

LISTENING COMPREHENSION PRACTICE

TEACHER'S BOOK

DONN BYRNE



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Longman Group Limited, London
Associated companies, branches, and
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First published 1973
New edition 1977
Second impression 1978

ISBN 0 582 55297 4

Printed in Hong Kong by
Wilture Enterprises (International) Ltd

Acknowledgements

I would like to thank teachers on summer courses in Argentina and Uruguay who served as 'guinea pigs' for material in this book and Mrs Sylvia Cameron for her meticulous typing of the manuscript.

Introduction

This book consists of twenty units for aural comprehension practice, arranged, progressively, as far as can be determined at this level, in order of difficulty. The first five units are designed to accustom the students to the *kind of exercises* used in these units, in particular the *Multiple Choice Test*, and have therefore been deliberately kept easy. If the *Multiple Choice Test* is being used, it should be administered before the other exercises are done, following the instructions given below. This is the only exercise which appears in the *Students' Book* and has been reproduced in the *Teacher's Book* with the correct answers italicised. In particular, this part of the material will be found useful for preparing students for one of the current oral requirements of the First Certificate in English Examination.

The other exercises have one feature in common: they avoid direct questioning on the passage which the students have heard. This has been done partly in the belief that teachers can, and very often prefer to, devise their own question-and-answer practice, and partly in the belief that there are other more effective and stimulating ways of combining aural testing with practice in oral expression. The exercises employ one of the following techniques: they require the students to *expand* a given statement; to *continue* it by saying what happens next; to *identify* the speaker; to *explain* its point; to *state* whether it is true or false and if false, to *supply* the correct statement; or to *evaluate* it by determining its importance in the story. In short, the exercises avoid conditioning the form of the responses, as happens with question-and-answer practice, and instead provide a stimulus for more individual oral expression, at the same time requiring the student to think about what he has heard instead of responding mechanically. They lead finally to a more complete reproduction of the passage, from a given angle, either orally or in writing.

If the *Multiple Choice Test* is *not* being used, it will be sufficient to read the passage aloud twice at normal reading speed, avoiding any distortion of features of the spoken language, such as weak forms. The teacher *must* rehearse the passage beforehand. During the first reading, the students should be required to listen attentively. For the second reading, they may, at the discretion of the teacher, be allowed to make brief notes. The exercises can then be done.

The following procedures should be used when administering the *Multiple Choice Test*:

(a) The passage should be first read aloud to the class at normal reading speed, avoiding any distortion of features of the spoken language. During this reading the students should be asked to listen attentively, without looking at the test in their books.

(b) The students should be given two or three minutes, depending on the length of the test, to look through the battery of choices in their book.

(c) The passage should then be read aloud for a second time at a slightly slower speed, with periodic pauses of up to five seconds to allow the students enough time to mark the answer they choose and at the same time keep pace with your reading. The system of marking the correct answer (e.g. with a tick or an oblique stroke, etc.) is at the discretion of the teacher and it is important to explain clearly beforehand what is required.

(d) After a short pause, the passage should then be read for a third time, at the same speed as the first reading and without pauses.

(e) The students should then be given two or three minutes to check through their answers before the test is gone over or taken away for correction.

The other exercises may be done in the same lesson but if, as is likely, they are done at a later date, a single reading of the passage may then be sufficient. The passages may also be used for dictation purposes, following the usual procedures for this type of test.

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Unit I

By midday the sun was so strong that Jim could not go any further. There were no trees near the path, so he took shelter under a big rock. After drinking the rest of his water, he took off his shirt and rolled it into a pillow. Then he lay down on the ground and went to sleep.

It was late in the afternoon when he awoke. He was just about to jump up when he felt something moving near his feet. He looked down. A long black snake was just about to crawl across his legs.

Jim watched, too terrified to do anything. The snake moved across his legs; it hesitated for a moment, then crawled on and vanished under the rock. Jim leapt to his feet and pausing only to pick up his shirt, ran off down the path.

Exercises

A Multiple choice test (with key).

- 1 Jim stopped because
A there was a rock on the path B there were no trees C *it was too hot* D his son could not go on.
- 2 Jim drank
A *all his water* B a lot of his water C some of his water D most of his water.
- 3 Jim put his head on
A a cushion B *his shirt* C the rock D the ground.
- 4 Jim slept
A only a few minutes B all day C until night D *almost till evening.*
- 5 When Jim first looked down, the snake was
A just crossing his legs B *by his feet* C about to jump on him D looking down on him.
- 6 Jim kept still because he was
A *afraid* B interested C fascinated D lazy.
- 7 The snake moved
A blindly B strangely C quickly D *slowly.*

UNIT ONE

8 Jim

A left his shirt behind B *took his shirt with him* C put his shirt on
D tried to find his shirt.

B Give more details in connexion with each of the following statements.

- 1 Jim took shelter.
- 2 Jim took off his shirt.
- 3 Jim slept for some time.
- 4 Jim felt something moving.
- 5 Jim was afraid.
- 6 The snake hesitated.
- 7 Jim picked something up.

C Say what happened after each of the following.

- 1 Jim drank some water.
- 2 Jim woke up.
- 3 Jim looked down.
- 4 The snake crawled on.
- 5 Jim picked up his shirt.

D Reproduce the story in outline.

Unit 2

Tom Smith was a writer. He wrote detective stories for magazines. One evening he could not find an end for a story. He sat with his typewriter in front of him, but he had no ideas. So he decided to go to the cinema.

When he came back, he found that he had had a visitor. Someone had broken into his flat. The man had had a drink, smoked several of Tom's cigarettes—and had read his story. The visitor left Tom a note:

I have read your story and I don't think much of it. Please read my suggestions and then you can finish it. By the way, I am a burglar. I am not going to steal anything tonight. But if you become a successful writer, I will return!

Tom read the burglar's suggestions. Then he sat down and wrote the rest of the story. He is still not a successful writer, and he is waiting for his burglar to return. Before he goes out in the evening, he always leaves a half-finished story near his typewriter.

Exercises

A Multiple choice test (with key).

- 1 Tom wrote stories about
A animals B policemen C children D soldiers.
- 2 Tom went to the cinema because he
A hoped to get ideas B wanted to avoid a visitor C was feeling lazy
D could not finish a story.
- 3 The visitor came to Tom's flat to
A steal something B have a drink C see Tom D read Tom's story.
- 4 The man
A forgot his coat B left Tom some advice C paid for his cigarettes
D left Tom some money.
- 5 The man thought that Tom's story was
A rather poor B quite good C too short D not very exciting.
- 6 The man threatened to
A steal Tom's stories B write more stories C come back every
night D come back and rob Tom.
- 7 Tom found the burglar's suggestions very
A annoying B amusing C silly D helpful.

8 Tom would like to

A meet his visitor B *get more ideas from him* C have his stories stolen D be robbed more often.

B Give more details in connexion with each of the following statements.

- 1 Tom Smith was a writer.
- 2 Tom decided to go to the cinema.
- 3 Tom had a visitor while he was out.
- 4 The visitor left Tom a note.
- 5 The visitor threatened to come again.
- 6 Tom sat down and wrote the rest of the story.
- 7 Tom always leaves a half-finished story near his typewriter.

C Say which of the following facts are essential to the story.

- 1 Tom could not finish a story.
- 2 Tom had a visitor.
- 3 Tom's visitor had a drink.
- 4 Tom's visitor left him a note.
- 5 Tom's visitor did not steal anything.
- 6 Tom read the burglar's suggestions.

D Reproduce the story:

- 1 from the point of view of Tom;
- 2 from the point of view of the burglar.

Unit 3

Fred telephoned his wife. 'I've managed to get free tickets for the theatre tonight,' he told her. 'Meet me outside the office. We'll have something to eat and then go on to the theatre.'

Fred's wife was delighted. It was quite a while since they had been to the theatre, which she liked very much. She met her husband as they had arranged. They had dinner and got to the theatre in good time.

At the entrance Fred took out his wallet to get the tickets. 'It's very strange,' he said. 'They aren't here!' 'Try your pockets,' suggested his wife. But the tickets weren't there either.

Then Fred looked very embarrassed. 'What's the matter?' asked his wife. 'Well,' Fred explained. 'I remember what I did with the tickets. I put them in my briefcase. But because I wasn't coming home, I left it in the office!'

Exercises

Multiple choice test (with key).

- 1 Fred
A bought the tickets B stole the tickets C *was given the tickets*
D found the tickets.
- 2 Fred arranged to meet his wife
A *near his office* B at the theatre C in a restaurant D at home.
- 3 Fred also promised his wife a
A chat B drink C walk D *meal*.
- 4 Fred's wife was
A surprised B amused C *pleased* D willing.
- 5 They went to the theatre
A when they were young B *only occasionally* C quite often D once a month.
- 6 They reached the theatre
A as quickly as possible B a little late C *early* D punctually.
- 7 When Fred could not find the tickets in his wallet, he was
A *puzzled* B angry C afraid D unhappy.

8 Fred's wife

A made several suggestions B looked in his pockets C *told him to look in his pockets* D told him to empty his pockets.

9 Fred had

A lost the tickets B *left the tickets in the office* C lost his briefcase D left his briefcase at home.

B Expand the following statements with reference to the passage.

- 1 Fred had some news for his wife.
- 2 Fred made some arrangements with his wife.
- 3 Fred's wife was pleased.
- 4 Fred and his wife met that evening.
- 5 Fred took something out of his pocket.
- 6 Fred was embarrassed.
- 7 Fred had not got his briefcase with him.

C Who said the following and why?

- 1 'Meet me outside the office.'
- 2 'Try your pockets.'
- 3 'What's the matter?'

D What difference would it have made if:

- 1 Fred had not looked in his pockets?
- 2 Fred had met his wife at home?

E Reproduce the story from the point of view of Fred's wife.

Unit 4

Inspector Reed sat in his office, studying the reports on the three people who might have stolen the colonel's collection of rare coins.

First, there was Barnes, the man who looked after the colonel's property. He had been cheating the colonel for years and besides he was badly in debt. Almost certainly he had a set of keys to the house.

Next, there was the maid. She seemed honest enough herself, but the inspector had discovered that she was in love with a man who had spent many years in jail. Perhaps she had let him into the house the night the colonel had been robbed.

Finally, there was the colonel's own son. He had been in trouble even when he was at university. He too was in debt. Besides, he could have entered the library, where the collection was kept, at any time. The inspector decided that he must question him again more carefully.

Just then there was a knock at the door and Sergeant Smith burst in.

'Sir,' he announced dramatically, 'the girl has admitted everything!'

Exercises

A Multiple choice test (with key).

- 1 The colonel had been robbed of
A jewellery B *money* C stamps D papers.
- 2 Barnes was the colonel's
A driver B guard C gardener D *manager*.
- 3 Barnes
A *owed money* B was sick C was dying D was badly paid.
- 4 The maid loved a man who had
A spent her money B spent all his money C been abroad D *been in prison*.
- 5 The maid may have
A stolen the keys B spent all the money C *opened the door* D forgotten to close the door.
- 6 At university the colonel's son had
A been difficult B been ill C needed money D *done something wrong*.

- 7 The colonel's son could go to the library when he
A *liked* B needed books C was free D had the time.
- 8 Sergeant Smith entered
A in a bad temper B almost falling down C *in a great hurry*
D breaking down the door.
- 9 Sergeant Smith spoke like
A a policeman B *an actor* C a teacher D a drunken man.
- 10 The thief was the colonel's
A son B agent C *maid* D wife.

B Give more details in connexion with each of the following statements.

- 1 There had been a robbery.
- 2 The inspector was busy.
- 3 Some people were suspected in connexion with the robbery.
- 4 Barnes worked for the colonel.
- 5 Barnes was not honest.
- 6 The maid was in love.
- 7 The colonel's son had been in trouble.
- 8 The sergeant came into the inspector's office.

C Say whether the following statements are true or false. If they are false give the correct statement.

- 1 The three suspects were in the inspector's office.
- 2 Barnes owed money.
- 3 The maid had been in prison.
- 4 The inspector suspected the colonel's son more than the others.
- 5 The colonel's son stole the collection of rare coins.

D Reproduce the story briefly in your own words.

Unit 5

All the housewives who went to the new supermarket had one great ambition: to be the lucky customer who did not have to pay for her shopping. For this was what the notice just inside the entrance promised. It said: 'Remember, once a week, one of our customers gets free goods. This may be *your* lucky day!'

For several weeks Mrs Edwards hoped, like many of her friends, to be the lucky customer. Unlike her friends, she never gave up hope. The cupboards in her kitchen were full of things which she did not need. In vain her husband tried to dissuade her. She dreamed of the day when the manager of the supermarket would approach her and say: 'Madam, this is *your* lucky day. Everything in your basket is free.'

One Friday morning, after she had finished her shopping and had taken it to her car, she found that she had forgotten to buy any tea. She dashed back to the supermarket, got the tea and went towards the cash-desk. As she did so, she saw the manager of the supermarket approach her. 'Madam,' he said, holding out his hand, 'I want to congratulate you! You are our lucky customer and everything you have in your basket is free!'

Exercises

A Multiple choice test (with key).

- 1 The housewives who went to the supermarket were
A poor B *hopeful* C fortunate D envious.
- 2 The housewives learnt about the offer of free goods
A on the radio B from the manager C *at the supermarket* D from their friends.
- 3 Mrs Edwards
A had a lot of friends B had stopped seeing her friends C was a lucky woman D *hoped to get free shopping*.
- 4 Mrs Edwards's husband tried to
A make her unhappy B cheer her up C *stop her buying things* D make her buy more things.

UNIT FIVE

- 5 Mrs Edwards very much wanted to
A *get a free basket of goods* B meet the manager C get a free basket
D fill all her cupboards.
- 6 Mrs Edwards went shopping
A on foot B by bus C in a friend's car D *by car*.
- 7 Mrs Edwards went back to the supermarket
A angrily B eagerly C *quickly* D willingly.
- 8 Mrs Edwards had to
A meet the manager B *buy one more thing* C find her shopping
D pay for her shopping.
- 9 The manager held out his hand because he wanted to
A *shake hands with Mrs Edwards* B carry her basket C give her
some money D take away her shopping.
- 10 Mrs Edwards must have been
A embarrassed B delighted C *disappointed* D proud.

B Expand the following statements.

- 1 Housewives had a special reason for going to the supermarket.
- 2 There was a notice in the supermarket.
- 3 Mrs Edwards still bought lots of things.
- 4 Mrs Edwards took no notice of her husband.
- 5 One morning Mrs Edwards went to the supermarket twice.
- 6 The manager came up to Mrs Edwards.

C Explain the point of the following.

- 1 'This may be your lucky day!'
- 2 'I want to congratulate you!'

D, What difference would it have made if Mrs Edwards had not forgotten to buy any tea?

E Reproduce the story briefly in your own words.