPHE S) in English is to show possession. You will hear this use in this lesson.

The expressions THE LOW and THE HIGH are used to mean the lowest and highest temperature occurring during any 8-hour period.

## Vocabulary Study

cloudy

tonight

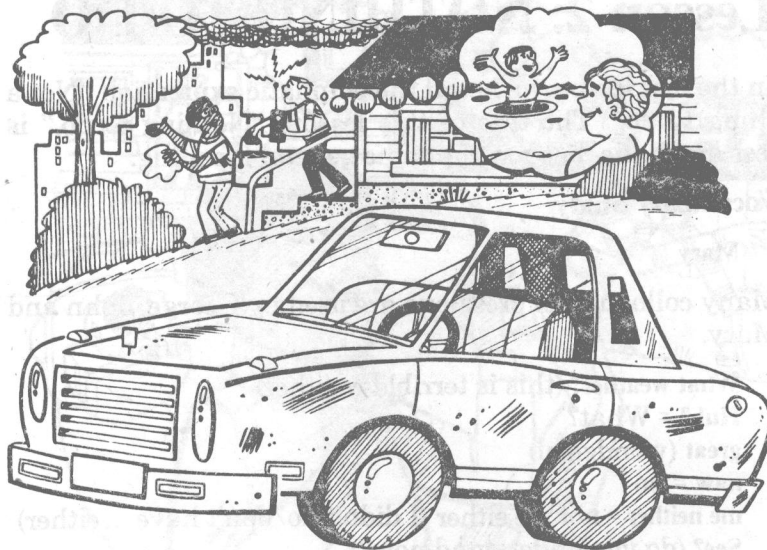


The answer to question 12 is a very common farewell greeting in the U.S.

8. \_\_\_\_\_ weather report
9. \_\_\_\_\_ clouds with \_\_\_\_\_ in the \_\_\_\_\_
10. \_\_\_\_\_
11. (a) 86  
(b) 80  
(c) 87
12. Have a \_\_\_\_\_

Number correct \_\_\_\_\_

In the next section you will hear teenage slang, pronunciations and friendly expressions. These are commonly used between teenage friends, but are seldom appropriate for a non-American to use. They also are not normally written except in special dialogs.



Some examples:

Will ya? = Will you?

Yeah = Yes.

Uh-huh = Yes. (notice the rising intonation)

Oh yeah? = Is that so?

Wanna help? = Do you want to help (me)?

Yeah, why not? = Yes. (I don't mind doing it.)

## Vocabulary Study

conversation



**Listen**

13. They can \_\_\_\_\_ again.
14. There's \_\_\_\_\_ a \_\_\_\_\_ to do in the morning.
15. (a) cross a bar  
(b) wash a car  
(c) walk a star
16. (a) yes  
(b) no

Number correct \_\_\_\_\_

At the end of each lesson you will hear "This is the end of Lesson..." Notice this use of "end."

## New Words

(continued)

off	twelve
oh	two
on	
one	walk
or	want
our	wash
	we
P.M.	weather
	welcome
question	what
	when
radio	why
rain	will
report	window
	with
same	word
say	write
seven	
shine	yes
should	yesterday
shut	yet
six	you
sixteen	your
sixty	
sky	zero
star	
station	
sun	
sunny	
swim	
temperature	
ten	
that	Place names:
that's	Los Angeles
the	
then	Proper names:
there	George
they	John
thing	McDonald's
thirteen	
this	
three	
time	
to	
today	
tomorrow	
tonight	

## New Words

after  
always

ball  
bed

can't  
cold  
come  
could

does  
don't

each other

first

grass  
great

happy

he  
here  
home  
hope  
house

interested in

last  
like

me  
my

neither  
nothing

O.K.  
only  
over

park  
part  
play

right  
roller skates

# Lesson 2: NOTHING TO DO

In the last lesson we heard the emphatic expression "Not a thing to do." The title of this lesson, "Nothing to do," is less emphatic, but has the same general meaning.

## Vocabulary Study

Mary

Many colloquial expressions are used by George, John and Mary.

What weather! (this is terrible weather)

Huh? = What?

great (wonderful)

naw = no

me neither = not me either (I didn't do/don't have... either)

See? (do you understand now?)

come on over (more friendly than just "come")

huh-uh = no (notice the falling intonation)

me too (I agree; I'll do the same)

not very happy = unhappy

1. John: It's \_\_\_\_\_.
2. (a) Yes, he does.  
(b) No, he doesn't.
3. (a) Yes, she does.  
(b) No, she doesn't.

Number correct \_\_\_\_\_





4. He wants to \_\_\_\_\_.
5. It's \_\_\_\_\_ to \_\_\_\_\_ now.
6. (a) nothing  
(b) something

Number correct \_\_\_\_\_

A "park" in many cities is a grassy area with trees and open space, where children play. Although many parks may be small in the more crowded cities, most cities try to have a park within walking distance of every section of town.

Since these three young people live in Southern California where it seldom rains in summer, they know that usually the park is watered at night with an automatic sprinkler system. The grass is usually wet in the early morning until the sun dries it off.

These young people will talk about "skates." "Roller skates" are popular in the warmer parts of the U.S.

### Vocabulary Study

play ball (usually means to play catch with a baseball)  
baseball (usually refers to an organized game)  
each other



### New Words (continued)

said  
Saturday  
see  
she  
skate  
roller skates

so  
something  
somewhere  
speak  
stay  
still

talk  
them  
think  
thirty  
too  
too...to  
TV

very

warm  
warmer  
watch  
well  
wet

you're

Place names:  
California

Proper names:  
Mary



7. \_\_\_\_\_
8. In the \_\_\_\_\_
9. (a) The grass is still wet.  
(b) It's too cold.  
(c) They don't have any skates.

Number correct \_\_\_\_\_



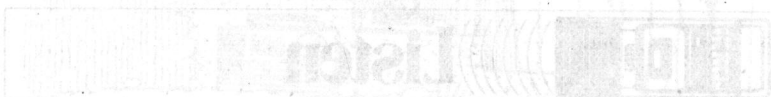
10. It will be \_\_\_\_\_
11. They can \_\_\_\_\_
12. (a) Yes, she is.  
(b) No, she isn't.

Number correct \_\_\_\_\_



13. She's \_\_\_\_\_
14. He's \_\_\_\_\_, too.
15. (a) this afternoon  
(b) tomorrow  
(c) after it gets warmer  
(d) after watching TV

Number correct \_\_\_\_\_



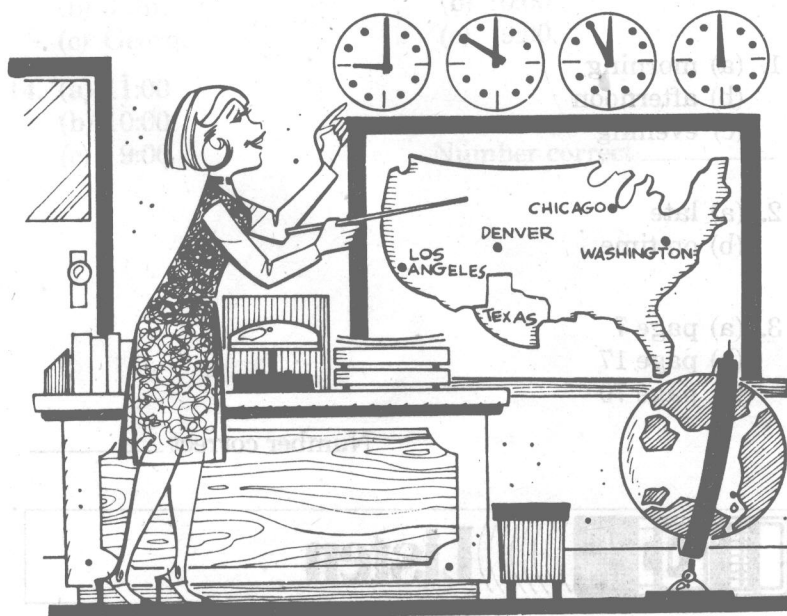
# Lesson 3: TIME ZONES

In this lesson you will hear a class discussion of time in different parts of the U.S.A. The U.S. has 4 "time zones": Eastern (New York City, Washington, D.C.), Central (Chicago), Mountain (Denver), and Pacific (Los Angeles).

American students do not usually respond to the teacher's initial greeting, "Good morning, class." Only very young children reply in chorus to such a classroom greeting. The greeting is usually used to call the class to order when the teacher is ready to begin teaching. The teacher usually arrives before the scheduled beginning of the class, and the students are "on time" if they arrive before the scheduled time of the class—even if the teacher is already in the classroom. The beginning of a class period is often signaled by a bell, but not always.

"Please raise your hands to answer" allows students time to figure out the answer to the teacher's question. No student will call out an answer until the teacher calls on him/her. The word "Class," said with a rising intonation, is an invitation for anyone or all of the class to call out an answer. Then everyone is expected to answer. Listen for these American classroom customs as you study this lesson.

"O.K." indicates that the teacher agrees with the previous answer and also that he/she is finished with that topic. "Then" indicates a change to a new topic.



## New Words

- also
- am
- America
- arrive
- as
- both
- both...and
- city
- class
- clock
- evening
- fine
- had
- hand
- her
- I'm
- isn't
- late
- map
- of
- on time
- open
- page
- please
- pronounce
- raise
- raise your hand
- seventeen
- seventy
- study
- teacher
- understand
- was
- where
- which
- zone
- Place names:
  - Chicago
  - Denver
  - Texas
  - Washington, D.C.



### Vocabulary Study

**Fine!**

**time zone**

**raise your hand**

**pronounce**

**time of day**



1. (a) morning  
(b) afternoon  
(c) evening
2. (a) late  
(b) on time
3. (a) page 7  
(b) page 17  
(c) page 70

Number correct \_\_\_\_\_



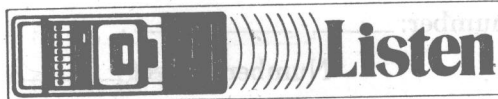
4. (a) Los Angeles  
(b) America  
(c) time in America
5. (a) in Los Angeles  
(b) in Washington  
(c) now
6. (a) a clock  
(b) a map  
(c) a hand
7. (a) Los Angeles  
(b) Mary  
(c) Washington
8. (a) 9 o'clock  
(b) 6 o'clock  
(c) 8 o'clock

Number correct \_\_\_\_\_



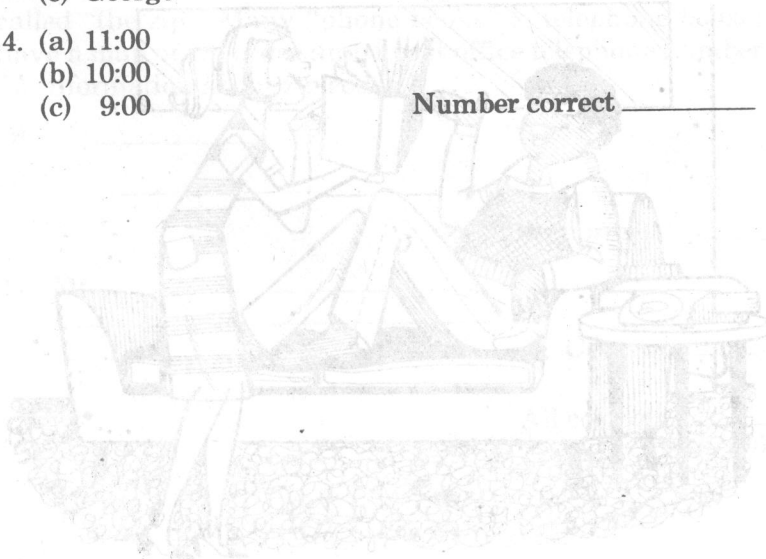
9. (a) 6:00  
(b) 12:00  
(c) 11:00
10. (a) yes  
(b) no
11. (a) yes  
(b) no

Number correct \_\_\_\_\_



12. (a) New York  
(b) Washington  
(c) Chicago
13. (a) Mary  
(b) John  
(c) George
14. (a) 11:00  
(b) 10:00  
(c) 9:00
15. (a) Denver  
(b) Texas  
(c) Chicago
16. (a) 11:00  
(b) 10:00  
(c) 9:00

Number correct \_\_\_\_\_





## New Words

address

call

capital letter

card

code

zip code

fast

find

forget

fourth

from

front

full

goodbye

got

has got to

information

July

know

letter

little

live

look

look...up

lot

miss

Mr.

name

need

night

phone

second (=time unit)

sick

street

telephone

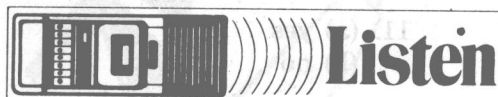
tell

try

twenty

# Lesson 4: NUMBERS AND LETTERS

This lesson has a number of purposes. First, as you listen to conversations, you will hear phone numbers and addresses. Listen carefully in order to write these numbers. You will also hear other information, but you do not need to understand all of it to answer the questions. Part of the purpose of this lesson is to help you learn to listen for specific information and not to be upset if you don't understand everything. The same types of sentences will occur again in a later lesson, and then you will be helped to understand each word that is said. Now, just listen for the information needed to answer the questions. This is one of the most valuable English listening skills you can acquire.



1. George's telephone number: \_\_\_\_\_ - \_\_\_\_\_.

2. Mary's telephone number: \_\_\_\_\_ - \_\_\_\_\_.

3. John's telephone number: \_\_\_\_\_ - \_\_\_\_\_.

Number correct \_\_\_\_\_

4. (a) Mall

(b) Manson

(c) Martin

(d) Mason

(e) Maxwell

(f) Raymond

Next, you will hear places spelled. This will help you recognize the names of the letters of the English alphabet. The names of certain American locations that have long

