

HARVEY M. TAYLOR

Hear America Speak!★

Graded Exercises
in Listening Comprehension

TEACHER'S
GUIDE

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GUIDE **1**

**Graded Exercises
in Listening Comprehension**

HARVEY M. TAYLOR



SCIENCE RESEARCH ASSOCIATES, INC.
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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



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Lesson 1: A WEATHER REPORT

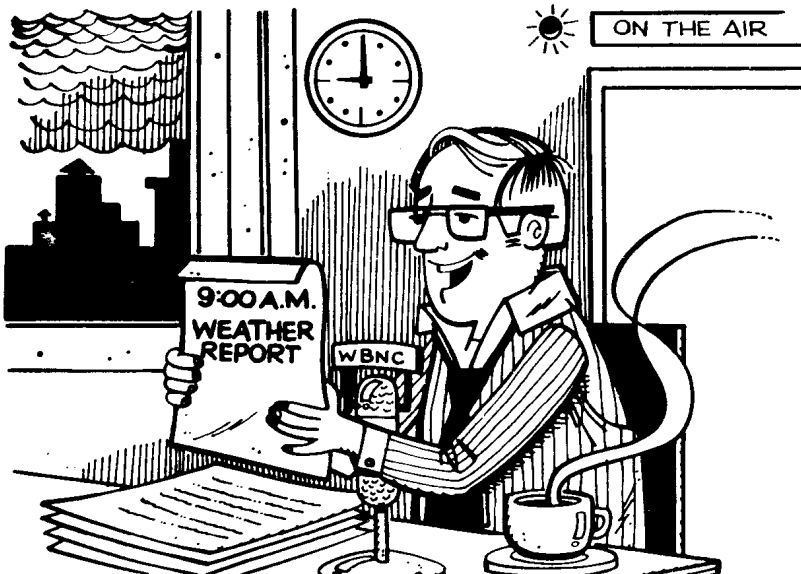
Most WEATHER REPORTS in the United States are longer than the ones heard here. Since this is the first lesson in this book, this WEATHER REPORT has been slightly simplified and shortened. However, all the dramatizations and directions on the tape use natural language.

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 8

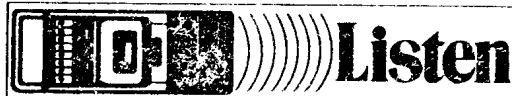
One use of the "s" (APOSTROPHE S) in English is to show possession. You will hear this use in this lesson.

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

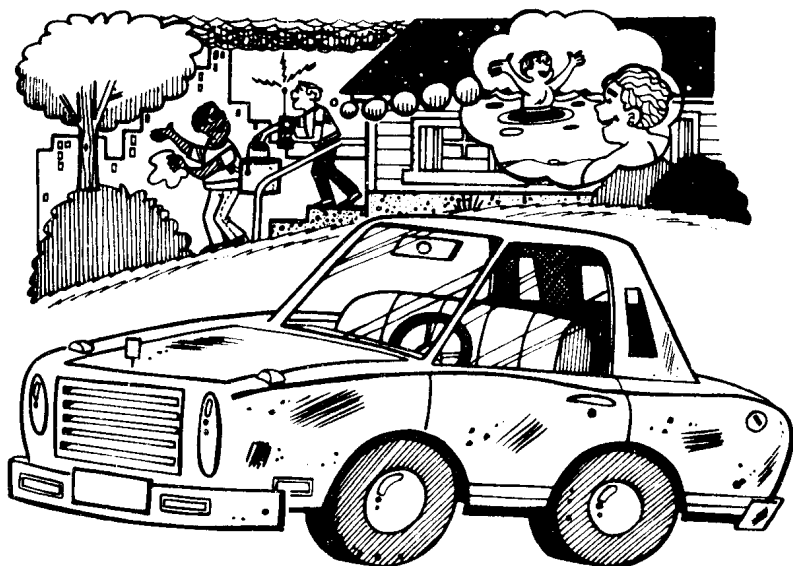


The answer to question 12 is a very common farewell greeting in the U.S.

8. tomorrow's weather report
9. morning clouds with sun in the afternoon
10. 60
11. (a) 86
(b) 80
(c) 87
12. Have a nice day.

Number correct 8

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)

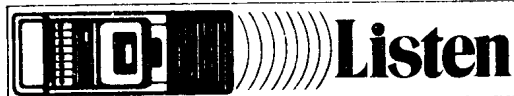
Oh yeah? = Is that so?

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

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

Vocabulary Study

conversation



13. They can swim again.

14. There's not a thing 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 5

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 walk
one want
or wash
our 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")

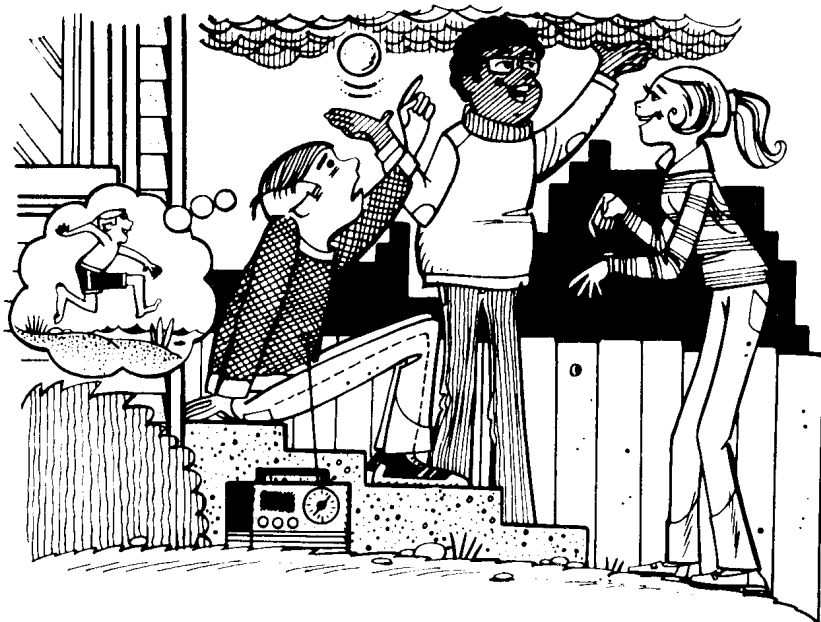
huh-uh = no (notice the falling intonation)

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

not very happy = unhappy

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

Number correct 4





4. He wants to go swimming .
5. It's too cold to swim now.
6. (a) nothing
(b) something

Number correct 6

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

Number correct 3



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

Number correct 4



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

Number correct 6

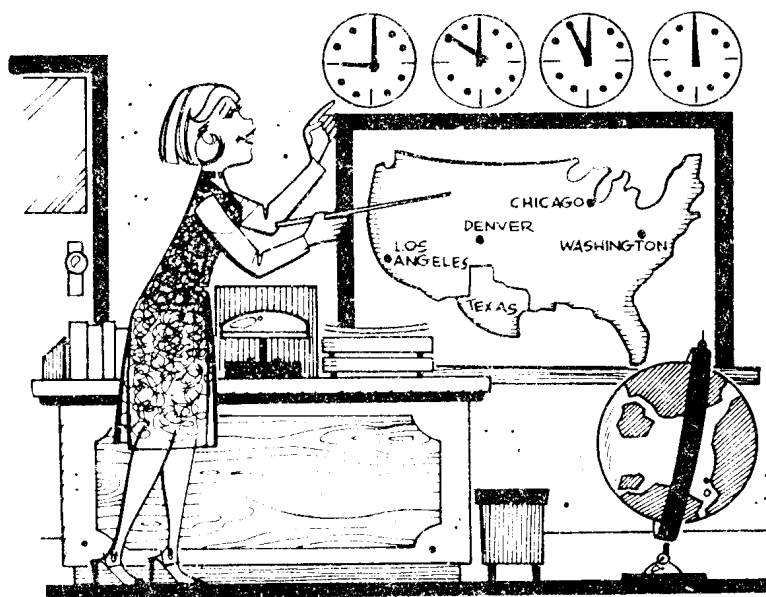
Lesson 3: TIME ZONES

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.

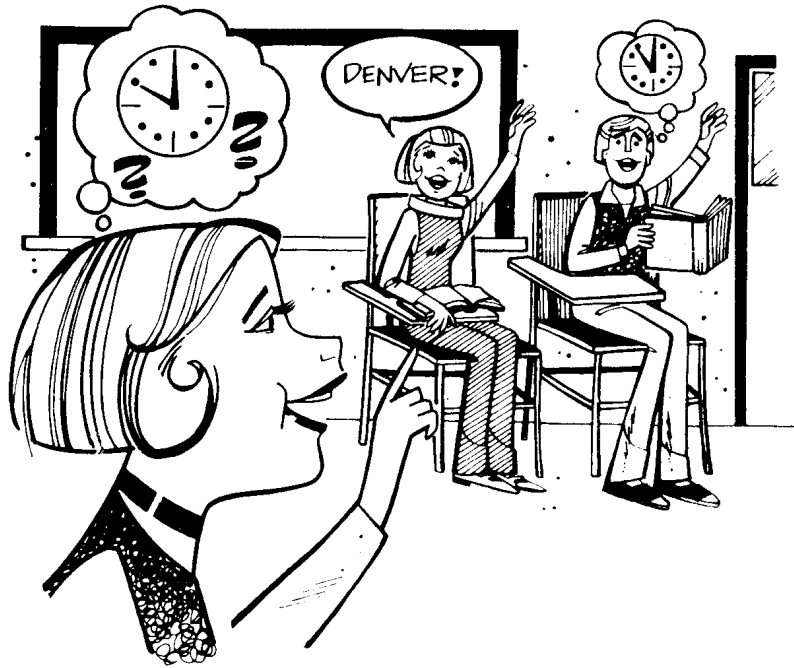
"Please raise your hands to answer" allows students time to figure out the answer to the teacher's question. No student will call out an answer until the teacher calls on him/her. The word "Class," said with a rising intonation, is an invitation for anyone or all of the class to call out an answer. Then 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



Listen

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 3



Listen

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 5



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

Number correct 3



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 5

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

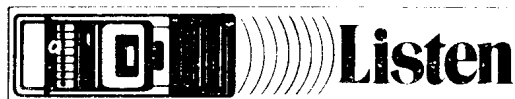
try

twenty

10

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: 394 - 6072 .

2. Mary's telephone number: 396 - 5958 .

3. John's telephone number: 394 - 1776 .

Number correct 6

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

