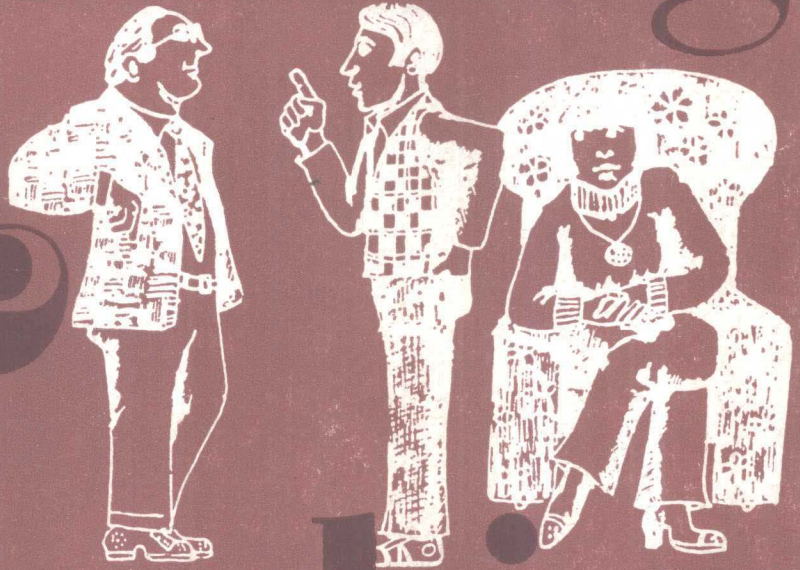


Listening In & Speaking Out



Sharon Bode
Charles G. Whitley
Gary James

Advanced

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**LISTENING IN AND SPEAKING OUT
ADVANCED**

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To the teachers who taught us the most:

RUTH CRYMES

INA MILLER

TED PLAISTER

and

To the students of the Kyoto YMCA English School

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INTRODUCTION

LISTENING IN AND SPEAKING OUT focuses on spontaneous spoken English with the aim of bridging the gap between "classroom English" and the English that students are likely to encounter on their own. The activities are based on two kinds of recordings made by native speakers of English from various regions of the United States. The first recording in each unit is an unscripted, unrehearsed Monolog which lasts approximately one minute. Each speaker describes a past experience or relates an anecdote in an informal manner, as if speaking to friends. The second recording in each unit is an unrehearsed Dramatization, also unscripted to ensure spontaneity, which lasts approximately a minute and a half. It incorporates some element of conflict or disagreement in order to expose students to expressions of strong feelings and to provide them with an opportunity to discuss a variety of emotional responses.

Because the language on the recordings was unrehearsed and the interactions were spontaneous, the learners will hear many instances of natural hesitations, interruptions, parenthetical expressions, unfinished sentences and awkward or "incorrect" grammatical constructions. Sometimes they will hear very rapid speech and at other times slower rates of delivery.

Through exposure to the ordinary phenomena of spoken English in LISO, learners are given the opportunity to develop the skill of understanding real conversations in English spoken at normal speed. In addition, the material provides: 1) an opportunity for students to speak informally; 2) a learning environment that is student-centered; and 3) activities that help students develop the confidence, motivation and ideas for on-going self-instruction.

DESCRIPTION OF THE ACTIVITIES AND SUGGESTIONS FOR THEIR USE

LISTENING IN AND SPEAKING OUT, ADVANCED can be used as the primary text in a listening comprehension class or as a supplementary text. It is not necessary to start with Unit One and go through the material in order, because the recorded material is totally unscripted, there is no vocabulary or structure control.

Tuning In. Vocabulary items likely to be unfamiliar to advanced-level students have been defined according to the context in the recordings. However, words that may be new but are not essential to the main idea of the Monolog or Dramatization have not been defined in order to encourage students to use context to aid comprehension and not simply decode vocabulary items. Before students listen to the recording, it is helpful to provide examples of the new words in sentences and have students create their own sentences. In addition to familiarizing students with the new language they are about to hear, this prelistening activity serves to introduce them to the topic of the recording.

Sometimes the meaning of a new word or expression may not be fully understood until after students hear the vocabulary in context. For lower-level students the tape can be stopped frequently to focus on the new words. Then vocabulary can be reviewed and practiced as necessary after listening to the recording.

Summing Up. These questions aid comprehension by helping students focus on the important points in the Monolog. Students may read the questions silently or aloud before they listen to the recording. It is important that they understand the questions so they will be able to focus on the information as they listen. Then students close their books while they listen to the Monolog. The recording may be played as many

times as necessary until students feel comfortable that they have grasped the general content. Finally they answer the comprehension questions, orally or in writing. Answers can be discussed either in small groups or as a class. The correct responses can be found in the Answer Key.

Retelling. Students have an opportunity to give their own version of the Monolog, orally or in writing. They may follow the phrases provided in the text but should be encouraged to paraphrase the Monolog on their own if possible. Students can take turns retelling the Monolog to the whole class, they can work in small groups (with one person following the Tapescript to help the others if necessary), or they can work in pairs. For small groups or pairs, the teacher moves around the class, providing assistance when requested by students. The teacher should refrain from correcting students' grammar or pronunciation during the retelling in order to encourage them to express the ideas they heard and to develop confidence in speaking.

Filling In. This exercise, which can be used as a test, is a cloze activity based on the transcription of the recorded material. By now students have heard the recording several times and should be familiar enough with the content to focus on specific words. They fill in the blanks as they listen to the recording. Students with experience in intensive listening should be able to do very well; those who haven't will usually need more guidance and will score lower at first.

The following is a suggested procedure for the exercise: The teacher plays the Monolog or Dramatization straight through while students read along as they listen. Then the tape is rewound and played until just past the first blank; using the instant stop or pause button, the teacher allows enough time to write the word. For more advanced students the tape can be stopped after longer segments of speech. Before students' answers are checked, the entire recorded text should be played through again. They can check their own exercises by comparing their answers with the Tapescript. They should circle their errors *without* writing the correct forms in the blanks. Then, as the recording is played again, students try to correct their errors as they listen. They can check their exercises again with the Tapescript or review the correct forms orally in pairs, small groups or with the whole class.

Speaking Out. Students choose a topic to talk about as the culminating activity for each section of a unit. After focusing on the language of native speakers of English in preceding exercises, they now have an opportunity to practice the communication skills they have learned by interacting with each other in small groups.

For the Monolog activity individuals select topics of interest to present to their groups. It is not necessary for each student to choose a different topic or for all topics to be the same. It is only important for them to speak about something of high interest so that they have a desire to communicate their ideas. They may prepare their monologs for homework or speak extemporaneously. The length of their presentations will vary with individuals, one minute being the average. Just as students paraphrased the recorded Monolog, they should be encouraged to state other students' ideas in their own words. This will increase their motivation to listen and help them check if they have understood each other.

For the Dramatization activity each group decides on a topic of interest to all of the members. The process of choosing a topic can become an interesting speaking activity itself. For homework students write a short paragraph or composition on the topic. The writing exercise will help them organize their ideas for the discussion and assure that each person has something to contribute. When the class meets again, students may read each other's papers to become familiar with other ideas of the group. This will often "break the ice" to begin the discussion.

As in the **Retelling** activity, the teacher can listen to each group by circulating among them, providing assistance when requested by students. The teacher should not interrupt students to correct their speech. They should feel that this activity is an opportunity for them to converse freely in English and to get to know the other people in their group.

Talking It Over. These questions, written to aid comprehension, have been divided into two sections. To answer the first set of questions, students listen for the general idea of the Dramatization. Rather than trying to understand everything they hear the first few times they listen to the recording, students should be encouraged to grasp the mood, setting and relationship among the speakers first. The second set of questions focuses their attention on the important interactions. By answering these questions, they will be able to summarize briefly what happened in the Dramatization. As in the **Summing Up** exercise, it is important that students understand the questions before they hear the recording and close their books while listening. The recording may be played as many times as necessary. Answers can be discussed orally either in small groups or as a class. Possible responses can be found in the Answer Key.

Focusing In. This exercise focuses students' attention on the language forms and functions of specific interactions in the Dramatization. After answering the questions in **Talking It Over**, thus becoming familiar with the content, they should be able to pick out key phrases and discuss their communicative purpose. For students having difficulty taking notes as they listen, the tape can be stopped to give them time to write. It is not always necessary for them to repeat the speakers' exact words, especially when a statement is long. It is more important for students to paraphrase the speakers and then discuss the various forms that can be used to communicate the same function (for example, making an accusation or refusing an invitation). The correct responses or examples of possible responses can be found in the Answer Key.

Taking Part. In this activity students have an opportunity to practice the kinds of interactions they heard in the recorded Dramatization. First they act out their own versions of the recording. Having discussed the various language forms and functions in **Focusing In**, students should not have difficulty using the language they have learned on their own. In the second situation they act out a scene that is entirely different from the recorded Dramatization in content but includes the same kinds of functional interactions.

The following is a suggested procedure for the classroom management of the activity: Divided into groups of three, the class takes a few minutes to prepare their parts. The groups act out the situations simultaneously, while the teacher listens to each group. One group is then asked to perform their dramatization for the class. Students may choose to keep the same partners for the second situation but should be encouraged to interact with different people in subsequent units.

Answer Key. Possible responses for **Summing Up**, **Talking It Over** and **Focusing In**.

Tapescript. A complete transcription of the recorded Monologs and Dramatizations, with the language written exactly as it was spoken.

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UNIT 1

HONESTY

MONOLOG

TUNING IN

Study these words if they are new to you.

1. **tell a lie:** say something you know is not true
2. **take advantage of:** use (someone) for your own purposes
3. **dealings:** relations with other people
4. **cheat:** act dishonestly

SUMMING UP

Read these questions before you hear the recording. Then listen to the recording and answer the questions.

1. According to Chuck, what do we often expect of people?

2. Why does Chuck think this expectation might be unfair?

3. What did his friend realize after they got out of the restaurant?

4. What did he do after realizing what had happened?

5. What did Chuck learn from watching his friend?

RETELLING

State the ideas in the monolog in your own words. You can use the phrases below as a guide.

Chuck read in the newspaper the other day that _____

He thinks we often expect _____

The other day _____

He was pleasantly surprised _____

FILLING IN

Listen to the recording and fill in the blanks.

I read in the newspaper the other day that we tell between two hundred and three hundred lies every day. It makes me wonder if _____ is still important.

Uh, there're _____ many times when we _____ seem to expect people _____ be dishonest rather than _____ honest. We expect, uh, individuals _____ try to take advantage _____ other people whenever they _____. And we sometimes expect _____, uh, to ... not always be _____ in their dealings. And _____ even expect students, sometimes, _____ cheat on exams or, uh, _____ things to help their _____. I wonder if that's _____ fair to these people. _____ I still think there're _____ people.

The other day _____ very good friend of _____ and I were in _____ restaurant. Uh, when the cashier _____ him back, uh, his money, uh, _____ we got _____

out of ²³ restaurant, he realized that ²⁴ had ten or fifteen ²⁵
more than he was ²⁶ to have. He didn't ²⁷ hesitate at all. He ²⁸ right
back in and ²⁹ it back, and of ³⁰ the cashier was very ³¹.

But, uh, I was pleasantly ³², because it means that ³³ really are people
running ³⁴ who are honest.

SPEAKING OUT

Choose one of the topics below and make up your own monolog.

1. Describe a personal experience which proved to you that "honesty is the best policy."
2. Describe a personal experience which proved to you that it is sometimes necessary to lie.
3. Report on an experience you had with the police.
4. Tell about any personal experience related to the topic of the monolog.

THAT'S MY MONEY

DRAMATIZATION



TUNING IN

Study these words if they are new to you.

1. **keep track of** (something): know where (something) is
2. **stoop**: bend your body forwards and down

TALKING IT OVER

Read the first three questions. Then listen to the dramatization and answer the questions.

1. How many speakers are there?
2. Are the people friends, relatives or strangers?
3. Where does the conversation take place?

Now read these questions. Then listen to the dramatization again and answer the questions.

4. What are the two women arguing about?
5. According to the second speaker, why was the twenty dollar bill on the ground?
6. When did the first speaker notice that twenty dollars were missing?
7. Where does she think she dropped the money?
8. What is the man trying to do?

FOCUSING IN

Read these questions about the language the speakers use for specific purposes during the dramatization. Listen again, taking notes if you need to. Then discuss your answers to the questions.

1. The first speaker begins by making an accusation. What does she say? How does she begin in order to be polite?

2. The second speaker denies that she has the other woman's money. In your own words, what does she say? What does she say to be polite?

3. What does the man say to enter the conversation?

4. What do you think the woman means when she says, "Oh, now really"? How do you think she feels?

FILLING IN

Listen to the dramatization and fill in the missing words.

1. FIRST WOMAN: Uh, I'm sorry, but I think that's my money you've got.

2. SECOND WOMAN: _____

1

I was walking into the store, and the wind was rather strong and blew it out of my hand. I'm sorry. You must've

2

3. FIRST WOMAN: Uh, but, uh, I had forty dollars this morning, and I've only got twenty now, and I had it when I got out of the taxi.

3

4. SECOND WOMAN: Well, I'm ... I'm sorry that you don't seem to be able to keep track of your money, but ...

5. POLICEMAN: Excuse me.

6. SECOND WOMAN: I'm sorry. This lady thinks that this is her money, and I've just dropped it and picked it up, and

I'll just be on my way.

7. FIRST WOMAN: I know it's my money.

8. POLICEMAN: Uh...

9. FIRST WOMAN: I mean, I came out, and she ... she had it in her hand.

10. POLICEMAN: Well, don't get excited. Let's just talk about it for a minute. You have the money. When did you pick up the money?

11. SECOND WOMAN: Well, I didn't find the money. I just dropped it.

and I opened my wallet to pay the taxi driver, and the wind blew the twenty dollar bill onto the ground, and I just stooped to pick it up, and

that somebody had lost it and tried to get it first, but actually...

12. POLICEMAN: I see. I see.

13. FIRST WOMAN: But ... (sigh)

14. POLICEMAN: What makes you think that was yours?

15. FIRST WOMAN: I had ... I had forty dollars in my pocketbook just a minute ago. I just went into the store, and

I noticed that twenty dollars was gone, and I came out, and here ... here it was on the ground just as she started to pick it up.

16. POLICEMAN:

your money inside the department store?

17. FIRST WOMAN: I don't think so.

18. SECOND WOMAN: I think that you must have, because I just...

19. FIRST WOMAN: I mean I found it on the sidewalk. I mean it was right there when she...

20. SECOND WOMAN: Actually it was my money that you found because

out of my purse when I tried to pay the taxi driver.

21. FIRST WOMAN: Oh, now really!

TAKING PART

Choose two partners and act out the situations below.

Situation One

Background: Two people are arguing about a twenty dollar bill.

SPEAKER #1 You just saw someone pick up a twenty dollar bill outside of a department store, and you are sure it is yours. Accuse the person of picking up your money.

SPEAKER #2 You have just picked up a twenty dollar bill that you think you have dropped. Another person claims that the money is his/hers. Deny that you picked up this person's money.

SPEAKER #3 You are a policeman, and you hear two people arguing in front of a store. Try to calm them down and find out what the problem is.

Situation Two

Background: Two people are arguing about a seat on a crowded bus.

SPEAKER #1 You have been standing on a crowded bus for some time. You are tired, and your arms ache from carrying a heavy package. The person in front of you is preparing to leave. As you move to allow the person to get up, someone pushes you aside and takes your seat. Accuse that person of "stealing" your place.

SPEAKER #2 You have just gotten on a crowded bus and have been lucky enough to find a seat. Just as you sit down, someone starts shouting at you, claiming that you have taken his/her seat. Deny that you have taken this person's seat.

SPEAKER #3 You are seated on a crowded bus next to two people who are arguing about a seat. You cannot avoid becoming involved. Try to calm them down and suggest a solution.

SPEAKING OUT

Read the discussion topics below and choose one to talk or write about.

1. In the dramatization the two women started to argue over who had dropped the money. Have you ever argued with a stranger? Describe the situation and how you felt about it.
2. Have you ever found or lost anything that was valuable? How did you feel? Discuss whether or not you believe in the saying "Finders keepers."
3. Choose your own discussion topic related to the dramatization.

UNIT 2

MAKING DECISIONS

MONOLOG

TUNING IN

Study these words if they are new to you.

1. **ponder:** think deeply about
2. **responsibility:** something or someone to take care of
3. **allow:** let (someone) do something
4. **consult with** (someone): ask (someone) for advice

SUMMING UP

Read these questions before you hear the recording. Then listen to the recording and answer the questions.

1. What can some of Gary's friends do more easily than his other friends?

2. What has he noticed about his sister's children?

3. Why does he think they have this ability?

4. What does his sister allow the children to do?

5. Why does Gary think some of his friends can't make decisions easily?
