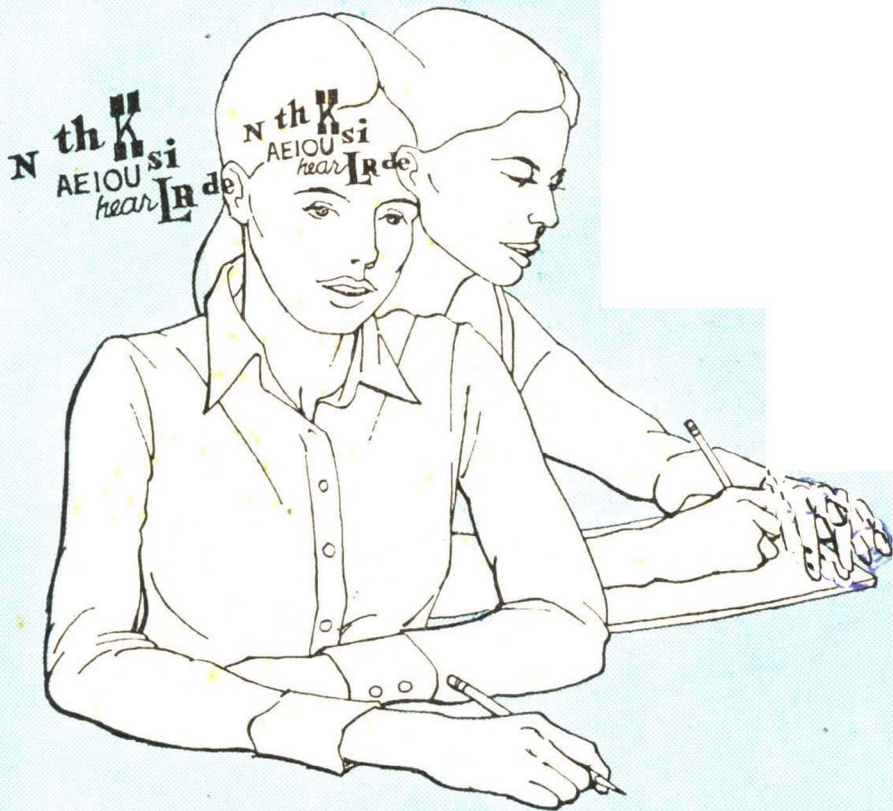


Improving Aural Comprehension

Student's Workbook



Joan Morley

Improving Aural Comprehension

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Under the Auspices of the
English Language Institute
at the University of Michigan

STUDENT'S WORKBOOK

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Joan Morley

Introduction

The only way to improve aural comprehension is to spend many hours practicing listening. However, a directed program of purposeful listening can shorten the time. The workbook and the teacher's book of readings for *Improving Aural Comprehension* present the first part of such a program. Aural comprehension is defined as "listening with understanding" and emphasizes language skill **beyond** basic auditory discrimination and aural grammar.

This series of lessons in listening is intended for use by upper-level secondary school students and adults who are studying English as a foreign language. It is planned for use as a textbook for aural comprehension/pronunciation classes or as a supplementary text in a basic English program. It is intended for students who have had at least one course in English. Tapes are available for all lessons.

MEMORY – CONCENTRATION AND URGENCY

Many students feel that aural comprehension is hard for them. Although they can understand a sentence when they hear it, they cannot remember it a few seconds later. The difficulty experienced by many students in aural comprehension work appears to be caused by a fear of forgetting. The problem becomes more serious as the length of the material increases.

To meet this problem, a basic concern in planning this program has been to stress memory and memory span in English. Students are encouraged to repeat to themselves and in a sense "re-hear."

Psychologists who specialize in memory point out two important factors necessary for good memory—*concentration* and the degree of *urgency* for remembering. In order to include these two factors, this book emphasizes:

1. concentrated *disciplined* listening
2. immediate *writing* to provide an *urgency for remembering*.

LISTENING TASKS

This program guides the student in *what* to listen for, *when* to listen, and *how* to listen. The listening lessons in Units One through Seven focus student attention on listening, remembering, and writing facts in each of these CONCEPT areas: numbers, letters, directions, times, dates, measurements, proportions and amounts. In addition, the lessons will give practice with facts involving people, places, things, actions, events, and descriptions in the CONTENT areas of geography, history, science, mathematics, language, culture and customs, government, economics, and international affairs. Unit Eight combines all kinds of facts in a series of fifteen graded readings which provide summary practice. They give practice in understanding *who*, *did what*, *when*, *where* and *how*. Some lessons are as short as three or four minutes of writing time. No lesson is longer than fifteen minutes of writing time.

The main emphasis of the workbook is on factual listening. Secondary emphasis is on abstracting, analyzing, and organizing. In order to accomplish these two goals, the student is asked to do two things in each lesson:

1. write material from dictation
2. listen to and answer aural comprehension questions.

The student is asked to follow these rules for good listening:

1. **DO NOT TALK.**
2. **CONCENTRATE YOUR ATTENTION – FORCE YOURSELF TO CONCENTRATE.**
3. **REPEAT THE WORDS TO YOURSELF – IN ENGLISH – TO HELP YOU REMEMBER.**

GETTING THE FACTS

Finally, improving aural comprehension demands many hours of practice. A program of directed listening can shorten the time. It is the purpose of this workbook to provide carefully planned and graded listening lessons to help students learn to *listen and get facts* – so they are ready to *listen and get ideas*. The next part of a total listening program would emphasize listening and understanding *both* facts and abstract relationships.

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Unit 1
Numbers and
Numerical Relationships

Unit 1

Numbers and Numerical Relationships

Numbers probably are used more every day than any other kind of factual information. Immediate recognition and understanding are necessary for good aural comprehension. This unit is a short course in basic number concepts and uses as they are expressed in English. Be sure to ask questions and discuss the unit with your teacher. The goals of this unit are:

- ... to give practice with numbers
- ... to present numerical vocabulary words and phrases
- ... to provide practice with typical statistical information.

All the lessons are relatively short. Some are as short as three or four minutes of writing time. The first part of the unit provides six *Review Lessons*. It is important to do each of these carefully. Some of them may seem very easy, but they include important review work in auditory discrimination and reading and writing hundreds, thousands, and millions rapidly. The second part of the unit presents seven *Context Lessons* including short aural arithmetic practice, writing personal data (telephone numbers and addresses) and practice with statistics. The third part of the unit includes five *Problem Lessons*. They provide realistic use of numbers as you will find them in your studies: page numbers, library classification numbers, and comparative statistics. The two *Test Lessons* present practical word problems.

NUMERAL SYSTEM

The numeral system we use is called the Arabic system. Arabic numerals are 1, 2, 3, 4, etc. The numbers used to count the objects in a group are called *cardinal* numbers: 1, 2, 3, etc. Those used to indicate position or order in a list are called *ordinal* numbers: 1st, 2nd, 3rd, 4th, etc. The *odd* numbers are those beginning with 1 and counting by twos: 1, 3, 5, 7, 9, etc. The *even* numbers are those beginning with 2 and counting by twos: 2, 4, 6, 8, 10, etc.

Listen carefully as the following dictation is read. Have your pencil ready to write. Listen to the sentence. Remember the number. Write the number in the blank. Write the numbers in figures not words. Follow the examples.

Cardinal Numbers

Example: She is 16 years old.

1. The coat cost _____ dollars.
2. John bought _____ new ties.
3. Bill wears size _____.
4. The temperature is _____.
5. The bus arrived at _____ o'clock.
6. Leap year has _____ days.
7. Sue is _____ years old.
8. Jan was _____ minutes late.
9. Tony got _____ on the last test.
10. There are _____ sentences in this list.

Ordinal Numbers

Example: It is the 25 TH of May.

1. California is the _____ largest state.
2. Alaska was the _____ state.
3. Bob's birthday is on the _____ of May.
4. The theater is on _____ Street.
5. This is the _____ Century.
6. Our seats are in the _____ row.
7. Henry _____ was a good king.
8. This is the _____ Congress.
9. Jim was _____ in his class.
10. This is the _____ sentence in this list.

Check your answers. Then turn the page and wait for the aural comprehension questions.*

*When you finish this lesson turn to page 5 and study the spelling and pronunciation list. Turn to page 6 and practice writing the numbers.

AURAL COMPREHENSION QUESTIONS

Listen and remember the first question. Turn back to the previous page and find the answer. Write the answer here. Do the same for each of the other questions. Write short answers only.

Answer to Question 1. _____

Answer to Question 2. _____

Answer to Question 3. _____

Answer to Question 4. _____

DISCUSSION TOPICS

1. Ordinal and cardinal uses.
2. Odd number and even number uses.
3. Uses of suffix endings *-st*, *-nd*, *-rd*, and *-th*.

VOCABULARY AND PRONUNCIATION

Practice each phrase or word aloud. Listen to the teacher's pronunciation. Imitate sounds, syllable accents, and intonation patterns. Be sure you know the meaning of each word.

numbers	odd numbers	cardinal numbers
numeral system	even numbers	count objects
Arabic numbers	counting by two's	ordinal numbers
Arabic numerals	every other number	tell position
figures	suffixes	tell order
	<i>first</i>	
	<i>second</i>	
	<i>third</i>	
	<i>fourth</i>	

NUMBERS – CORRECT SPELLING

Use this page as a spelling and pronunciation reference sheet.

one	1	first	1st	eleven	11	eleventh	11th
two	2	second	2nd	twelve	12	twelfth	12th
three	3	third	3rd	thirteen	13	thirteenth	13th
four	4	fourth	4th	fourteen	14	fourteenth	14th
five	5	fifth	5th	fifteen	15	fifteenth	15th
six	6	sixth	6th	sixteen	16	sixteenth	16th
seven	7	seventh	7th	seventeen	17	seventeenth	17th
eight	8	eighth	8th	eighteen	18	eighteenth	18th
nine	9	ninth	9th	nineteen	19	nineteenth	19th
ten	10	tenth	10th	twenty	20	twentieth	20th

twenty-one	21	twenty-first	21st
twenty-two	22	twenty-second	22nd
twenty-three	23	twenty-third	23rd
twenty-four	24	twenty-fourth	24th
twenty-five	25	twenty-fifth	25th
twenty-six	26	twenty-sixth	26th
twenty-seven	27	twenty-seventh	27th
twenty-eight	28	twenty-eighth	28th
twenty-nine	29	twenty-ninth	29th
thirty	30	thirtieth	30th
forty	40	fortieth	40th
fifty	50	fiftieth	50th
sixty	60	sixtieth	60th
seventy	70	seventieth	70th
eighty	80	eightieth	80th
ninety	90	ninetieth	90th
one hundred	100	one hundredth	100th
one thousand	1000	one thousandth	1000th

NUMBERS – WRITTEN FORMS

Practice writing these figures.

1 2 3 4 5

6 7 8 9 10

1st 2nd 3rd 4th 5th

6th 7th 8th 9th 10th

DISCRIMINATING BETWEEN TEENS AND TENS

“Did he say thirty or thirteen? Did she say seventeen or seventy?”

The teen numbers, those between thirteen and nineteen, are often confused with the multiples of ten: thirty, forty, fifty, sixty, seventy, eighty, and ninety. This lesson is for practice in hearing the differences in the following pairs of numbers: 13-30, 14-40, 15-50, 16-60, 17-70, 18-80, 19-90. It is important to listen to the last part of each word.

Listen carefully. Be ready to write. Draw a circle around the correct number.

1. The student from Norway bought (40 – 14) books.
2. The student from Turkey paid (30 – 13) dollars for a book
3. One of the Thai students lost (18 – 80) dollars the first day of class.
4. He asked the man at the post office for (30 – 13) eight-cent stamps.
5. It costs (50 – 15) cents to call Chicago.
6. He lives at (1762 – 7062) North Connecticut Avenue.
7. He bought (90 – 19) new pencils.
8. Her address is (3041 – 1341) Island Drive.
9. He paid (80 – 18) cents for a hundred sheets of paper.
10. Cheap typing paper costs only (19 – 90) cents for a hundred sheets.
11. The bus was (16 – 60) minutes late leaving for the airport.
12. It took (15 – 50) hours to finish the work.
13. The student from Mexico lives at (1662 – 6062) LaSalle Street
14. He finished the test in (17 – 70) minutes.

Check your answers. Then turn the page and wait for the aural comprehension questions.

AURAL COMPREHENSION QUESTIONS

Listen and remember the first question. Turn back to the previous page and find the answer. Write the answer here. Do the same for each of the other questions. Always write short answers only.

1. _____
2. _____
3. _____
4. _____
5. _____

DISCUSSION TOPICS

1. Difficult pairs of numbers.
2. Syllable accent for teen numbers.
3. Syllable accent for multiples of ten.

VOCABULARY AND PRONUNCIATION

Practice aloud. Imitate the teacher's pronunciation of the words and phrases – sounds, syllable accents, and intonation. Discuss meanings.

teen numbers	thirteen – thirty
multiples of ten	fourteen – forty
hear the difference	fifteen – fifty
discriminate	sixteen – sixty
	seventeen – seventy
	eighteen – eighty
	nineteen – ninety

PRACTICE WITH ORDINALS

“Did he say first or third? Did he say 25th or 26th?”

Some of the ordinal numbers are hard to understand in rapid speech. Certain ones are confused easily with others. This lesson is for practice with confusing pairs of ordinals. Listen to the suffix ending of each number.

Listen carefully. Draw a circle around the correct number.

1. The Olympic games began in the (4th – 5th) Century B.C.
2. The (3rd – 1st) Roman governor built a huge stadium.
3. Baseball fans celebrated the (18th – 80th) anniversary of baseball last year.
4. The game will be on the (22nd – 27th) of April.
5. The (1st – 4th) Monte Carlo Rally was held in 1924.
6. This year is the (25th – 29th) year of professional hockey.
7. Eddie Arcaro, a famous jockey, rode his (246th – 245th) horse last year.
8. Last year was the (118th – 180th) year of the horse race called the Kentucky Derby.
9. The football season begins on the (23rd – 21st) of September.
10. The baseball season begins on the (22nd – 27th) of April.
11. The hockey season begins on the (25th – 29th) of November.
12. The team from Mexico won (1st – 4th) place in the tennis match.
13. Last year the (4th – 5th) winter Olympics were held in Sweden.
14. This is the (6th – 5th) year in which soccer championship playoffs have been held.