

# Buku Petunjuk Latihan

## Listening I

| MILIK PERPUSTAKAAN IKIP PADANG |                         |
|--------------------------------|-------------------------|
| DITERIMA OLEH                  | 3 - 4 - 95              |
| SUMBER HARGA                   | lit                     |
| KOLEKSI                        | KKI                     |
| NO. INVENTARIS                 | 680 / lit / 95 - 61 (1) |
| KETERANGAN                     | 420 ape 60              |

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1992

MILIK UPT PERPUSTAKAAN  
IKIP PADANG

#### Part 4 Describe and draw or label

In this Part there are longer pieces of description and dialogue to listen to, and a variety of tasks to do: generally, they involve some kind of drawing or labelling. If parts of the exercises are found to be more difficult than others, the 'pause' or 'stop' button can be used on the cassette recorder to give more time to think or write. In addition, or instead of this, the passage may be listened to two or three times.

#### Part 5 Comparing information

The main purpose of the exercise is to develop the listener's ability to hear differences between sounds or words when they occur in longer pieces of spoken English compared with a written text. Full instructions are given for the exercises. Variations are possible, depending on the listener's language ability and memory: for example, for a more advanced use involving the use of memory, the passages can be listened to once and then read (instead of reading them at the same time as listening); and the actual changes in words can be written down instead of simply underlining the changed words.

#### Part 6 Information transfer

The exercises in this Part concentrate on listening carefully to longer talks and interviews, extracting certain pieces of information, and writing them in diagrams and tables. Some of the information that has to be written is numbers, sometimes in the form of times and dates. This is to give practice to the many students who have difficulty in writing numbers when listening to them.

Finally ... Remember that the difficulty level of the exercises can be adjusted to the language level of the learner in several ways, for example:

- 1 the tapes can be listened to one, two or three times before writing an exercise;
- 2 the tape can be stopped to give time to write, or the writing can be done while the tape is playing;
- 3 an additional use of the scripted dialogues in the Answer Key is that they can be read *at the same time as listening* to the cassette (after the exercises have been completed). This can help the student in a number of ways, particularly in showing how the words are grouped for speech with the breath pauses, and thus helping him/her to improve fluency. It can also help to improve the silent reading speed.

## Introduction

In this part you will be asked to listen to the *sounds* of English. The exercises will check your recognition and understanding of what you hear. In some of the exercises you will be asked to put a tick (✓) or a cross (X) or to underline; in others you will be asked to write some words or sentences. Listen to your cassette when you see 'Listen' in the left-hand margin.

### 1 The sounds of English

There are usually 44 sounds in English. They are divided into groups of sounds. Look at the list of words below. One sound is underlined in each word (and the phonetic symbol for that sound is given after the word). Now listen.

Listen

| Group 1 |      |             |     |         |     |
|---------|------|-------------|-----|---------|-----|
| 1 pen   | /p/  | 9 fail      | /f/ | 17 hot  | /h/ |
| 2 bad   | /b/  | 10 very     | /v/ | 18 my   | /m/ |
| 3 len   | /l/  | 11 thin     | /θ/ | 19 no   | /n/ |
| 4 day   | /d/  | 12 they     | /ð/ | 20 sing | /ŋ/ |
| 5 key   | /k/  | 13 so       | /s/ | 21 let  | /l/ |
| 6 get   | /g/  | 14 zoo      | /z/ | 22 fed  | /f/ |
| 7 cheap | /tʃ/ | 15 she      | /ʃ/ | 23 yes  | /j/ |
| 8 jump  | /dʒ/ | 16 pleasure | /ʒ/ | 24 wet  | /w/ |

Exercise 1

You will hear 10 pairs of words containing some of the above sounds. If the two words in each pair are the *same*, put a tick (✓) in the box. If the words are *different*, put a cross (X).

Example: if you heard these words - safe/save - put  X

- safe/safe - put  ✓

Listen

|   |                          |   |                          |   |                          |   |                          |    |                          |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|----|--------------------------|
| 1 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 9  | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 8 | <input type="checkbox"/> | 10 | <input type="checkbox"/> |

Look at the lists of words below.

Listen

| Group 2 |      |       |      |       |      |
|---------|------|-------|------|-------|------|
| 1 see   | /i:/ | 3 bed | /e/  | 5 arm | /ɔ:/ |
| 2 fit   | /f/  | 4 man | /ɜ:/ | 6 got | /ʊ/  |

Group 3

- |              |              |              |
|--------------|--------------|--------------|
| 1 page /eɪ/  | 4 now /aʊ/   | 7 there /eə/ |
| 2 home /həʊ/ | 5 buy /bɔɪ/  | 8 tour /tʊə/ |
| 3 five /faɪ/ | 6 here /hɪə/ |              |

Exercise 2

You will hear 10 pairs of words containing some of the above sounds. If the two words in each pair are the same, put a tick (✓) in the space. If the words are different, put a cross (X).

Listen

- |                            |                            |                            |                            |                             |
|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| 1 <input type="checkbox"/> | 3 <input type="checkbox"/> | 5 <input type="checkbox"/> | 7 <input type="checkbox"/> | 9 <input type="checkbox"/>  |
| 2 <input type="checkbox"/> | 4 <input type="checkbox"/> | 6 <input type="checkbox"/> | 8 <input type="checkbox"/> | 10 <input type="checkbox"/> |

2 Some pairs of sounds

Exercise 3

Look at the pairs of words below. Only one sound is different in each pair. (Phonetic symbols of the sounds that are different are given in brackets after the words.)

After each pair of words one of the words is said again. When you hear that word underline the correct word. The first one is done as an example.

Listen

- Example: pie/buy (p/b)
- |                      |                       |
|----------------------|-----------------------|
| 1 put/foot (p/f)     | 11 cheap/jeep (tʃ/dʒ) |
| 2 boat/vote (b/v)    | 12 leave/live (i:/l)  |
| 3 fan/van (f/v)      | 13 bill/bell (i/e)    |
| 4 town/down (t/d)    | 14 men/man (e/æ)      |
| 5 tin/thin (t/θ)     | 15 hat/heart (æ/a:)   |
| 6 day/they (d/ð)     | 16 pot/port (o:/ɔ:)   |
| 7 teeth/tee:th (θ/ð) | 17 far/four (ɑ:/ɔ:)   |
| 8 could/good (k/g)   | 18 hot/hut (o/ʌ)      |
| 9 price/prize (s/z)  | 19 cup/cap (ʌ/æ)      |
| 10 see/she (s/ʃ)     | 20 walk/work (ɔ:/ɜ:)  |

Exercise 4

Only one word is said from each of the following pairs of words. Underline the word that you hear.

Listen

- |           |               |              |
|-----------|---------------|--------------|
| 1 pat/bat | 4 beat/bit    | 8 rich/ridge |
| 2 ten/den | 5 match/march | 9 bed/bad    |
| 3 sue/zoo | 6 few/view    | 10 lock/luck |
|           | 7 come/game   |              |

10

out only once from each pair of sentences. Notice that there is only one word different in each pair (it is underlined). Tick (✓) the sentence that you hear.

Listen

- |   |                          |
|---|--------------------------|
| 1a She is living with her brother.          | <input type="checkbox"/> |
| b She is <u>leaving</u> with her brother.   | <input type="checkbox"/> |
| 2a His <u>cup</u> was very dirty.           | <input type="checkbox"/> |
| b His <u>cap</u> was very dirty.            | <input type="checkbox"/> |
| 3a Has the <u>boss</u> arrived yet?         | <input type="checkbox"/> |
| b Has the <u>bus</u> arrived yet?           | <input type="checkbox"/> |
| 4a He <u>hit</u> the ball in the garden.    | <input type="checkbox"/> |
| b He <u>hid</u> the ball in the garden.     | <input type="checkbox"/> |
| 5a What do you think of the <u>prices</u> ? | <input type="checkbox"/> |
| b What do you think of the <u>prizes</u> ?  | <input type="checkbox"/> |

Revision: Dictation

Exercise 6

On your cassette you will hear some words. Each word is said only once. Write below the words that you hear. If necessary stop the cassette to give yourself time to write. Check your spelling carefully.

Listen

- |         |          |          |
|---------|----------|----------|
| 1 _____ | 8 _____  | 15 _____ |
| 2 _____ | 9 _____  | 16 _____ |
| 3 _____ | 10 _____ | 17 _____ |
| 4 _____ | 11 _____ | 18 _____ |
| 5 _____ | 12 _____ | 19 _____ |
| 6 _____ | 13 _____ | 20 _____ |
| 7 _____ | 14 _____ |          |

3 Some sounds at the ends of words

i) The letters 's' or 'es' at the end of words can be pronounced in three ways: /s/, /z/, or /ɪz/. Look at the following examples.

Listen

- |   |         |       |       |      |          |   |         |        |
|---|---------|-------|-------|------|----------|---|---------|--------|
| a | books   | } /s/ | b     | dogs | } /z/    | c | glasses | } /ɪz/ |
|   | stops   |       |       | sees |          |   | loses   |        |
|   | Frank's |       | Bob's |      | George's |   |         |        |

11

Write the words in the correct groups below according to the way the letters 's' or 'es' are pronounced at the end of each word.

|         | Group a - /s/ | Group b - /z/ | Group c - /tʒ/ |
|---------|---------------|---------------|----------------|
| lives   |               |               |                |
| watches |               |               |                |
| beds    |               |               |                |
| eats    |               |               |                |
| says    |               |               |                |
| coughs  |               |               |                |
| kicks   |               |               |                |
| bridges |               |               |                |
| boys    |               |               |                |
| dishes  |               |               |                |

ii) The letters 'ed' at the end of words can be pronounced in three ways: /t/, /d/ or /ɪd/. Look at the following examples.

|   |                 |   |                |   |                 |      |
|---|-----------------|---|----------------|---|-----------------|------|
| a | look <u>ed</u>  | b | stor <u>ed</u> | c | start <u>ed</u> | /ɪd/ |
|   | stop <u>ped</u> |   | show <u>ed</u> |   | add <u>ed</u>   |      |
|   | touch <u>ed</u> |   | rob <u>bed</u> |   |                 |      |

The following 10 words are in mixed order. After you have listened write the words in the correct groups below according to the way the letters 'ed' are pronounced at the end of each word.

|          | Group a - /t/ | Group b - /d/ | Group c - /ɪd/ |
|----------|---------------|---------------|----------------|
| wanted   |               |               |                |
| worked   |               |               |                |
| pushed   |               |               |                |
| closed   |               |               |                |
| kissed   |               |               |                |
| opened   |               |               |                |
| climbed  |               |               |                |
| demanded |               |               |                |
| played   |               |               |                |
| hired    |               |               |                |

Look at the following list of 24 words (all are verb forms).

am are is were was shall will  
 should would have has had  
 do does did can could may might  
 must ought need dare used

Each of these words can be combined with another word. The combination is then pronounced as one word.

Example: I have → I've; do not → don't.

These are called *contractions*. Contractions can be *affirmative* or *negative*. They are very common in everyday spoken English.

**Affirmatives**

The following are examples of affirmative contractions:

- |   |                             |                           |
|---|-----------------------------|---------------------------|
|   | <i>am, are, is</i>          | <i>have, has</i>          |
| 1 | I am → I'm                  | 9 I have → I've           |
| 2 | you are → you're            | 10 he   has →   he's      |
| 3 | he is → he's                | she   has →   she's       |
|   | she is → she's              | 11 they have → they've    |
|   | it is → it's                | <i>should, would, had</i> |
| 4 | we are → we're              | 12 I   should →   I'd     |
| 5 | they are → they're          | 13 he   would →   he'd    |
|   | <i>shall, will</i>          | she   had →   she'd       |
| 6 | I shall/will → I'll         | 14 you   →   you'd        |
| 7 | he   shall/will →   he'll   |                           |
|   | she   shall/will →   she'll |                           |
| 8 | we shall/will → we'll       |                           |

Listen

**Exercise 9**

Look at the four pairs of sentences below. One sentence from each pair will be read - only once. Tick the sentence that you hear.

- |    |                |                          |    |               |                          |
|----|----------------|--------------------------|----|---------------|--------------------------|
| 1a | You're here.   | <input type="checkbox"/> | 3a | She'll go.    | <input type="checkbox"/> |
| b  | You'll hear.   | <input type="checkbox"/> | b  | She'd go      | <input type="checkbox"/> |
| 2a | We're ready.   | <input type="checkbox"/> | 4a | I've written. | <input type="checkbox"/> |
| b  | They're ready. | <input type="checkbox"/> | b  | I'd written.  | <input type="checkbox"/> |

Listen

**Negatives**

The 24 verb forms listed above may be combined with the weak form /nɒ/ of 'not' to make negative contractions.

Listen

- 10 words
- lives  
watches  
beds  
eats  
says  
coughs  
kicks  
bridges  
boys  
dishes

**Exercise 8**

Listen

- 10 words
- wanted  
worked  
pushed  
closed  
kissed  
opened  
climbed  
demanded  
played  
hired

- 3 weren't  
4 wasn't  
5 shan't (= shall not)  
6 won't (= will not)  
7 shouldn't  
8 wouldn't
- 11 hadn't  
12 don't  
13 doesn't  
14 didn't  
15 can't  
16 couldn't
- 19 mustn't  
20 oughtn't  
21 needn't  
22 daren't  
23 usedn't

**Note**

- 'am' does not contract with 'not'.
- The negative is 'I'm not', and the negative question is 'Aren't I?'. 'Mayn't' and 'usedn't' are not often heard now. 'May' is usually spoken in its full form: 'You may - you may not'. The negative of 'used' can also be 'didn't use'.

**Exercise 10**

Look at the four pairs of sentences below. One sentence from each pair will be read - only once. Tick the sentence that you hear.

- Listen
- 1a They aren't going.  3a You haven't done it.   
 b They weren't going.  b You hadn't done it.
- 2a I shan't get it.  4a He couldn't do it.   
 b I can't get it.  b He wouldn't do it.

**Exercise 11a**

Look at the ten pairs of sentences below. One sentence from each pair will be read - only once. Tick the sentence that you hear.

- Listen
- 1a He's sitting on the floor.  5a I'll buy it for you.   
 b She's sitting on the floor.  b I'd buy it for you.
- 2a She walked every day.  6a She isn't like her father.   
 b She's walked every day.  b She doesn't like her father.
- 3a He'll finish it later.  7a They don't want the books.   
 b We'll finish it later.  b They won't want the books.
- 4a He hadn't received the money.  8a It was a glass.   
 b He hasn't received the money.  b It wasn't glass.

- 9a They can do it.  10a He isn't washing up.   
 b They can't do it.  b He wasn't washing up.

**Exercise 11b**

The following three sentences are taken from Exercise 11a. Read them and choose the correct meaning for 's' and 'd'. Tick the correct box.

- 1 He's sitting on the floor. *means* He is  *or* He has   
 2 She's walked every day. *means* She is  *or* She has   
 3 I'd buy it for you. *means* I  should  would  or I had

**Exercise 12**

You will hear five pairs of sentences. The two sentences in each pair will be read once. If the two sentences are the same, tick 'same'; if they are different, tick 'different'.

- Listen
- 1a same  different  4a same  different   
 b same  different  b same  different
- 2a same  different  5a same  different   
 b same  different  b same  different
- 3a same  different   
 b same  different

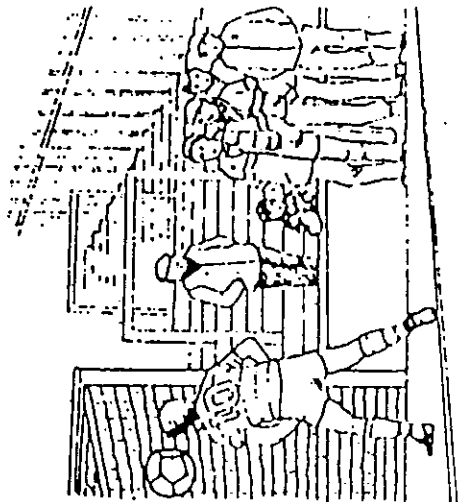
**5 Singular and plural: grammatical summary.**

Look at the following notes carefully:

- i) *countable* nouns (which take a plural verb form for the plural):  
 Example: students, books, eggs, boys.
- ii) *uncountable* nouns (which do not take a plural verb form):  
 Example: advice, news, information, butter, water.
- iii) *other words*:
- a *singular*: this, that  
*plural*: these, those
- b some | + countable or uncountable nouns  
 a lot of
- c a few + countable noun
- d a little + uncountable noun
- e another = *singular*  
 others = *plural*  
 (the) other = *singular or plural*

the singular or plural. Notice also how verbs are used with these words.

Listen



- 1 This question is very difficult.
- 2 These are the answers to the questions.
- 3 That student likes singing.
- 4 Those students aren't studying.
- 5 He asked for some advice.
- 6 She bought some books.
- 7 The news isn't very good.
- 8 There are a lot of marks on the table.
- 9 There's a lot of noise in the room.
- 10 There was a little butter in the dish.
- 11 There wasn't any water in the glass.
- 12 There were only a few boys there.
- 13 He works in the other room.
- 14 She lives in another town.
- 15 The others live in the next street.

There were only a few boys there.

Dictation: singular and plural

In this exercise you will hear eight sentences. As you hear the sentences write them below. Each is read only once. Stop the cassette after each sentence to give yourself time to write. Check your answers carefully.

Exercise 13

Listen

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

### 1 Short stress patterns

The rhythm of spoken English consists of *stressed* (strong) and *unstressed* (weak) words or parts of words (syllables). The strong and weak syllables and words combine to form patterns.

Syllables or words which have a *strong* stress are marked **ˈ** and those which are *weak* are marked **ˌ**. The *strong* stress will often seem louder or longer; the *weak* stress will often seem quieter or shorter.

Look at the two groups of words below. Notice the different stress patterns.

| Listen | Group a   | Group b    |
|--------|-----------|------------|
|        | Find it   | They know  |
|        | Phone him | It's mine  |
|        | Tell me   | We walked  |
|        | Show her  | She's nice |
|        | Write it  | It rained  |

### Exercise 1

You will hear the following words on your cassette. Above each word or syllable write the correct stress mark: **ˈ** for a *strong* stress, **ˌ** for a *weak* stress. If necessary stop the cassette to give yourself time to write.

Listen

Example: stop it

- |   |          |   |           |    |          |
|---|----------|---|-----------|----|----------|
| 1 | tell her | 5 | a book    | 8  | help him |
| 2 | the desk | 6 | we'll try | 9  | send it  |
| 3 | it's old | 7 | his shoes | 10 | he's in  |
| 4 | got it   |   |           |    |          |

### Exercise 2

Five pairs of words are said on the cassette similar to the examples at the beginning of Part 2. Write on the next page the pairs of words that you hear. Put them in the correct column according to the stress pattern shown a or b. If necessary stop the cassette to give yourself time to write.

Exercise 3

Read the following sentences carefully. Underline the words in each sentence that you think give most of the information.

- 1 We travelled by train.      4 She hasn't been before.
- 2 A cup of coffee.            5 You're wanted on the
- 3 He'll give you another one.      phone.

These sentences are on your cassette. After you have listened to them, write above each word or syllable the *strong stress* mark — where you hear a strong stress.

Compare the words you have marked with a strong stress with the words that you underlined from your reading.

Listen

3 Noun stress

a Nouns with two syllables usually have the *strong stress* on the *first syllable*. Look at the following examples.

- |           |            |           |               |
|-----------|------------|-----------|---------------|
| 1 teacher | 5 mountain | 9 matches | 12 houses     |
| 2 doctor  | 6 student  | 10 pages  | 13 letters    |
| 3 lecture | 7 language | 11 places | 14 neighbours |
| 4 tutor   | 8 boxes    |           |               |

b Nouns with three syllables also usually have the *strong stress* on the *first syllable*.

- |            |          |           |
|------------|----------|-----------|
| alphabet   | minister | catalogue |
| photograph | industry |           |

Listen

Listen

Exercise 4

Read the following list of 10 words and then write them in the correct group according to the *number of syllables* they have.

10 words      — • (2 syllables)      — • • (3 syllables)

- |           |       |       |
|-----------|-------|-------|
| lecturer  | _____ | _____ |
| principal | _____ | _____ |
| college   | _____ | _____ |
| English   | _____ | _____ |
| sentence  | _____ | _____ |
| paragraph | _____ | _____ |
| essay     | _____ | _____ |
| travel    | _____ | _____ |
| holiday   | _____ | _____ |
| ticket    | _____ | _____ |

Compare the answers to see if your groups are correct.

Listen

Listen

a      b

— •      — •

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

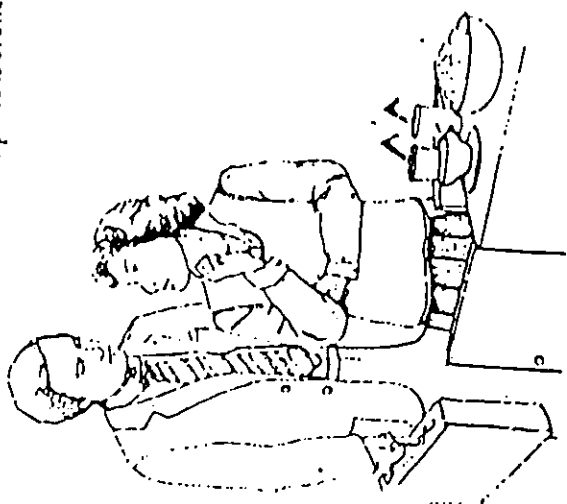
2 Longer stress patterns

Notice the different stress patterns in the following examples on your cassette.

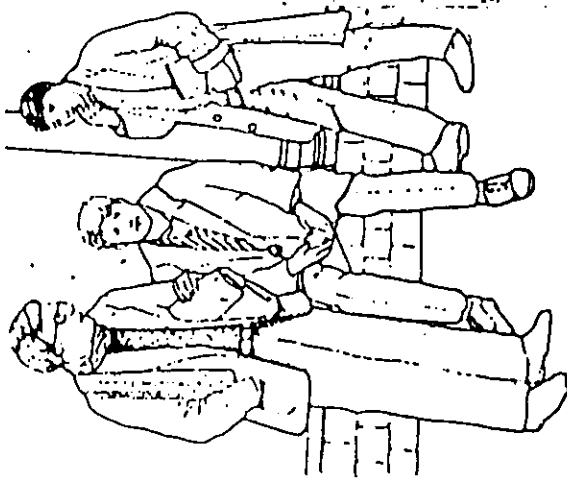
- 1 She's eaten it all.
- 2 He wanted her to.
- 3 He's read all the books.
- 4 I think that he's good.

Listen

- 5 It's time for dinner.
- 6 The plate is broken.



'What happened to Sarah's birthday cake?'  
'She's eaten it all.'



'Do you think David will pass the exam?'  
'He's read all the books.'

Note

The words in the examples above that have the *strong stress* supply most of the *information* in the sentence.  
Example: In no. 3 'read' and 'books' are the most important words.  
In no. 6 'plate' and 'broken' are the most important words.



first one).

- a      suggestion
- b      majority
- c      opportunity

### Note

- 1 In nouns ending in '-ion', as in group a above, the strong stress falls on the syllable immediately before the suffix '-ion'.
- 2 In nouns ending in '-ity', as in groups b and c above, the strong stress falls on the syllable immediately before the suffix '-ity'.

- b When words of related meaning change their grammatical form e.g. noun to adjective, the stress pattern may change.

Listen

- |   |                         |                          |
|---|-------------------------|--------------------------|
| 1 | a <u>    </u> economy   | b <u>    </u> economic   |
| 2 | a <u>    </u> economist | b <u>    </u> economics  |
| 3 | a <u>    </u> economize | b <u>    </u> economical |

### Note

When the following suffixes are added to the end of nouns to form adjectives, the strong stress falls on the syllable immediately before them.

'-ic', '-ical'  
'-ial', '-ial'  
'-ant', '-ant'  
'-ous', '-ous'

### Exercise 5

You will hear some more words on your cassette. Write in the strong and weak stress marks above the words in b below.

Listen

- |   |                           |                            |
|---|---------------------------|----------------------------|
| 4 | a <u>    </u> industry    | b <u>    </u> industrial   |
| 5 | a <u>    </u> politics    | b <u>    </u> political    |
| 6 | a <u>    </u> agriculture | b <u>    </u> agricultural |
| 5 | a <u>    </u> Verb stress |                            |

Verbs of two syllables. These may have the strong stress on the first or second syllable. The stress will be on the syllable which contains the *eye* of the verb.

or a root in other words

Example: '-ject' in 'project' and 'reject'  
or the other syllable is a common prefix or suffix  
Example: 'prefer' and 'dismiss'.

Pattern 1: strong stress on the first syllable.

- Listen
- |   |                       |                        |
|---|-----------------------|------------------------|
| 1 | a <u>    </u> cover   | b <u>    </u> harden   |
| 2 | a <u>    </u> bother  | b <u>    </u> soften   |
| 3 | a <u>    </u> finish  | b <u>    </u> frighten |
| 4 | a <u>    </u> publish | b <u>    </u> happen   |

Pattern 2: strong stress on the second syllable.

- Listen
- |   |                        |                       |
|---|------------------------|-----------------------|
| 1 | a <u>    </u> prepare  | b <u>    </u> perform |
| 2 | a <u>    </u> propose  | b <u>    </u> enjoy   |
| 3 | a <u>    </u> belong   | b <u>    </u> mislead |
| 4 | a <u>    </u> distrust | b <u>    </u> retire  |

### Exercise 6

You will hear 10 verbs. Write them in the correct pattern column.

|        |           |           |           |
|--------|-----------|-----------|-----------|
| Listen | verbs     | Pattern 1 | Pattern 2 |
|        | advise    | _____     | _____     |
|        | promote   | _____     | _____     |
|        | brighten  | _____     | _____     |
|        | believe   | _____     | _____     |
|        | punish    | _____     | _____     |
|        | translate | _____     | _____     |
|        | receive   | _____     | _____     |
|        | shorten   | _____     | _____     |
|        | excuse    | _____     | _____     |
|        | polish    | _____     | _____     |

### Note

See the notes in the Key for more information and for patterns for verbs with more than two syllables.

Exercise 9

You will hear the same sentence four times. Each sentence has a different meaning. Underline the word in each sentence below that carries the significant stress.

- 1 Did Tony buy that black car?
- 2 Did Tony buy that black car?
- 3 Did Tony buy that black car?
- 4 Did Tony buy that black car?

Listen

6 Noun and verb stress

There are several words, mostly of two syllables, which have the main stress at the beginning when they are nouns (or adjectives), and the main stress at the end when they are verbs. The spelling is the same in both cases. Examples:

- 1 What is that object? (noun)
- 2 Do you object to the idea? (verb)

Listen

Exercise 7

Read carefully the following sentences. In each sentence there is a word in *italics*. Write the main stress mark above the correct syllable in the word, as in the examples you have just seen. Remember... you must decide if the word is a noun or a verb.

- 1 Terry will *record* your voice on tape.
- 2 Metals *contract* when the temperature falls.
- 3 These goods are for *export* only.
- 4 She's making good *progress* in English.
- 5 Prices continue to *increase* each year.

Exercise 8

Each word below will be said once only. Write the main stress mark above the syllable that contains the strong stress in each word.

- 1 protest 4 transport 7 survey 9 subject
- 2 present 5 object 8 produce 10 frequent
- 3 desert 6 accent

Listen

7 Significant stress

Significant stress in a sentence is on the word that is the most important for the speaker's meaning. The stress may be on almost any word and may indicate the speaker's feelings, emotions or attitudes. Read the following examples carefully.

| Significant stress underlined | Possible meaning      |
|-------------------------------|-----------------------|
| 1 I don't live in London.     | but he does           |
| 2 I don't live in London.     | yes, you do!          |
| 3 I don't live in London.     | but I work there      |
| 4 I don't live in London.     | I live in the suburbs |
| 5 I don't live in London.     | I live in Brighton    |

Listen

Exercise 10a

You will hear some short dialogues on the telephone. The first speaker answers the phone, giving his/her number. The second speaker apologises for having dialled the wrong number, and then says the number that he/she wanted. A significant stress is put on the figure that was wrong.  
Example: '485 4973'

'Sorry, I wanted 485 4963 (the wrong figure here is 6)  
Write in the space next to each telephone number the single figure that is wrong.

- Listen
- |            |         |            |       |
|------------|---------|------------|-------|
| a 273 3095 | y _____ | d 27634    | _____ |
| b 126 2812 | _____   | e 409 3417 | _____ |
| c 653 7285 | _____   | f 57981    | _____ |

Exercise 10b

This is a similar exercise to 10a. However, this time you will hear only one person, who apologises for having dialled the wrong number. A significant stress is put on the wrong figure.  
Example: 'Sorry, I wanted 297 5613'.

Write in the spaces below the single figure that was dialled wrongly.

- Listen
- |         |         |         |
|---------|---------|---------|
| a _____ | b _____ | c _____ |
| d _____ | e _____ | f _____ |

8 Essential weak stress forms

i) In fluent, connected speech many smaller words in English change their stress, from strong to weak. It is normally the vowel sound that changes. For example, the word 'some' often changes from its strong stress form /sʌm/ to the weak stress form /səm/. The most commonly used weak form is the vowel sound /ə/ as at the beginning of 'about' or 'ago', or at the end of 'better' or 'dollar'.

### Exercise 11

When you hear the sentences below, decide if the underlined word in each is spoken with a weak stress form (as in ordinary speech) or a strong stress form (for particular emphasis). Tick the appropriate box.

Listen

- |                              | strong stress            | weak stress              |
|------------------------------|--------------------------|--------------------------|
| 1 He <u>was</u> late.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 She <u>must</u> go.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3' Look at <u>her</u> .      | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Where <u>does</u> he live? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 They <u>have</u> lost it.  | <input type="checkbox"/> | <input type="checkbox"/> |

ii) The words listed below are very commonly used in spoken English. In fluent speech they nearly always have a weak stress as shown here.

Listen

- |                    |                    |
|--------------------|--------------------|
| 1 Articles         | 2 Pronouns         |
| 1 a /ə/            | 1 me /mi/          |
| 2 an /ən/          | 2 he /hi/          |
| 3 the /ðə/ or /ði/ | 3 her /(h)ə/       |
| 4 some /səm/       | 4 us /(ə)z/        |
|                    | 5 them /ðəm/       |
|                    | 6 help <u>me</u>   |
|                    | 7 he <u>didn't</u> |
|                    | 8 tell <u>her</u>  |
|                    | 9 show <u>us</u>   |
|                    | 10 buy <u>them</u> |

### 3 Conjunctions

- and /(ə)n(d)/
- as /əz/
- but /bət/
- than /ðən/
- that /ðət/

fish and chips  
hard as iron  
strict but fair  
younger than him  
so that she could

### 4 Prepositions

- at /ət/
- for /fɔ:/
- from /frɒm/
- of /ɒv/
- to /tə/

look at him  
it's for you  
it's from us  
out of here  
go to bed

### 5 Auxiliary verbs

- am /əm/
- was /wəz/
- were /wɜ:/
- shall /ʃəl/
- have /(h)əv/
- has /(h)əz/

I am tired.  
She was there.  
You were wrong.  
We shall win.  
They have gone.  
He has finished.

Note:

These are in addition to those verb forms listed in Part 1.4  
Contractions.

### Note

- In general, content words usually have a strong stress (that is, nouns, adjectives, verbs and adverbs).
- Structural words are usually unstressed (that is, articles, prepositions, conjunctions, prepositions, and auxiliary verbs).
- You will notice the weak forms above being used in Part 1.4.1 and 1.4.2.

### Exercise 12

In the spaces in the following sentences write in the weak forms (in full) that you hear on the cassette. Each blank indicates one word.

Listen

- 1 She says ... .. got one.
- 2 ... .. dog ran out ... .. house.
- 3 He ... .. older ... .. others.
- 4 There ... .. lot ... .. other school.
- 5 Give it ... .. soon ... .. possible.

### Exercise 13

Revision: dictation

Write below the eight sentences that you hear on your cassette. They will contain some of the weak forms that you have just listened to. Write the words that you hear in their full form (not contracted form). Stop the cassette after each sentence to give yourself time to write. After you have finished writing, listen again to the sentences and underline all the essential weak stress forms that you hear.

Listen

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

Check your answers carefully.

**Exercise 15**

Some of the following sentences are spoken with a falling intonation and some with a rising intonation. Mark the main fall (f) or rise (r) in the correct place in each sentence.

- 1 Why are you so late?
- 2 Must you go now?
- 3 Are you happy?
- 4 He'll be along later.
- 5 Do you mind if I smoke?
- 6 How far is it to London?

Listen

**10 Intonation and meaning**

It is important to have the correct intonation. If the wrong intonation pattern is used it may change the meaning. Examples:

- 1a **Sorry?** (a question, perhaps asking for repetition)
- b **Sorry.** (an apology)
- 2a **Pardon?** (a question, as above)
- b **(I beg your) pardon.** (an apology)

Listen

**Exercise 16**

Each of the words below will be said once, either with a rising or a falling intonation. Decide on the general meaning of what you hear and tick the appropriate box for a question/exclamation or a statement/answer.

|         | question/exclamation     | statement/answer         |
|---------|--------------------------|--------------------------|
| 1 Yes   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Here  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 These | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Five  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Me    | <input type="checkbox"/> | <input type="checkbox"/> |

Listen

**9 Intonation patterns**

*Intonation* is the changing pitch, or rising and falling, of the voice. English intonation patterns are of two main types. Both types usually begin fairly high and then fall until the last significant stress. Type 1 then falls at the end; Type 2 rises at the end.

a You will now hear some one-word examples of Type 1.

This mark: (f) indicates falling intonation.

'No.' (f) Stop. 'Where?' (f) Why? 'Good.'

b Now listen to some examples of Type 2. This mark: (r) indicates rising intonation.

'Me?' (r) 'These?' (r) 'Two?' (r) 'His?' (r) 'Who?' (r)

**EXERCISE 14**

In this exercise some words are spoken with a falling intonation and some with a rising one. Put a mark in the box in front of each word to show if it is falling (f) or rising (r).

him?  yes  mine  whose?  wait  right

Listen

**Type 1: falling intonation (f)**

This pattern is often used for questions beginning with a question-word (e.g. 'Where?'), orders, and definite remarks. Look at the following questions and responses.

- 1 What's the time? I don't know.
- 2 Where has she gone? To visit her aunt.
- 3 Which is yours? The one on the shelf.
- 4 Who's the author? A man called Brown.

Listen

**Type 2: rising intonation (r)**

This pattern is often used for questions that can be answered 'yes' or 'no' (these beginning with auxiliary verbs). It is also used for statements made as requests, for apologies, and some other emotions.


- 1 Do you know? 6 That's right.
- 2 Are you ready? 7 Good-bye.
- 3 Can I help you? 8 I beg your pardon?
- 4 Does she like it? 9 Please sit down.
- 5 Will you be free tomorrow? 10 It was joke.

Listen

PERPUSTAKAAN  
IKIP PADANG

# SYLLABLE UNITS

## 1 • Syllables

The syllable is the basic unit of English pronunciation.  Listen to the following words and notice how some of them have two or more parts.

1 syllable      2 syllables      3 syllables

case

easy

easily

will

willing

willingly

A



As you listen to the following words, tap your hand on the desk to help count each syllable.

1

2

3

4

one

seven

eleven

identify

two

eighteen

direction

analysis

down

sentence

syllable

He wants a book.

step

working

important

We were happy.

stress

focus

emphasis

It's important.

Now read the same list aloud, tapping syllables while you speak.

B

Say your name out loud, and decide how many syllables there are in it. See if the other members of the class agree. Do not worry if the class cannot agree on every name, especially where two vowels come together. You only need to have a rough sense of the number of syllables.

C



Practice saying these words, tapping the syllables. Be careful not to add or subtract syllables. Decide how many syllables there are in the words in the third column.

## Syllable units

| 1      | 2       | 3 or more      |
|--------|---------|----------------|
| write  | writer  | academic       |
| round  | rounder | sentences      |
| fish   | fishy   | registration   |
| wind   | windy   | international  |
| blow   | below   | classification |
| prayed | parade  | economy        |
| school | student | economical     |

### D

Grammar mistakes are often the result of a failure to recognize the number of syllables. Examples:

- They have rent (rented) an apartment.
- There are two dish (dishes).



Listen to the following words. Which words have one syllable and which have two syllables?

|         |         |         |        |
|---------|---------|---------|--------|
| painted | rented  | added   | caused |
| crowded | worked  | faded   | filled |
| walked  | laughed | watched | closed |

Rule: Regular past tense verbs that end in a "d" or "t" sound in the basic form will add an extra syllable in the past tense. Look over the list above and see how this rule works.

### E

Answer the following questions aloud, using the verb in the past. Be careful of the final syllable. Example:

- Q: Did you rent an apartment yet?  
A: Yes, I rented one yesterday.

- When did you rent your apartment?
- Did you walk here today?
- When did you start studying English?
- Did you use an English dictionary this morning?
- What did your country export last year? or import? (If you do not know, guess.)
- Did you travel far this year?
- Did you watch TV last night?
- Did you request a visa to any country this year?
- Did you listen to the radio last night?
- What did you intend to do today?

## F

Some words end in sounds called *sibilants*. A sibilant is a sound like "s."  
Sibilants have a hissing noise, like a snake. Examples:

hiss, buzz, fish, church, judge, box

Rule: Nouns and verbs ending in a sibilant in their basic form have an extra syllable when an "s" is added.



Listen and then practice saying these pairs.

## Noun + plural ending

rose....roses  
kiss....kisses  
dish....dishes  
watch...watches  
judge...judges  
box....boxes

## Verb + 3rd person singular

wash.....washes  
cause.....causes  
advise.....advices  
change....changes  
mix.....mixes  
surprise...surprises

Listen to your teacher or another student say one word from each of the following pairs. Underline the word you hear.

## 1. /s/

lace.....laces  
face.....faces  
price....prices  
juice....juices  
excuse...excuses  
fence....fences

## 2. /z/

nose....noses  
quiz....quizzes  
praise...praises  
cheese...cheeses  
size....sizes  
freeze...freezes

## 3. /tʃ/

bench....benches  
lunch....lunches  
speech...speeches  
match...matches  
beach...beaches  
roach....roaches

## 4. /dʒ/

page....pages  
edge....edges  
bridge...bridges  
sponge...sponges  
stage....stages  
age.....ages

## 5. /ʃ/

wish...wishes  
flash...flashes  
blush...blushes  
rush...rushes  
crash...crashes

## 6. /ks/

box....boxes  
sex....sexes  
six....sixes  
fix....fixes  
coax...coaxes

## 7. Mixed sounds

bruise...bruises  
blouse...blouses  
house...houses  
miss....misses  
teach...teaches  
choose...chooses  
crunch...crunches  
mess....messes

Syllable units

G

Practice saying the following words. Some have an extra syllable and some do not.

| Past tense | 3rd person singular | Plural    |
|------------|---------------------|-----------|
| completed  | completes           | faces     |
| avoided    | avoids              | prices    |
| smiled     | smiles              | mixes     |
| caused     | causes              | bridges   |
| predicted  | predicts            | boxes     |
| guarded    | guards              | guards    |
| mixed      | mixes               | quizzes   |
| arranged   | arranges            | watches   |
| washed     | washes              | sentences |

H

Sometimes it is difficult for foreign students to hear the word "is" when it follows a sibilant sound. Listen to the following sentences. Some are complete, but some are missing a syllable. Write "right" if the sentence you hear is complete. Write "wrong" if a syllable is missing. Example:

(If you hear) "The ice cold" wrong

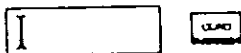
- 1a. The ice is cold. \_\_\_\_\_
- b. The ice cold. \_\_\_\_\_
- 2a. Her dress is pretty. \_\_\_\_\_
- b. Her dress pretty. \_\_\_\_\_
- 3a. The bus late. \_\_\_\_\_
- b. The bus is late. \_\_\_\_\_
- 4a. The buses are late. \_\_\_\_\_
- b. The bus are late. \_\_\_\_\_
- 5a. He washes the dishes. \_\_\_\_\_
- b. He wash the dishes. \_\_\_\_\_
- 6a. He need a bike. \_\_\_\_\_
- b. He needed a bike. \_\_\_\_\_
- 7a. She visit her sister. \_\_\_\_\_
- b. She visited her sister. \_\_\_\_\_
- 8a. The river flooded the valley. \_\_\_\_\_
- b. The river flood the valley. \_\_\_\_\_



- 9a. This book was printed with ink. \_\_\_\_\_  
 b. This book was print with ink. \_\_\_\_\_
- 10a. Yesterday we rent an apartment. \_\_\_\_\_  
 b. Yesterday we rented an apartment. \_\_\_\_\_

Note: Contractions (loss of a vowel) are normal in spoken English. But the vowel cannot be contracted between two sibilants. No matter how short, this syllable is part of the rhythm of the sentence.

| <i>Contraction possible</i> | <i>Contraction not possible</i> |
|-----------------------------|---------------------------------|
| I have....I've              | this is...ice is                |
| she is....she's             | bus is...dress is               |
| man is...man's              |                                 |
| book is...book's            |                                 |



Dictation. Listen to these sentences and write the words that are missing.

1. They've already \_\_\_\_\_ the apartment for her.
2. He didn't really \_\_\_\_\_ that much money.
3. She's trying to \_\_\_\_\_ everything.
4. We've just \_\_\_\_\_ to learn irregular verbs.
5. You'll need two more \_\_\_\_\_ for all those \_\_\_\_\_.

Listen and write these sentences. Count the syllables you have written.

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

### Self-analysis

Record yourself saying the following sentence several times. Then listen to the recording. Check the number of syllables very carefully. It is difficult to hear your own mistakes, but it is essential.

This is the first city they visited when they traveled around the country, and they liked it very much.

Did you have two syllables for "this is"? Two syllables for "city"? Two syllables for "traveled"? Three syllables for "visited"? One syllable for "liked"?

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# WORD UNITS

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## 2 • Stress: pitch
















You need to be able to use the English stress system. Clarity in English depends on stress. English has three ways to signal stress. All three signals are used at the same time, in order to make absolutely clear which syllables are stressed. The three signals of stress are:

1. Pitch change
2. Length of vowel
3. Vowel clarity

The most powerful signal of stress is a change of pitch on the vowel.

**A** 




Listen to the rising and falling pitch of these words. In which direction is the change of pitch?

|  |   |  |  |   |
|--|---|--|--|---|
|  rising             |  one?  |  two? |  three? |  four? |
|  falling            |  one.  |  two. |  three. |  four. |
|  rising and falling |  five? |  six. |  eight? |  nine. |




**B** 

Listen to the following words and practice saying them with a falling pitch.

1. Step-down:

|   |  |   |
|---|--|---|
|  seven |  twenty |  fifty |
| record (noun)   | contrast (noun)  | present (noun)  |
| sofa  | painting   | baby  |
| teacher   | painter  | baker   |

2. Glide-down:

|   |   |  |
|---|---|--|
|  one |  boy |  time |
| two   | grow  | chose  |
| three   | know  | bone   |
| four  | may   | love   |

C

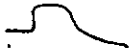


Listen to the following words and practice saying them with a rise-fall pitch.

1. Step-down:



eleven  
some money  
I want it



important  
his lesson  
He wants it.



direction  
their office  
They want it.

2. Glide-down:



alive  
record (verb)




the boy  
contract (verb)



a pen  
object (verb)

D

Single words said alone have a falling pitch at the end. Also, most sentences end with a falling pitch.  Listen and then practice saying these words and sentences.

1. (noun) (verb)

record ...record  
object...object  
suspect...suspect  
present...present

- 2a. Let's make a record of that song. Let's record that song.  
b. What's this little object? We object to that.  
c. That's the suspect. They suspect him of murder.  
d. We gave her a present. They plan to present an award.

E



Listen to these words. Underline the syllable with the highest pitch.

|              |             |
|--------------|-------------|
| semester     | admission   |
| quarter      | applicant   |
| division     | application |
| registration | education   |
| enrollment   |             |

Word units

---

F



Listen to these words. Draw a pitch pattern over each word.

requirements      residence

graduate            degree

career                agricultural

graduation         professional

G

Compare the pronunciation of your name in your own language with the way Americans pronounce your name. Can you hear a difference in the pitch pattern? If you can analyze the American mispronunciation of your name (or any word from your language, such as the name of a city), then you can learn something useful about the rules of English. Try to imitate the American pronunciation of your name, in contrast to your own pronunciation.

Draw a pitch line for your name as you pronounce it in your own language.

H



Listen to the following common American names. Draw a pitch line for each name. The name that is listed first is the most formal one. Next to that is an informal form. Last comes the least formal form, which has a "-y" or "-ie" ending.

*Male*

*Female*

1. James, Jim, Jimmy

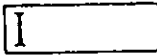
1. Elizabeth, Beth, Betty

2. William, Bill, Billy

2. Patricia, Pat, Patty

3. Robert, Bob, Bobby

3. Susan, Sue, Suzie



Dictation. Listen to these sentences and write the words that are missing.

1. He's studying \_\_\_\_\_.
2. They've decided to eat in a \_\_\_\_\_.
3. That woman's name is \_\_\_\_\_.
4. His name is Thomas, but everyone calls him \_\_\_\_\_.
5. We're learning to hear American \_\_\_\_\_.

## Self-analysis

Record the following words several times. Then listen to the recording.

1. Yes? Yes. No? No.

2. record record

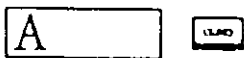
3. an office the movies

4. economy economics restaurant cafeteria

Were the pitch changes in the right direction, on the right syllable?

### 3 • Stress: length

Besides pitch change, another signal of English stress is *length*. Perhaps in your language, every syllable has the same length. That is, each syllable may take the same amount of time to say. In English, some syllables are short and some are long. Syllables are extra long when they are stressed. The extra length of the vowel gives time to hear the pitch change, showing stress.



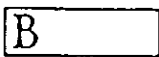
Listen to this word:

banana

Which syllable is the longest? Practice saying the word, making a careful distinction between the long syllable and the two short syllables.

Listen to these words. Notice the length of the *second* syllable:

photograph      photograph  
atom              atomic



The following exercise is designed to help you train yourself to hear differences in vowel length. The vowels in column 2 should be longer than the vowels in column 1.

Listen and then practice saying each word of the pair with a different length of time for the vowel. Say the words again, reversing the order (be / beat).

| 1              | 2 | 1            | 2 |
|----------------|---|--------------|---|
| beat ... be    |   | pipe ... pie |   |
| mate ... may   |   | rope ... row |   |
| sight ... sigh |   | keep ... key |   |
| cute ... cue   |   | soup ... Sue |   |
| boat ... bow   |   | cape ... Kay |   |
| white ... why  |   | make ... may |   |
| date ... day   |   | like ... lie |   |
|                |   | joke ... Joe |   |
|                |   | seek ... see |   |

## C

Listen and then practice saying the following words, concentrating on the different duration (length in time) of the syllables.

|        |          |        |        |
|--------|----------|--------|--------|
| sofa   | steaming | summer | allow  |
| broken | easy     | movies | annoy  |
| roses  | creamy   | rented | around |
| loaded | heated   | handle | arouse |

## D

Listen and then practice the duration contrast in the following pairs.  
Example:

Where's the rebel? They plan to rebel.

| <u>Noun</u>         | <u>Verb</u> | <u>Noun</u> | <u>Verb</u> | <u>Adjective</u> | <u>Verb</u> |
|---------------------|-------------|-------------|-------------|------------------|-------------|
| record.....record   |             | use.....use |             | loose.....lose   |             |
| decrease...decrease |             |             |             | close.....close  |             |
| present....present  |             |             |             |                  |             |
| rebel.....rebel     |             |             |             |                  |             |

## E

Listen to these words. Underline the *longest* syllable.

|        |        |         |
|--------|--------|---------|
| extend | wider  | require |
| inform | over   | gather  |
| arrive | campus | unit    |

## F

Dictation. Listen to these sentences and write the words that are missing.

- Oh, did you \_\_\_\_\_ something?
- Pack the \_\_\_\_\_ into the \_\_\_\_\_.
- I think this handle is \_\_\_\_\_.
- What \_\_\_\_\_ to fix a \_\_\_\_\_?
- They haven't \_\_\_\_\_ our \_\_\_\_\_ yet.

## Self-analysis

Record these words several times and then check your accuracy in the length of the syllables.

1.  $\bar{b}e$  beat     $\bar{u}se$  (verb)     $\dot{u}se$  (noun)     $loo\bar{s}e$      $l\bar{o}se$

2.  $\bar{l}oad\bar{e}d$      $\bar{a}ll\bar{o}w$

3.  $\bar{p}r\bar{e}sent$  (noun)     $\dot{p}r\bar{e}sent$  (verb)

4. We want to  $\bar{r}e\bar{c}ord$  that music.    We want a  $\bar{r}e\bar{c}ord$  of that music.

Was there a clear contrast between the short and long syllables?



## 4 • Stress: clarity

English has two kinds of vowels: clear and unclear. The contrast between clear and unclear vowels is essential to the language.

Stressed syllables *always* have clear vowels. Unstressed syllables *usually* have unclear vowels.

|              |                |
|--------------|----------------|
| STRESSED     | UNSTRESSED     |
| Clear vowels | Unclear vowels |



Listen to this word:

banana

Now listen again and decide which syllable has the full, clear vowel sound:

banana      banana

The word "banana" is written with three letter "a" vowels. But only one "a" is said with a full, clear sound. The other two letter "a" vowels are said with a reduced, unclear sound. This vowel sound is very short.

bánana      Canáda      Alábama

*Note:* The unclear vowels are the most commonly used vowel sounds in English.

*Rule:* All stressed vowels are clear.

|                                |                                       |
|--------------------------------|---------------------------------------|
| <i>Clear vowels</i>            | <i>Unclear vowels</i>                 |
| full (long)<br>can be stressed | reduced (short)<br>cannot be stressed |

A



Listen to the following words. Which syllable has the reduced, unclear vowel?  
Draw a line through it. Example:

bánana

Word units

printed limit  
landed watches  
drama rented  
melted finish  
bottom messes

**B** 


Listen and then practice contrasting clear and unclear vowels.

1. *Clear vowel Clear vowel + unclear vowel*

Tom.....átóm  
man.....womán  
men.....woméń

2. *Clear vowel Unclear vowel + clear vowel(s)*

add.....ádditiłń  
pot.....pótato  
átóm.....átómłc  
offce.....ófficłł

**C** 

Listen to the names of these states. Practice contrasting the clear and unclear vowels.


1 *clear vowel*      2 *clear vowels*

|          |           |
|----------|-----------|
| Névadá   | New York  |
| Michígán | Alábamá   |
| Kansás   | Okláhomá  |
| Texás    | Minnésotá |

**D** 

Listen and then practice clarity for the stressed vowels in the following words, being careful to make a contrast with the unclear vowels.

|               |                |         |
|---------------|----------------|---------|
| átóm          | présent (noun) | Americá |
| átómłc        | présent (verb) | Britáń  |
| recórd (noun) | ágo            | Engláńd |
| recórd (verb) | sofá           | Canáđá  |
| objéct (noun) | Arabiá         | Chiná   |
| objéct (verb) | Jápan          | Brázil  |

**E** 

Some clear vowels are not stressed. Examples:

INdex    mainTAIN    MAILbox    AIRport    PASSport

Listen and then practice saying the following words and sentences, being careful to make a contrast between clear and unclear vowels.

1. CONTRast cónTRAST CONTest cónTEST  
 CONtract cónTRACT EXtract éxTRACT
2. They make vanilla EXtract by éxTRACTing the essence of vanilla.  
 It was a big CONTest, and she plans to cónTEST the decision.

F



Listen to these words. Underline the full vowels.

|         |              |             |
|---------|--------------|-------------|
| campus  | professor    | photograph  |
| college | seminar      | photography |
| degree  | registration | semester    |

### Summary

|  |   |  |
|--|---|--|
| Stressed syllables<br>↓<br>only clear vowels | 1. have a higher pitch than<br>2. are longer than | unstressed syllables<br>↓<br>mostly unclear vowels |
|--|---|--|

The practical effect of this rule is that you need to concentrate only on the stressed vowels.

G



Dictation. Listen to these sentences and write the words that are missing.

1. There's always an \_\_\_\_\_ at the end of the \_\_\_\_\_
2. We \_\_\_\_\_ three states: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_
3. She's going to \_\_\_\_\_ two places: \_\_\_\_\_ and \_\_\_\_\_
4. You've got to spend \_\_\_\_\_ of time in \_\_\_\_\_ for any profession.
5. \_\_\_\_\_ vowels are never \_\_\_\_\_

### Self-analysis

Record these words several times and then check your accuracy for the three signals of stress: pitch change, length, and clarity.

about asleep drama woman women photograph photography

## 12 • Sentence focus (part 1)

FOCUS FOCUS FOCUS FOCUS FOCUS FOCUS  
FOCUS FOCUS FOCUS FOCUS FOCUS FOCUS  
FOCUS FOCUS FOCUS FOCUS FOCUS FOCUS  
FOCUS FOCUS FOCUS FOCUS FOCUS FOCUS

There are different ways to express emphasis in a sentence. Each one changes the *focus* of the sentence.

### Basic pattern

1. Basic Emphasis Rule:
  - a. Content words emphasized
  - b. Structure words not emphasizedexample: I LOST my HAT.
2. The most important word has the most emphasis. This word is the *sentence focus*.  
example: What KIND of hat?
3. When a conversation begins, the focus word is usually the final content word. Examples:  
Where should we EAT?  
Where are you GOing?  
I missed the BUS.

### New focus

You can emphasize any word in a sentence, if you want to call attention to a *new idea* or make a special contrast with an idea that was talked about before.

A

Listen to these dialogues.

#### Dialogue 1

- X: I lost my HAT. (basic emphasis pattern: final content word is the focus)  
Y: What KIND of hat? (hat is now an old idea. kind is the new focus)  
X: It was a RAIN hat.  
Y: What COLOR rain hat?

*Thought units*

---

X: It was **WHITE**. White with **STRIPES**.  
Y: There was a white hat with stripes in the **CAR**.  
X: **WHICH** car?  
Y: The one I **SOLD**.

*Dialogue 2*

X: I want some **SHOES**.  
Y: What **KIND** of shoes?  
X: **CASual** shoes.  
Y: **BLACK** or **BROWN**?  
X: **NEIther**. I'm **TIRED** of black and brown. I want **RED** shoes. **SHIny** red shoes.

**B**

Practice saying these dialogues, following the same focus pattern.

*Dialogue 1*

A: Where are you going?  
B: Europe.  
A: Where in Europe? To the north or to the south?  
B: Neither. I've already been north and south. I'm going east.

*Dialogue 2*

X: What've you been doing?  
Y: I've been studying.  
X: Studying what? Math or English?  
Y: Neither. I'm sick of math and English. I'm studying nutrition, because I'm always hungry.

**C**

Practice responding aloud to the following statements. Emphasize new focus words in order to show contrast with the idea in the first statement.

- 1.- Moscow is a **COUNtry**. No, that's **WRONG**. It's a **City**.
2. Paris is in **ENGLand**. No, that's **WRONG**. It's in **FRANCE**.
3. Dallas is in Cali**FOR**nia. No, that's **WRONG**. It's in **TEXAs**.



Before continuing with the following sentences, read them silently and decide which word needs to be emphasized in order to call attention to the contrasting ideas. Underline one word in each sentence, then practice saying the statement and the response.

4. This is my book. No, it's his book.
5. She wrote that article. No, I wrote it.
6. Classes finish on the sixteenth. No, I think they finish on the fifteenth.
7. The keys are on the desk. No, they're in the desk.
8. He's speaking to Marie. No, he's speaking about Marie.
9. They sell books in the library. No, they sell books in the bookstore.  
They lend books in the library.
10. He can write well. He can, but he doesn't. Too lazy. (underline two words in second sentence)

## D

Practice responding to these different statements.

- 1a. It's a big DOG. No, it's a BEAR.
- b. It's a BIG dog. No, it's a LITtle one.
- 2a. I suppose you're flying from BRAZIL? No, I'm flying from PERU.
- b. I suppose you're flying FROM Brazil? No, I'm flying TO Brazil.
- 3a. But we asked for two COKES! Well, I thought you wanted COFFee.
- b. But we asked for TWO Cokes! Well, I thought you wanted ONE.

## E

Practice saying the following dialogue. Substitute your own new information (new focus) for the words in parentheses.

- X: Are you from (CALIFORnia)?  
 Y: No, I'm from (JAPAN).  
 X: How long've you LIVED here?  
 Y: I've lived here (three MONTHS).  
 X: What're you STUDying?  
 Y: I'm studying (CHEMistry).  
 X: Oh, that's what (BECKy's) studying. (She) says it's EASY.  
 Y: It may be easy for (HER), but it's NOT easy for ME.

## F

Listen to this dialogue and underline the focus words. Then practice saying it. (Different people might emphasize different words.)

- X: Do you think American food's expensive?  
 Y: Not really.  
 X: Well, I think it's expensive.  
 Y: That's because you eat in restaurants.  
 X: Where do you eat?  
 Y: At home.  
 X: I didn't know you could cook.

## Thought units

- Y: Well, actually I can't. I just eat bread and Coke.  
X: That's awful!  
Y: No, it isn't. I like bread and Coke.  
X: You're crazy!

G

Underline the focus words and practice saying this dialogue.

- A: Hi! What's new?  
B: Nothing much. What's new with you? .  
A: I'm going to Washington.  
B: Washington State or Washington, D.C.?  
A: D.C. I want to see the capital.

H



Listen to these questions and underline the focus words. Then ask someone else the questions. The answers can be one or two words, and they should respond to the focus word in the question.

1. When did you arrive here?
2. Where did you get your English book?
3. Who told you how to get a visa?
4. What languages can you speak?
5. Which language is the most difficult to learn?
6. Do you think it is harder to speak or to hear a foreign language?

## Self-analysis

Record the dialogue in [E]. Did you emphasize the focus words? Did you definitely *not* emphasize the old ideas (old focus words)? The contrast between emphasis and lack of emphasis must be clear.

## Summary

How to call the listener's attention to what you think is important:

| SENTENCE EMPHASIS      |   |
|------------------------|---|
| Basic emphasis pattern | Content words are emphasized.<br>Structure words are generally not emphasized.<br><i>example: We WANT a baNAna.</i>             |
| Focus                  | The final content word in a sentence usually has the most emphasis.<br><i>example: She wants some SHOES.</i>                    |
| New focus              | Any word that gives new information is the new focus in a conversation.<br><i>example: What KIND of shoes? The CASual kind.</i> |

## 13 • The importance of focus

Most sentences follow the basic emphasis pattern. If an English speaker changes the pattern, there is always a reason: The speaker wants the listener to notice the unusual emphasis.

A

Read the following story, which is based on the above principle.

### *The Conversation\**

Several years ago, in San Francisco, there was a rich man with a young wife. This man was suspicious of his wife and wanted to know what she did during the day. He hired a private detective to follow her. The detective found out that every Friday, just at the noon hour, she met a young man and they walked around and around Union Square, in the downtown business section. The rich husband ordered the detective to make a tape recording of their conversation. This was very difficult, because there were always a lot of people in the Square at noon and, besides, the young couple always kept walking. They never stood still or sat down. The detective decided that they were afraid of being noticed. Perhaps they were even afraid of being recorded. But he was very clever and had good recording equipment, so he was able to record their conversation from the top of a building nearby.

What were they saying? The tape was so noisy that the only thing the detective could understand was that they were planning a special meeting at 2 p.m. on the next Sunday, at the Jack Tar Hotel. This worried him, because he knew that the husband was already jealous. Clearly the young couple were lovers. All Saturday, the detective worked on the tape with his electronic equipment. All the time he worked, he was getting more and more worried. Was the young woman in danger? What would the husband do if he found out about their plans? The detective felt that he might be responsible for a tragedy. But he kept working on the tape. Finally, he was able to make one sentence clear. The young woman was saying,

"If he gets the chance, he'll KILL us!"

This was exactly what the detective had been afraid of. So he decided not to give the tape of the conversation to her husband. But Saturday night, the tape was stolen. Surely the husband must have it! The detective was in a panic. How could he save her life?

\*This story is taken from an American movie, *The Conversation*.



On Sunday, the detective rushed to the Jack Tar Hotel, well before 2 p.m. But he was too late. There were police in front of the hotel, and an ambulance was waiting. The police were carrying a dead body out of the front doors. The detective was struck with horror and guilt. Then he was confused. The dead body was not the wife, but the husband! What had happened?

Then the detective saw the young wife standing near the ambulance. She had a very small smile on her face. This little smile made the detective think carefully. He realized that he had completely misunderstood the whole conversation. Because he had been so sure that the young woman was in danger, he had thought he heard her say,

"If he gets the chance, he'll KILL us!"

If he had listened to the tape with an open mind, he would have heard what she really said:

"If he gets the chance, HE'll kill US!"

They were the same words, but with a completely different meaning. This was not a conversation between frightened lovers. It was a plan to commit murder.

**B**

The clue to the murder plot is this: The basic emphasis pattern was not followed. Instead of emphasizing the main verb, the wife emphasized the pronouns. This unusual emphasis means that the pronouns were in contrast to pronouns that must have been discussed earlier in the conversation.

|                        |                |
|------------------------|----------------|
| Basic emphasis pattern | He'll KILL us! |
| Special emphasis       | HE'll kill US! |

**C**

Fill in the blank:

Earlier in the conversation, the wife must have said something like:  
"We'll KILL \_\_\_\_\_."

## 14 • Sentence focus (part 2)

### Procedure for these exercises

Read the paragraph silently. Then underline the focus words. Practice reading each paragraph aloud, emphasizing the focus words.

Remember, people can have different opinions about the focus of ideas. Decide what you think is important.

A

It is a lot of trouble to learn a new language. When we go to all that trouble, we certainly want to be understood. But understanding is based on more than speech. Sometimes misunderstanding comes not from the wrong words, but from the wrong style. In our own country, we learn the style for politeness. But this polite style may be misunderstood in another country. This can cause unexpected difficulties. Since you have spent so much effort learning this new language, it is sensible and practical to learn the politeness rules also. Even if you think some of the customs are foolish, learning them can help you to be clearly understood.

B

In your country, is it considered polite to listen quietly to other people, without any change of expression on the face? If this is the style you have learned, perhaps you should watch two Americans talking. Notice how the person who is listening will have frequent changes of expression. The listener may also make little remarks while the other person is talking. These little remarks may be one word, like "Really?" or they may just be a little sound, like "uh-huh" or "mmm." This is the way American listeners show that they are listening in a friendly way. That is why Americans get uneasy when the listener is silent and shows no change of expression. In the American style of speaking, an unmoving face often means that the listener is unfriendly, or perhaps even angry.

C

Sometimes people from two cultures are uncomfortable with each other for very small reasons. Here is an example: Americans think that perspiration (sweat) odor is not polite. In fact, they worry so much about this subject that they spend a great deal of money on deodorants and dry cleaning and wash-

*Thought units*

---

ing their clothes. If a foreign student does not follow the same rule, Americans may be disturbed and think the foreigner is not nice. The problem can be especially troublesome because Americans are so embarrassed about this subject that they do not even like to talk about it, so they are not likely to tell that person why they are uneasy.

In this part you will be listening to some dialogues and some descriptions. While you are listening you will be asked to either draw some of the information that you hear or to write in parts of a picture, plan or map.

1 People

On your cassette you will hear Tessa (a woman) talking to her friend John (a man), on the phone. She is asking him to describe three friends as she is going to meet them at the railway station and needs to be able to recognise them. While you are listening to the dialogue try to draw in the descriptions of the three men on the outline heads below. Under each head write the height that you hear (in centimetres).

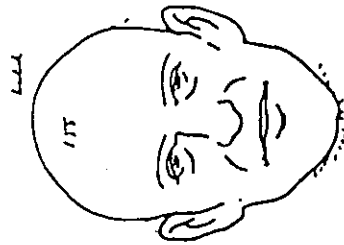
Before you begin check that you understand the following words:

- |          |      |         |       |           |
|----------|------|---------|-------|-----------|
| straight | hair | big     | beard | moustache |
| curly    |      | small   |       | bald      |
|          |      | pointed |       |           |

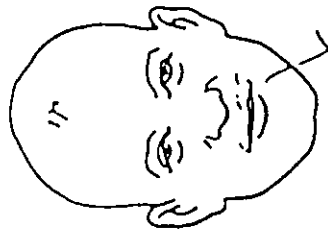
Listen



Ken

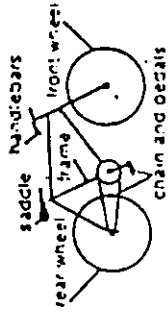


Ricardo



Mike

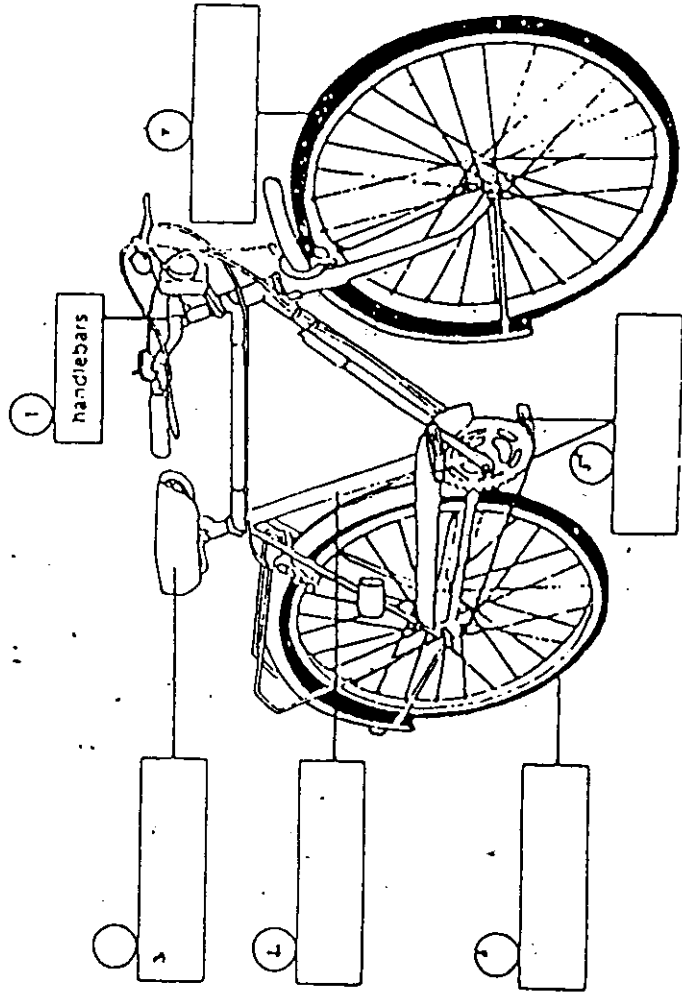
You are going to listen to a description of the cleaning of a bicycle. Charles, a boy, always cleans the parts of his bike in the same order each time. The main parts are as follows (check that you understand them by looking at the small diagram).



handlebars/front wheel/rear wheel/  
chain and pedals/saddle/frame  
(They are said at the beginning of  
the exercise on the cassette.)

As you are listening to the cleaning procedure, write the words from the list above in the correct boxes in the picture below. Write only those words; do not write other words that you will hear (it is not necessary to understand them). In the circle above each box write the number to indicate the order of cleaning that part. The first box and circle have been completed as an example.

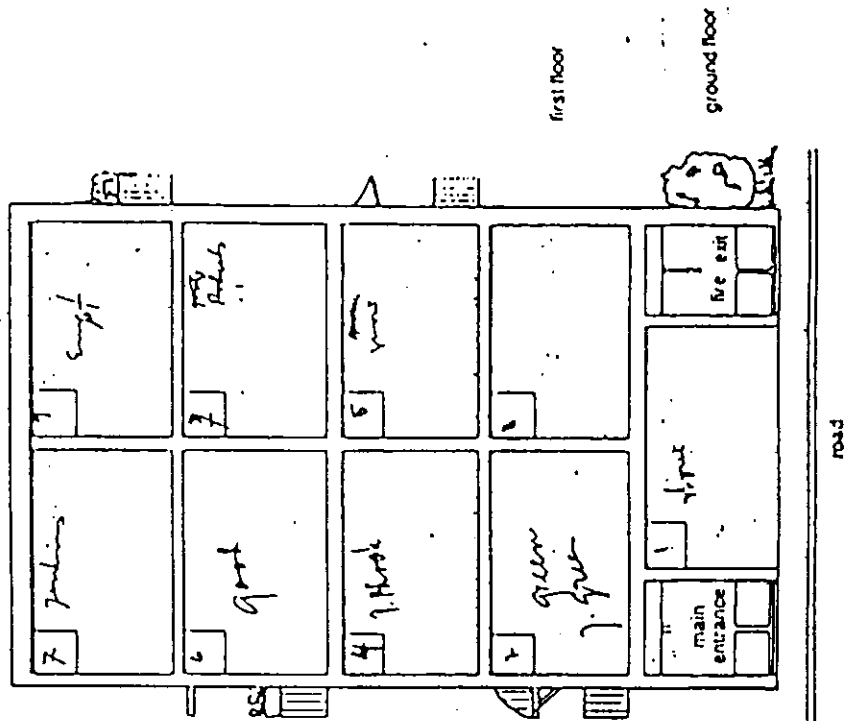
Listen



Below there is a diagram of a block of flats (or apartments). Each rectangular box in it represents a flat. On your cassette you will hear a dialogue between two men who deliver milk to the flats (milkmen). One of them is new to the milk round, and he is listening to the experienced milkman, describing who lives in which flat. As you are listening to the milkmen speaking

Listen

Write in the correct boxes the names of the occupants together with the numbers of their flats (in the corner of each flat). The names that you will hear are as follows:  
Mr and Mrs Snow, Mr and Mrs Good, Miss Sally Green, Miss June Green, Mrs Jenkins, Mr Roberts, Mr Stone, Dr Peter Black.



Look carefully at the street plan and directions for walking to a particular place on the street plan of Moreton. As you are listening, follow the directions carefully on the plan. At the end of each set of directions there are some questions. Write the answers below. The first one starts at the railway station.

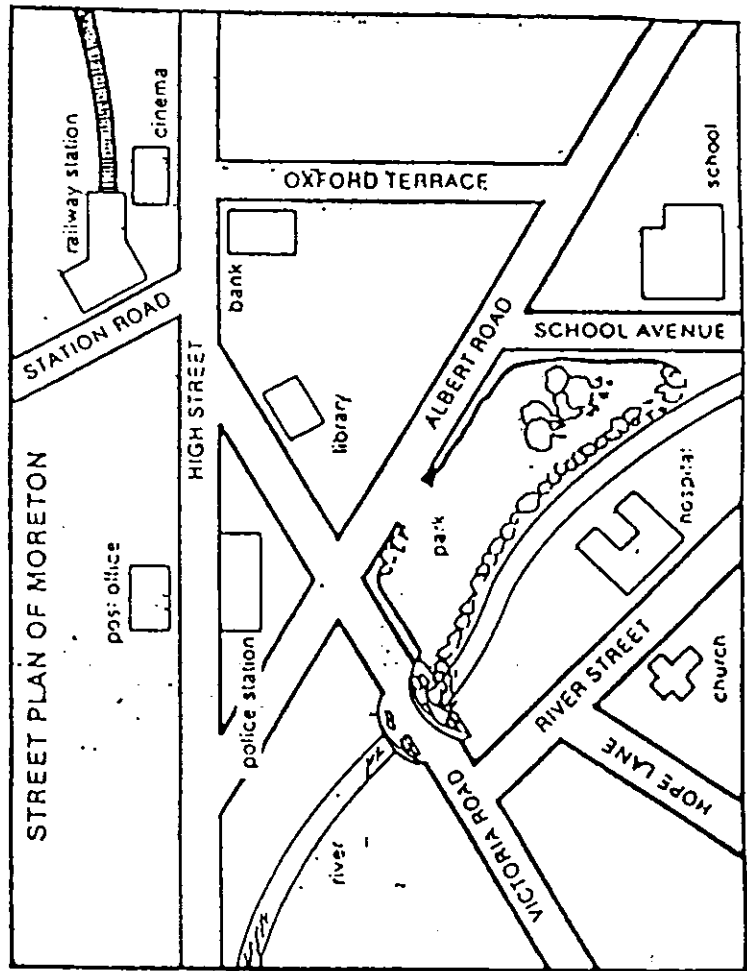
Listen

- 1 What is on your right?
- 2a Which road are you now in?
- b What is the building on your left?
- 3 What is the building on your right?

B On your cassette you will hear a dialogue between two people. One of them is describing a route around the town of Moreton. On the street plan draw a line to show the route taken. If the person went inside any of the places named on the plan, mark that place with a cross X.

When you have finished, check your answers carefully.

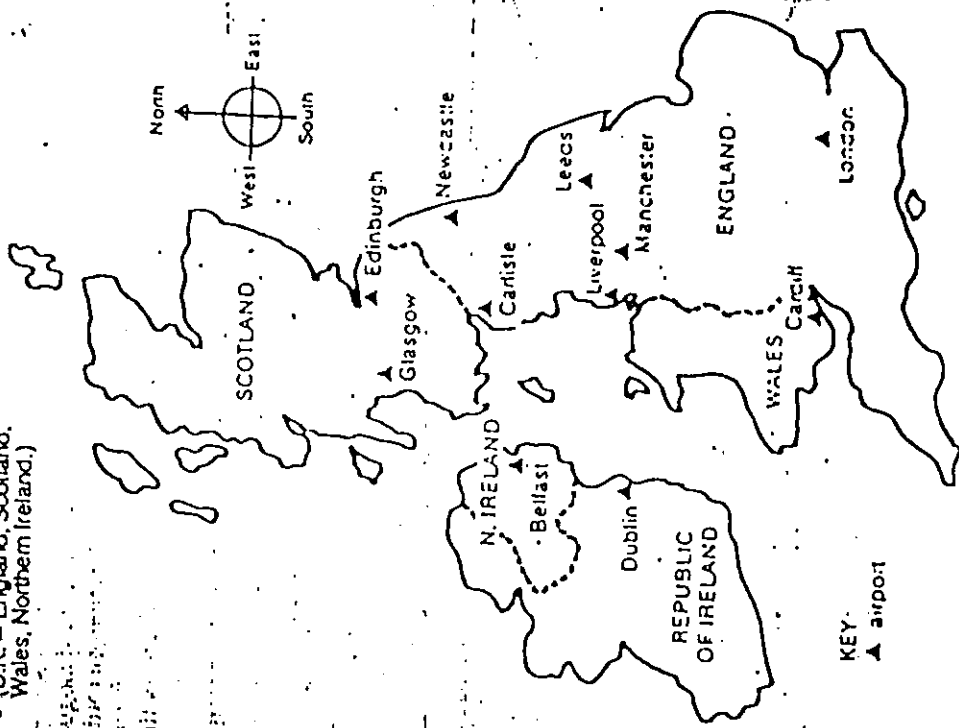
Listen



On your cassette you will hear a description on a local radio news broadcast of a plane's flight around the UK. The plane lands at several airports which are marked on the map below. While you are listening to the flight description draw a line on the map to show the route that the plane took. Put a cross X through any airport ▲ where the aeroplane lands. If you hear how long the plane stops at any airport, write the time in figures next to the airport name on the map. Look carefully at the map before you listen. The flight starts at Cardiff (South Wales).

Listen

**UNITED KINGDOM**  
(UK = England, Scotland, Wales, Northern Ireland.)



## Part 5 Comparing information

In this part you will hear some short descriptions: of an organisation, a place, a car, pet animals, and a person. You will be asked to compare the information that you hear with similar information that you read, and to underline the changes that have been made.

### 1 The Common Market

Read the text below at the same time as you are listening to it being read on your cassette. Some changes will be made to the text that is on the cassette. When you read any words or numbers that are different from those that you hear on the cassette, underline them.

Example: if the voice on the cassette said:

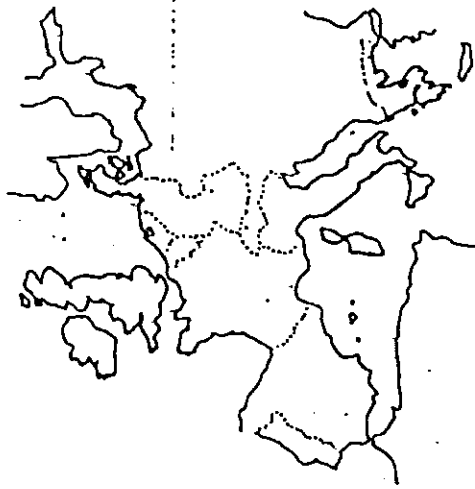
... consisted of seven member countries: Belgium, France, East Germany ... and the text that you read has: ... consisted of six member countries: Belgium, France, West Germany ... then you should underline the differences, i.e. 'six' and 'West'.

To help you — in this first text there will be 6 changes to listen for: the first two are in the first sentence ...

Listen

The European Economic Community (or EEC), otherwise known as the Common Market, is a Western European economic association. It was set up by the Treaty of Rome in 1958, and originally consisted of six member countries: Belgium, France, West Germany, Holland, Italy and Luxembourg.

Britain, together with Iceland and Denmark, joined the Common Market on 1st January, 1973. Greece joined in 1980, thus making a total membership of ten countries. Since then Spain and Portugal have also applied for membership.



Note: If you have not found the six changes, listen again carefully.

## Part 5 Comparing information

In this part you will hear some short descriptions: of an organisation, a place, a car, pet animals, and a person. You will be asked to compare the information that you *hear* with similar information that you *read*, and to underline the changes that have been made.

### 1 The Common Market

Read the text below at the same time as you are listening to it being read on your cassette. Some changes will be made to the text that is on the cassette. When you read any *words* or *numbers* that are different from those that you hear on the cassette, underline them.

Example: if the voice on the cassette said:

'... consisted of seven member countries: Belgium, France, East Germany ...' and the text that you read has: '... consisted of six member countries: Belgium, France, West Germany ...' then you should underline the differences, i.e. 'six' and 'West'.

Listen ... To help you - in this first text there will be 6 changes to listen for: the first two are in the first sentence ...

The European Economic Community (or EEC), otherwise known as the Common Market, is a Western European economic association. It was set up by the Treaty of Rome in 1958, and originally consisted of six member countries: Belgium, France, West Germany, Holland, Italy and Luxembourg.

Britain, together with Iceland and Denmark, joined the Common Market on 1st January, 1973. Greece joined in 1980, thus making a total membership of ten countries. Since then Spain and Portugal have also applied for membership.



Note: If you have not found the six changes, listen again carefully.

Read the text below at the same time as you are listening to it being read on your cassette. Some changes will be made to the text that is on the cassette. When you read any words or numbers that are different from those that you hear on the cassette, underline them. To help you — there will be 7 changes to listen for: the first one is in the first sentence; the second one is in the second sentence ...

Listen

Greater Manchester County is one of three major urban areas in the UK and the largest in North West England. It has a population of over 2.7 million, resident in an area of 500 square miles.

Traditional industries of the County have been coal mining and cotton manufacture and the industrial structure has been transformed in the last twenty years by the new industries of light

engineering, transport and warehousing, although old crafts and skills still remain.

Greater Manchester is situated almost in the centre of the UK: 187 miles north of London and 213 miles south of Edinburgh. It is within 40 minutes' journey by road of the cities of Leeds and Liverpool. London is only 2 1/2 hours away by rail.

Note: If you have not found the seven changes, listen again carefully.

### 3 Ford Escort Car

Read the text below at the same time as you are listening to it being read on your cassette. Some changes will be made to the text that is on the cassette. When you read any words or numbers that are different from those that you hear on the cassette, underline them. To help you — there will be 9 changes to listen for ...

Listen

One of the most popular British motor cars is the Ford Escort. It has a reputation for being an efficient, practical and economical car. In fact, in 1981, it was voted 'Car of the Year'.

One model has a 1300 c.c. engine and five doors. Four of the doors are at the sides for the driver and passengers, and the fifth is at the rear for luggage. The spare wheel is kept in the rear with the luggage. Some of the models contain a radio and a clock, as well as a cigarette lighter and the more usual interior heater.

The car will do between 30 and 50 miles



per gallon of petrol. The precise figure depends on the driving conditions and the speed. In 1982 the price of the car, depending on the particular model, varied between £4,000 and £5,750.

Read the text below at the same time as you are listening to it being read on your cassette. Some changes will be made to the text that is on the cassette. When you read any words or numbers that are different from those you hear on the cassette, or that have been left out, underline them.

Listen

You are not told the number of changes to listen for ...

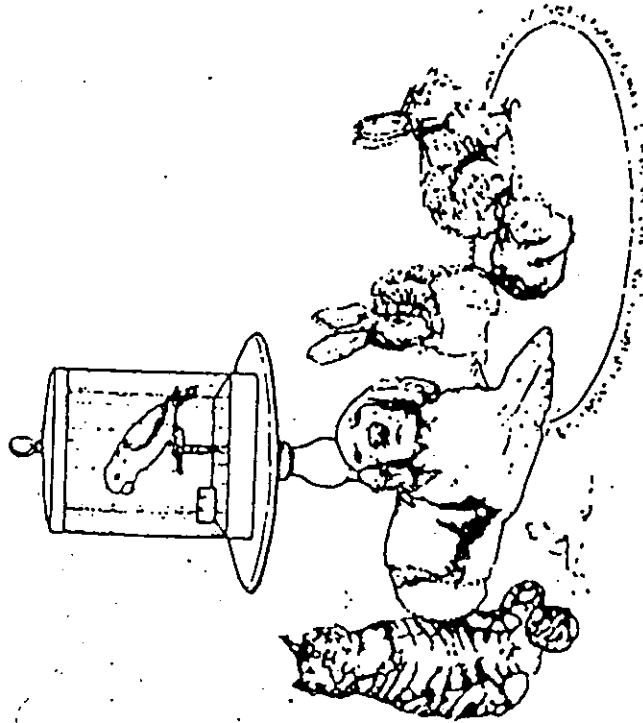
Many British families keep pets at home. Pets are tame animals that are kept in the home for different reasons, but mainly to provide companionship and amusement. The two main groups of people who like pets the most are children and elderly people.

From looking after their pets, boys and girls can learn the meaning of responsibility. This is particularly true if they are responsible for feeding the pets

and cleaning out their cages or boxes.

Probably the most popular pets are dogs and cats, but with children smaller animals are often more popular, for example, rabbits, guinea pigs, white mice, and sometimes caged birds.

Elderly people prefer dogs and cats as pets. They are easier to look after, and return affection. In particular, they provide companionship which can be very important for a person living alone.





This exercise is more difficult than the previous ones as it contains the names of people, places and books.

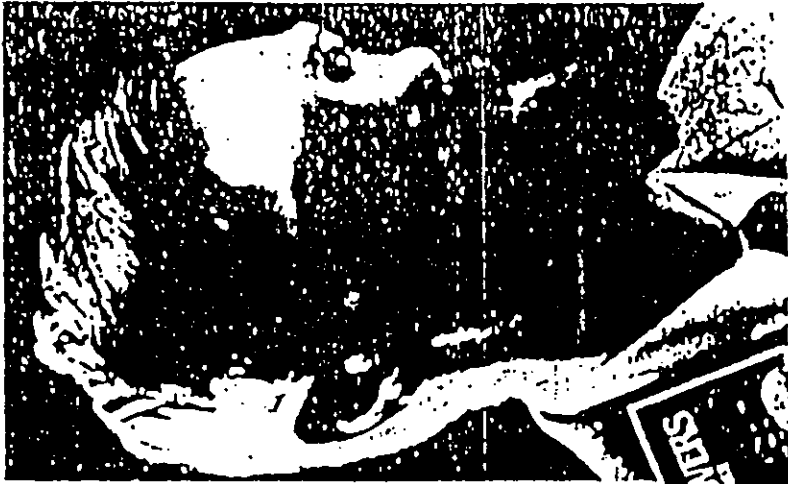
In the same way as the previous exercises, read the text below at the same time as you are listening to it being read on your cassette. Some changes will be made to the text that is on the cassette. When you read any words or numbers that are different from those that you hear on the cassette, or that have been left out, underline them.

Listen You are not told the number of changes to listen for ...

David Herbert Lawrence was born at Eastwood, near Nottingham, in 1885, the son of a coal miner. He was educated at Nottingham University College, where he qualified as a teacher. He taught at an elementary school in London until 1913 when he had to resign because of illness. After this he devoted himself to literature.

His first book, The White Peacock was published in 1911. In 1912 Lawrence went to Italy with Frieda, the wife of Professor Ernest Weekley. After Frieda's divorce, Lawrence married her in 1914. His first masterpiece, Sons and Lovers was published in 1913; in many places it is directly autobiographical. Other novels which are well-known are The Rainbow, Women in Love, and Lady Chatterley's Lover, published in 1929.

Lawrence died of tuberculosis near Nice in 1930.



D.H. Lawrence



# SPORTS

## ■ VOCABULARY PREVIEW

The following words and expressions will appear in the talk. Listen and write a short definition for each item.

individual—

separate—

compete/competition—

perform—

require—

## ■ SENTENCE CUES

Look at the following sentence patterns. Then listen to each sentence.

- There are \_\_\_\_\_ kinds of \_\_\_\_\_.
- Besides \_\_\_\_\_, there is \_\_\_\_\_.
- The main difference is that \_\_\_\_\_.

## ■ LISTENING STRATEGY

This talk is about two different kinds of sports. As you listen, try to find out what are the two kinds of sports? What is the purpose of each? Give examples of each kind? Listen for these classification terms: *there are two kinds of* (team sport). Now talk about the talk.

Use this space (or additional paper) for your notes about the talk.

## ☐ COMPREHENSION QUESTIONS

Listen to the questions and write your answers on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## AFTER YOU LISTEN

Fill in the paragraph below with the ideas from the tape.

There are two main \_\_\_\_\_ of sports: \_\_\_\_\_  
and \_\_\_\_\_. An example of a team sport  
is \_\_\_\_\_, and an example of an individual  
sport is \_\_\_\_\_. The purpose of team sports  
is \_\_\_\_\_. The purpose of individual  
sports is \_\_\_\_\_. Team sports require  
\_\_\_\_\_. Individual sports require \_\_\_\_\_  
\_\_\_\_\_.

## MAKING AN OUTLINE

Organize your notes into an outline. Use the outline frame below. Notice that I and II refer to the MAIN TOPICS. A, B, C, D refer to IDEAS ABOUT THE TOPIC.

### SPORTS

#### I. Team sports

- A. The purpose is to \_\_\_\_\_
- B. They require two \_\_\_\_\_
- C. Some examples are \_\_\_\_\_

#### II. Individual sports

- A. The purpose is to \_\_\_\_\_
- B. They require only \_\_\_\_\_
- C. Some examples are \_\_\_\_\_
- D. It is possible to \_\_\_\_\_

### APPLICATION

1. Use your outline to give a short presentation on sports. Your presentation can be spoken or written. Be sure to cover the main points on your outline.

2. This talk divided sports into two categories: team and individual. Think of two other categories for sports (e.g. sports that use a ball and sports that don't use a ball/contact sports and non-contact sports). Make an outline similar to the one above. Then give a short presentation on your topic - spoken or written.

# MAKING OMELETTES

2

## ■ VOCABULARY PREVIEW

The following words and expressions will appear in the talk. Listen and write a short definition for each item.

crack—

ingredients—

melt—

frying pan—

chopsticks—

## ■ SENTENCE CUES

Look at the following sentence patterns. Then listen to each sentence.

- First*, \_\_\_\_\_.
- After a couple minutes*, \_\_\_\_\_.
- When it's* \_\_\_\_\_, \_\_\_\_\_.

## ■ LISTENING STRATEGY

The talk is about how to make omelettes. As you listen, take notes on each step. Also take note of the ingredients and equipment that are used. Listen for these expressions of time order: *first*, *second*, *third*, *when both sides are cooked*. Now listen to the talk.

Use this space (or additional paper) for your notes about the talk.

## □ COMPREHENSION QUESTIONS

Listen to the questions and write your answers on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### AFTER YOU LISTEN

1) Make a list of the ingredients and equipment you need to make an omelette:

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

2) Put these steps in order:

- a. Put some butter into the frying pan.
- b. Turn the eggs over.
- c. Crack the eggs and put them into a bowl.
- d. Remove the omelette from the pan.
- e. Cut the ham, cheese, and vegetables into pieces.
- f. Mix the eggs.
- g. Pour the eggs into the frying pan.
- h. Put the cheese, ham, and vegetables on top of the eggs.

## MAKING AN OUTLINE

Organize your notes into an outline. Use the outline frame below. Notice that I and II refer to the TWO MAIN STAGES in making an omelette. A, B, C, D, E point to the SPECIFIC STEPS in each stage.

### MAKING OMELETTES

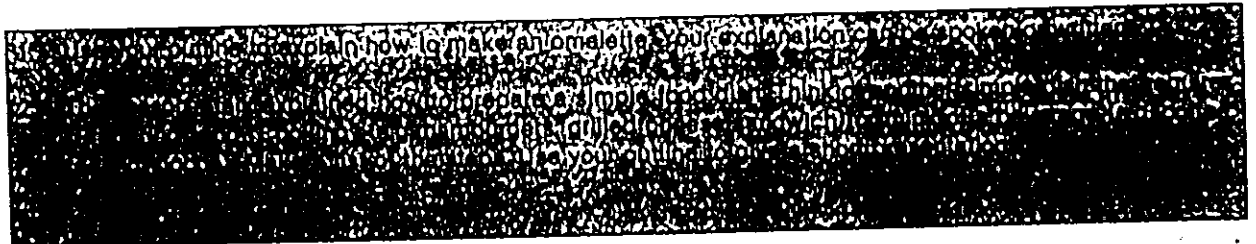
#### I. Prepare the ingredients

- A. Crack \_\_\_\_\_ and put \_\_\_\_\_
- B. Mix \_\_\_\_\_ until \_\_\_\_\_
- C. Cut \_\_\_\_\_

#### II. Cook

- A. Melt \_\_\_\_\_
- B. Pour \_\_\_\_\_
- C. Put \_\_\_\_\_
- D. Wait \_\_\_\_\_ turn \_\_\_\_\_
- E. \_\_\_\_\_ from the pan.

### APPLICATION



# A ROCK IN THE ROAD

## ■ VOCABULARY PREVIEW

The following words and expressions will appear in the talk. Listen and write a short definition for each item.

destroy—

earthquake—

sphere—

dig—

bury—

incline—

## ■ SENTENCE CUES

Look at the following sentence patterns. Then listen to each sentence.

- a. They decided that \_\_\_\_\_.
- b. I think I can \_\_\_\_\_.
- c. No matter how \_\_\_\_\_, they couldn't \_\_\_\_\_.

## ■ LISTENING STRATEGY

This talk is a short story about what happened in a small village after an earthquake. In this story there is a problem. The problem was solved by a young boy. Listen for a statement of the problem. Then listen for how the problem was solved. Listen for these time indicators: a hundred years ago, one day, when it stopped, all of this time, the next morning, last night. Now listen to the talk.

Use this space (or additional paper) for your notes about the talk.



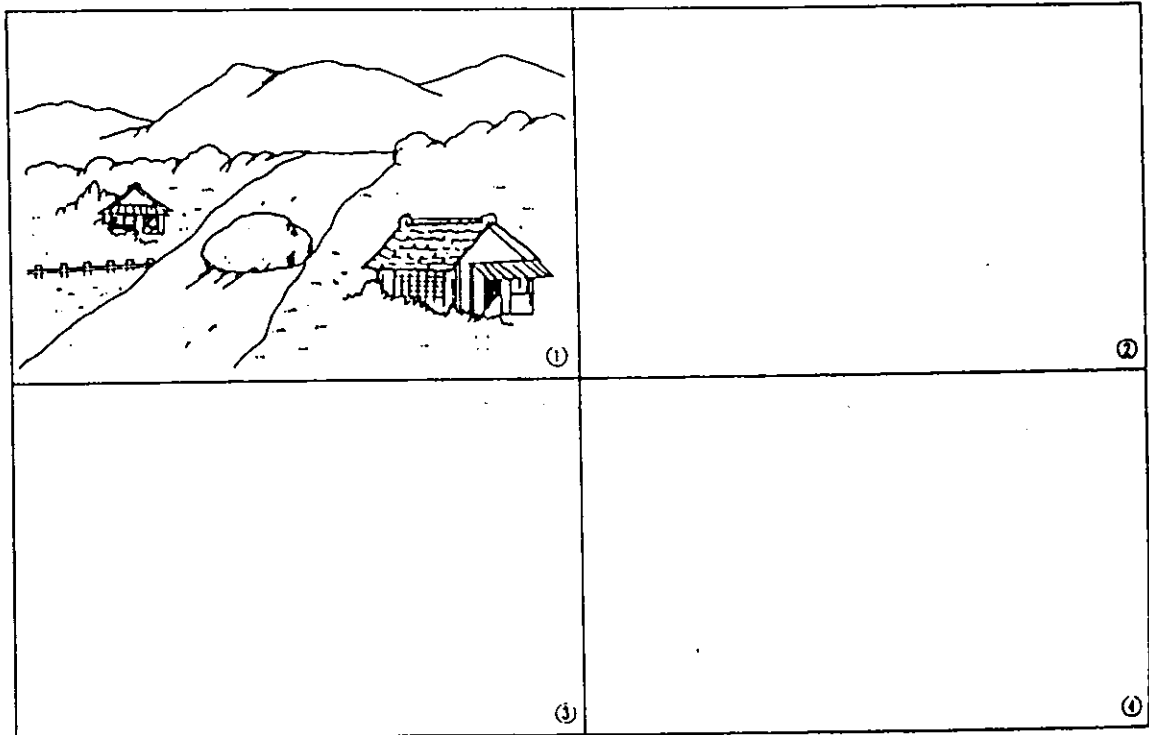
## □ COMPREHENSION QUESTIONS

Listen to the questions and write your answers on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## AFTER YOU LISTEN

Make a simple drawing that illustrates the story of "The Rock in the Road." Your sketch should include the following items: a *mountain*, a *rock*, a *village*, a *road*, *some people*, a *young boy*, a *rope*, a *shovel*, and a *hole*. The first picture is partly completed.



## MAKING AN OUTLINE

Organize your notes about this story into an outline. You can use the outline frame below. Notice that you can divide this story into TWO PARTS. One part is the PROBLEM. The other part is the SOLUTION. The letters A, B, C, D give KEY FACTS and KEY STEPS that explain the problem and its solution.

### A ROCK IN THE ROAD

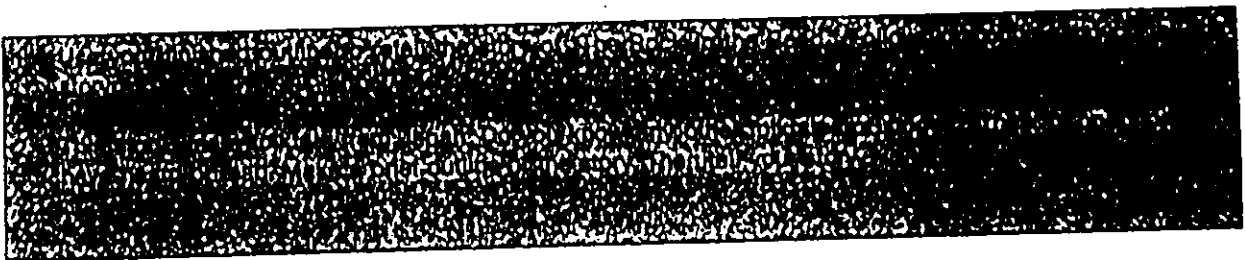
#### I. Problem

- A. A large rock \_\_\_\_\_  
\_\_\_\_\_
- B. No one could \_\_\_\_\_  
\_\_\_\_\_
- C. No one listened to \_\_\_\_\_  
\_\_\_\_\_

#### II. Solution

- A. \_\_\_\_\_ dug \_\_\_\_\_
- B. \_\_\_\_\_ an incline up to the rock.
- C. \_\_\_\_\_ by itself \_\_\_\_\_
- D. \_\_\_\_\_ covered \_\_\_\_\_ with dirt.

### APPLICATION



# DOING PUSH-UPS

## ■ VOCABULARY PREVIEW

The following words and expressions will appear in the talk. Listen and write a short definition for each item.

chest—

keep together—

palms of the hands—

support—

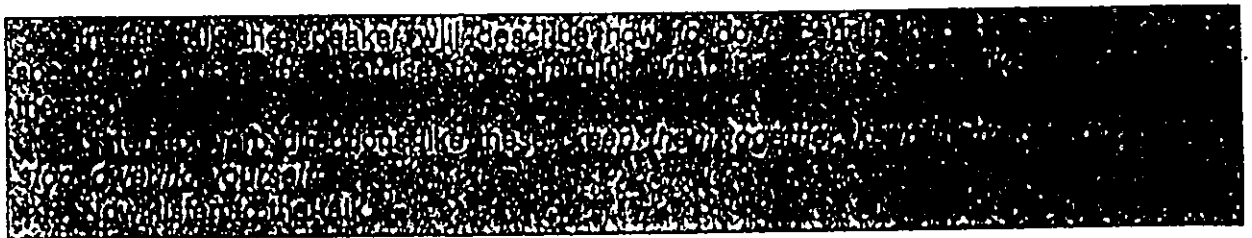
straighten—

## ■ SENTENCE CUES

Look at the following sentence patterns. Then listen to each sentence.

- As you \_\_\_\_\_, put \_\_\_\_\_.
- \_\_\_\_\_ should be \_\_\_\_\_.
- In order to \_\_\_\_\_, \_\_\_\_\_.

## ■ LISTENING STRATEGY



Use this space (or additional paper) for your notes about the talk.

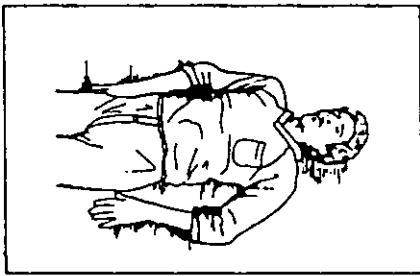
## □ COMPREHENSION QUESTIONS

Listen to the questions and write your answers on the lines below.

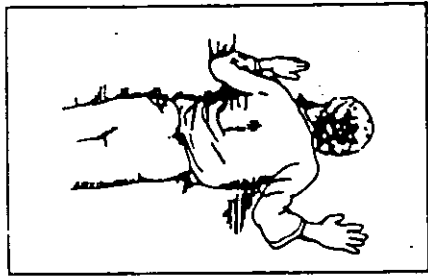
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## AFTER YOU LISTEN

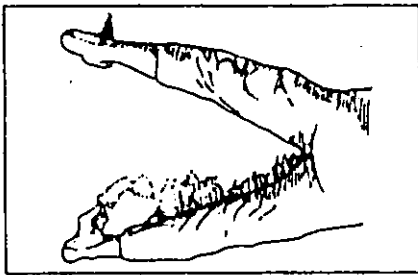
Look at each picture. In each picture the person is doing *something wrong* according to the directions in this talk. Fill in each blank below the picture.



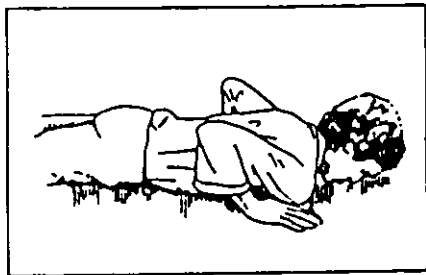
- a. He's lying face-up.  
He should be \_\_\_\_\_  
\_\_\_\_\_



- b. His hands are \_\_\_\_\_  
\_\_\_\_\_  
They should be \_\_\_\_\_  
\_\_\_\_\_



- c. His feet are \_\_\_\_\_  
They should be \_\_\_\_\_



- d. His body touched the floor.  
He should have stopped lowering himself when \_\_\_\_\_  
\_\_\_\_\_

## MAKING AN OUTLINE

Make an outline of "Doing Push-Ups." It is possible to divide this talk into two parts: Beginning Position and Movement. These MAIN PARTS are shown by I and II. The letters A, B, C indicate the STEPS.

### DOING PUSH-UPS

#### I. Beginning position

A. Lie on the floor, face down.

B. \_\_\_\_\_ legs \_\_\_\_\_

C. \_\_\_\_\_ hands \_\_\_\_\_

#### II. Movement

A. \_\_\_\_\_ away from the floor.

B. \_\_\_\_\_ until you almost touch the floor.

C. \_\_\_\_\_ several times.

### APPLICATION

1. Use your finished outline to explain how to do push-ups. Be sure to follow the steps on your outline. When you explain, you can add information.
2. This lesson's talk was about an exercise. Think of another exercise that you know how to do (a game, yoga exercises, warm-up exercises before running). Make a short outline of the important steps. Then explain the purpose of the exercise and how to do it.

# THE ANCIENT CHINESE CALENDAR

## ■ VOCABULARY PREVIEW

The following words and expressions will appear in the talk. Listen and write a short definition for each item.

dragon—

rooster—

cycle—

keep track of—

chart—

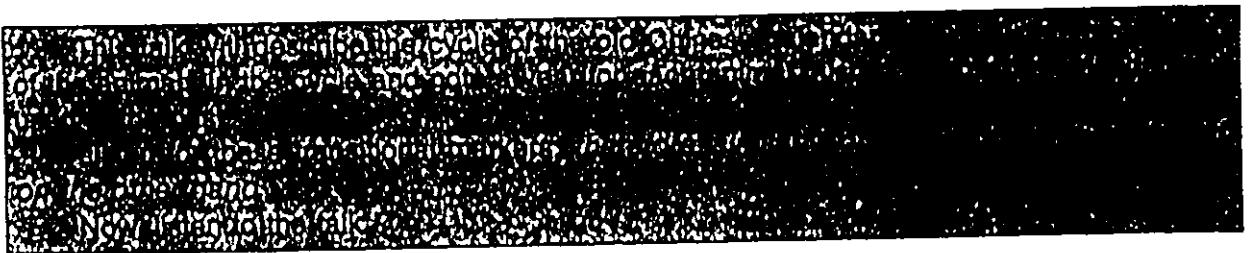
consult—

## ■ SENTENCE CUES

Look at the following sentence patterns. Then listen to each sentence.

- a. You can \_\_\_\_\_.
- b. In ancient times, \_\_\_\_\_.
- c. It's used to \_\_\_\_\_.

## ■ LISTENING STRATEGY



Use this space (or additional paper) for your notes about the talk.

## □ COMPREHENSION QUESTIONS

Listen to the questions and write your answers on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## AFTER YOU LISTEN

Below is a list of the animals in the Chinese calendar. After the name of each animal, write the date of the most recent year for that animal.

|        |       |         |       |
|--------|-------|---------|-------|
| boar   | _____ | rabbit  | _____ |
| dog    | _____ | rat     | _____ |
| dragon | _____ | rooster | _____ |
| horse  | _____ | sheep   | _____ |
| monkey | _____ | snake   | _____ |
| ox     | _____ | tiger   | _____ |

## MAKING AN OUTLINE

Make an outline of this talk about the "Chinese Calendar." Notice that the talk has two parts. The FIRST PART of the talk described the animals in the cycle. The SECOND PART talked about USES OF THE CALENDAR. Your outline would also divide the talk in this way. The first part of the talk is simply a LIST. The second part of the talk contains some IDEAS.

### THE ANCIENT CHINESE CALENDAR

I. The Chinese calendar was divided into 12 year cycles.

A. Each year had the name of an animal.

1. rat

7. horse

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. rabbit

10. rooster

5. dragon \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

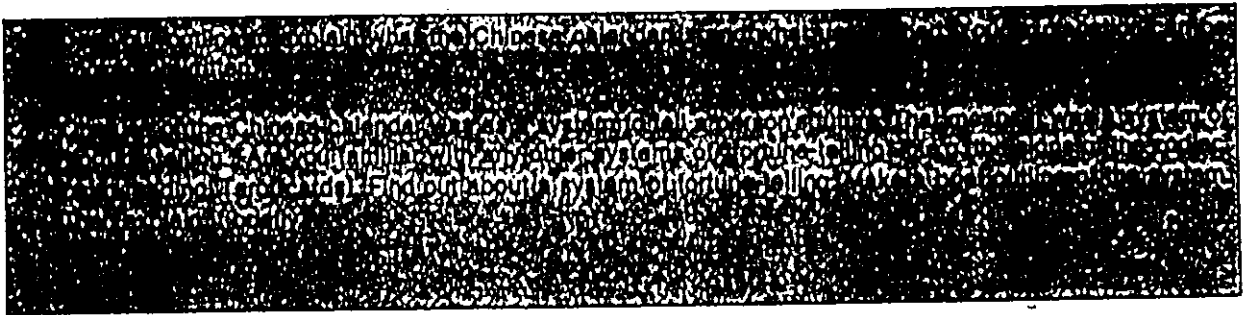
B. Each animal repeated every \_\_\_\_\_.

II. The calendar had some uses.

A. The calendar was used for selecting \_\_\_\_\_.

B. The calendar was used \_\_\_\_\_.

### APPLICATION





# LIFTING THINGS

## ■ VOCABULARY PREVIEW

The following words and expressions will appear in the talk. Listen and write a short definition for each item.

squat—

support—

spread—

waist—

hips—

## ■ SENTENCE CUES

Look at the following sentence patterns. Then listen to each sentence.

- a. Try to \_\_\_\_\_ as \_\_\_\_\_ as possible.
- b. \_\_\_\_\_ with \_\_\_\_\_, not with \_\_\_\_\_.
- c. It's easy to \_\_\_\_\_ when you \_\_\_\_\_.

## ■ LISTENING STRATEGY

This talk will describe the correct way to lift heavy objects from the floor. As you listen, try to imagine what the correct position and movement look like. Listen for these condition markers: *if you*, *when you*. Now listen to the talk.

Use this space (or additional paper) for your notes about the talk.

## □ COMPREHENSION QUESTIONS

Listen to the questions and write your answers on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### AFTER YOU LISTEN

1) Fill in the blanks.

Many people \_\_\_\_\_ their backs when they \_\_\_\_\_  
to \_\_\_\_\_ heavy things from the \_\_\_\_\_. It's  
\_\_\_\_\_ to hurt your \_\_\_\_\_ when you try to pick  
up \_\_\_\_\_. However, if you \_\_\_\_\_  
heavy objects \_\_\_\_\_, you probably won't hurt  
your back.

2) Describe the correct way to lift heavy objects. Use these verbs: squat,  
keep...straight, get close, spread, put (hands), stand up.

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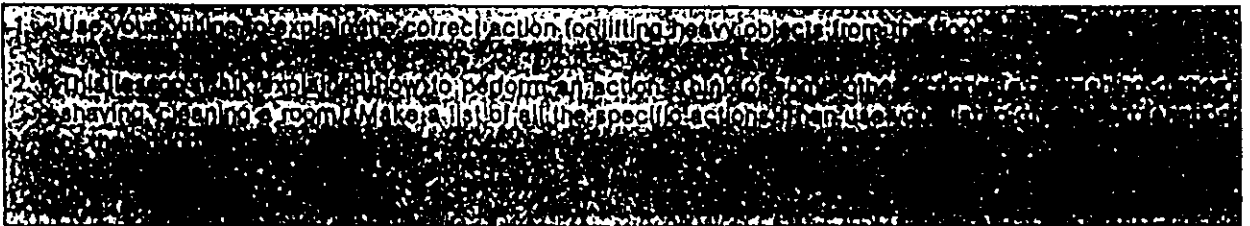
## MAKING AN OUTLINE

Notice that the talk is simply a SERIES OF STEPS. Since the series is rather short, it is not necessary to divide it into stages.

### LIFTING THINGS

- I. \_\_\_\_\_ close to the object.
- II. \_\_\_\_\_ straight.
- III. \_\_\_\_\_ knees.
- IV. \_\_\_\_\_ under the object.
- V. \_\_\_\_\_ slowly.

### APPLICATION





# OPENING LOCKS

## ■ VOCABULARY PREVIEW

The following words and expressions will appear in the talk. Listen and write a short definition for each item.

cylinder—

pin—

combination—

dial—

disc—

## ■ SENTENCE CUES

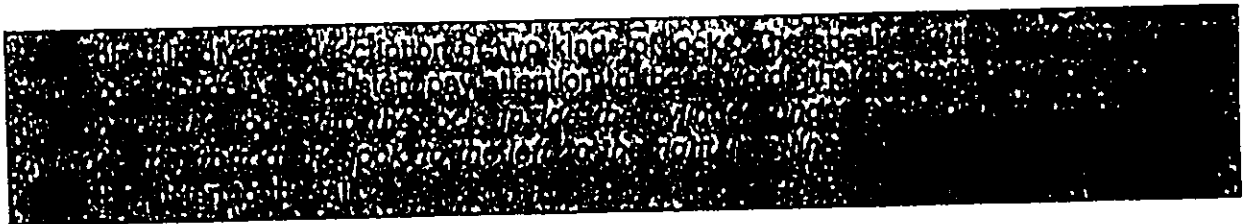
Look at the following sentence patterns. Then listen to each sentence.

a. *This kind of \_\_\_\_\_ is called \_\_\_\_\_.*

b. *When you \_\_\_\_\_, \_\_\_\_\_.*

c. *Inside \_\_\_\_\_, there are \_\_\_\_\_.*

## ■ LISTENING STRATEGY



Use this space (or additional paper) for your notes about the talk.

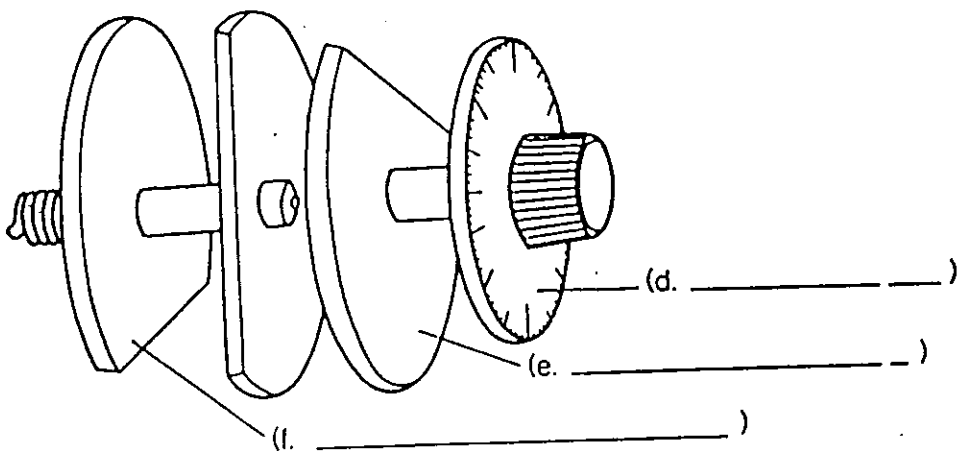
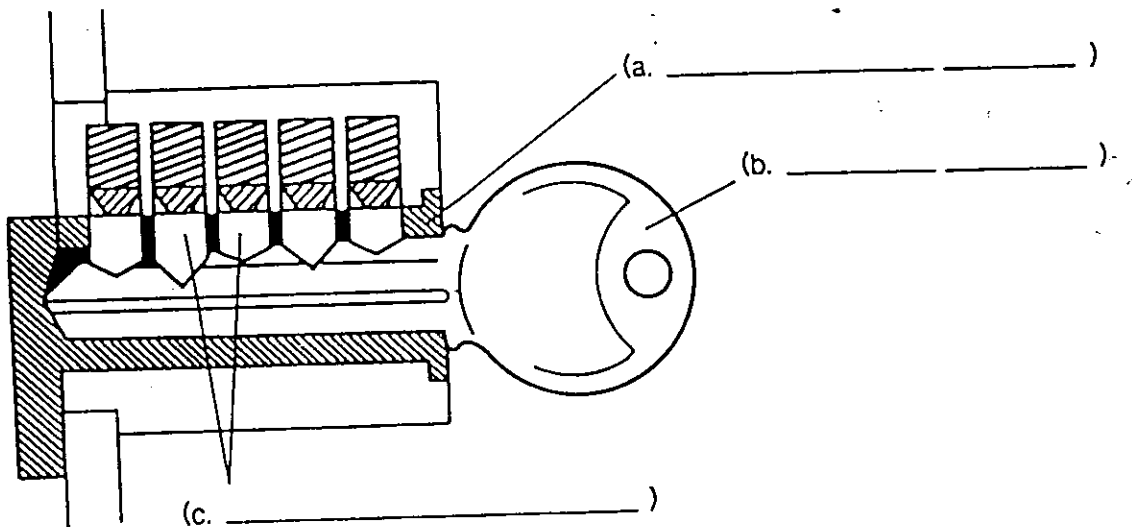
## ☐ COMPREHENSION QUESTIONS

Listen to the questions and write your answers on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## AFTER YOU LISTEN

Label the parts of the illustrations.



# MAKING AN OUTLINE

Make a brief outline of this talk. Use the outline frame below. You will have two MAIN HEADINGS (I, II). A and B will give the main facts for each heading.

## OPENING LOCKS

### I. Opening a cylinder lock

A. Put \_\_\_\_\_ into \_\_\_\_\_.

1. There are five \_\_\_\_\_.

2. The key has to \_\_\_\_\_ exactly under \_\_\_\_\_.

\_\_\_\_\_.

B. Turn \_\_\_\_\_.

1. The pins \_\_\_\_\_.

2. The lock is \_\_\_\_\_.

### II. Opening a combination lock

A. Turn the \_\_\_\_\_ on the front of the \_\_\_\_\_.

1. The \_\_\_\_\_ has several \_\_\_\_\_ on it.

2. The \_\_\_\_\_ turns the \_\_\_\_\_ inside the \_\_\_\_\_.

B. Select the correct \_\_\_\_\_ of turns.

1. Turn the dial to the \_\_\_\_\_ then to the \_\_\_\_\_, then to the \_\_\_\_\_ to the correct numbers.

2. If \_\_\_\_\_.

the lock will open.

## APPLICATION

1. Use your outline to explain what a cylinder lock and combination lock are. Don't actually read your outline. Only refer to it as a reminder when you are speaking or writing.
2. This lesson's talk described how some simple devices work. Think of some other devices (e.g. toaster, cord player, typewriter, water faucet). Find out how they work (by consulting an encyclopedia) and make a short outline of the information.

# TWO WHITE MICE

## ■ VOCABULARY PREVIEW

The following words and expressions will appear in the talk. Listen and write a short definition for each item.

wire—

pipe—

pet store—

confused—

squeeze—

## ■ SENTENCE CUES

Look at the following sentence patterns. Then listen to each sentence.

- a. He told him that he was going to \_\_\_\_\_.
- b. When he heard \_\_\_\_\_, he ran \_\_\_\_\_.
- c. \_\_\_\_\_ at one end \_\_\_\_\_; \_\_\_\_\_ at the other end.

## ■ LISTENING STRATEGY

The story will describe a problem that two electricians had when they were working on a house. Listen for a description of the problem. Then listen for how the problem was solved.

In the talk, there is some direct speech and some indirect speech. Listen for these in the story. Write down the words you are listening to direct speech as in these phrases:

Henry asked Frank how Frank told him that. When you hear the words, write down the words you are listening to direct speech as in these phrases: think I know, how, what are you doing, what are you doing?

Now listen to the talk.

Use this space (or additional paper) for your notes about the talk.

## □ COMPREHENSION QUESTIONS

Listen to the questions and write your answers on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## AFTER YOU LISTEN

Draw a rough sketch of the story in four pictures. Include these items in the sketch: *pipe, wire, two mice, two men*. The pictures should also show these actions: *tie, squeeze, run, untie*.

|  |  |
|--|--|
|  |  |
|  |  |



## MAKING AN OUTLINE

Make a brief outline of this story. Notice that we can divide this story into "Problem" and "Solution." These would be the GENERAL HEADINGS of the outline (I, II). The capital letters (A, B, C, D) give the MAIN IDEAS of the story. Notice that these ideas (A, B, C, D) are SUMMARY IDEAS. To write summary ideas, you have to use your own words to explain. Naturally, there are several ways to give summary ideas.

### TWO WHITE MICE

#### I. Problem

- A. The electricians had to \_\_\_\_\_  
\_\_\_\_\_
- B. \_\_\_\_\_, but they weren't able to do it

#### II. Solution

- A. One electrician (Frank) bought \_\_\_\_\_  
\_\_\_\_\_
- B. Frank tied \_\_\_\_\_  
\_\_\_\_\_
- C. Frank held the \_\_\_\_\_  
\_\_\_\_\_
- D. The other electrician (Harry) held \_\_\_\_\_  
\_\_\_\_\_ the other \_\_\_\_\_
- E. Harry \_\_\_\_\_  
\_\_\_\_\_
- F. The male mouse \_\_\_\_\_
- G. \_\_\_\_\_ came out the opposite end \_\_\_\_\_  
\_\_\_\_\_
- H. The wire was \_\_\_\_\_

### APPLICATION

1. Use your finished outline to retell the story of "Two White Mice."
2. This story had a "problem" and a "solution." The solution was rather unusual. Can you think of other situations that might have an unusual solution (e.g. how to get a cat down from a tree, how to get cockroaches from an apartment, how to cross a wide river). Think up an unusual solution of your own that *might* work. Make a brief outline of the problem and the solution. Then tell your class.



# DICTIONARIES

## ■ VOCABULARY PREVIEW

The following words and expressions will appear in the talk. Listen and write a short definition for each item.

alphabetical order—

phonetic alphabet—

look up—

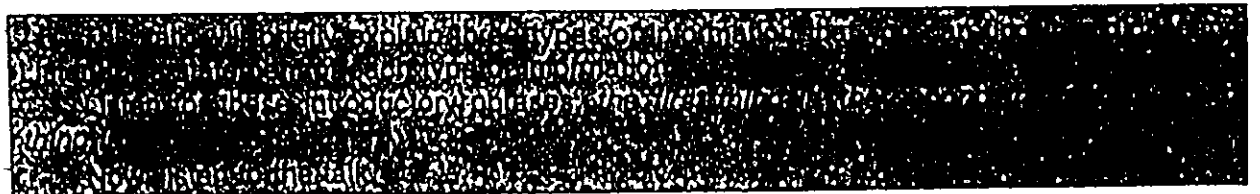
approximately—

## ■ SENTENCE CUES

Look at the following sentence patterns. Then listen to each sentence.

- a. *The first thing that \_\_\_\_\_ is \_\_\_\_\_.*
- b. *There are \_\_\_\_\_ things that \_\_\_\_\_.*
- c. *It will tell you how \_\_\_\_\_.*

## ■ LISTENING STRATEGY



Use this space (or additional paper) for your notes about the talk.

## □ COMPREHENSION QUESTIONS

Listen to the questions and write your answers on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### AFTER YOU LISTEN

- 1) Fill in the blanks in the following paragraph.

In a dictionary words are \_\_\_\_\_ in \_\_\_\_\_ order. The \_\_\_\_\_ of the words is given in a phonetic alphabet. If you \_\_\_\_\_ a word, you can \_\_\_\_\_ its meaning.

- 2) Circle the set of words which is in alphabetical order.

- |          |         |            |
|----------|---------|------------|
| a. power | b. poor | c. poverty |
| poverty  | poverty | poor       |
| poor     | power   | power      |

## MAKING AN OUTLINE

Make an outline of this talk about "Dictionaries." The talk is divided into three topics about dictionaries. Your outline should separate these TOPICS (I, II, III). The capital letters will be MAIN IDEAS about the topics.

### DICTIONARIES

#### I. Spelling

- A. A dictionary gives the correct \_\_\_\_\_  
\_\_\_\_\_.
- B. Words are listed in \_\_\_\_\_  
\_\_\_\_\_.

#### II. Pronunciation

- A. A dictionary gives \_\_\_\_\_  
\_\_\_\_\_.
- B. \_\_\_\_\_ is given by \_\_\_\_\_  
\_\_\_\_\_.

#### III. \_\_\_\_\_

- A. A dictionary explains \_\_\_\_\_  
\_\_\_\_\_.
- B. Example sentences show \_\_\_\_\_  
\_\_\_\_\_.

### APPLICATION

Use your outline to give a summary of three types of information contained in dictionaries. Find out what the dictionary that you use gives you. Make an outline that shows all the kinds of information that your dictionary gives you (e.g., spelling, pronunciation, word origin, part of speech, etc.). Use your outline to explain the features of your dictionary. (Note: Instead of a dictionary, you may use another book, such as an atlas, an encyclopedia, etc.)



# A TRICK WITH NUMBERS

## ■ VOCABULARY PREVIEW

The following words and expressions will appear in the talk. Listen and write a short definition for each item.

trick—

house number—

multiply—

add—

subtract—

## ■ SENTENCE CUES

Look at the following sentence patterns. Then listen to each sentence.

a. *If you \_\_\_\_\_, you'll get \_\_\_\_\_.*

b. *In other words, \_\_\_\_\_.*

c. *After you \_\_\_\_\_, \_\_\_\_\_.*

## ■ LISTENING STRATEGY

This talk will describe a simple trick that you can do with numbers. The problem involves simple arithmetic — adding, subtracting, multiplying, and dividing. As you listen, you will have to follow directions. The speaker will tell you to write down certain numbers to add, subtract, and so on. As you listen, write down the example that the speaker gives. Listen for these expressions of time order: *first, after you do this, then, the fifth step is*. Now, listen to the talk.

Use this space (or additional paper) for your notes about the talk.

## □ COMPREHENSION QUESTIONS

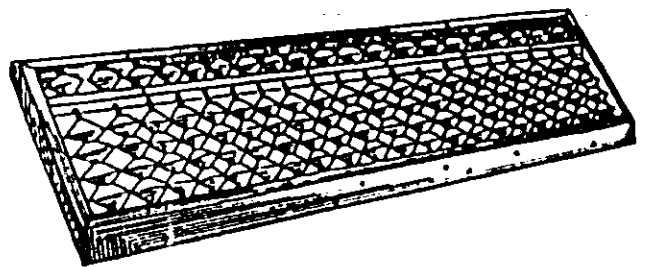
Listen to the questions and write your answers on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## AFTER YOU LISTEN

Identify which steps are wrong. If the directions are wrong, correct them.

- a. Write down your house number.
- b. Multiply this number by 4.
- c. Add 2 to this number.
- d. Multiply this number by 15.
- e. Add your age to this total.
- f. Add the number of days in a year.
- g. Multiply this total by 615.



## MAKING AN OUTLINE

Make an outline of this "trick." Your outline should first give the STEPS (I). Then your outline should explain the RESULT (II).

### A TRICK WITH NUMBERS

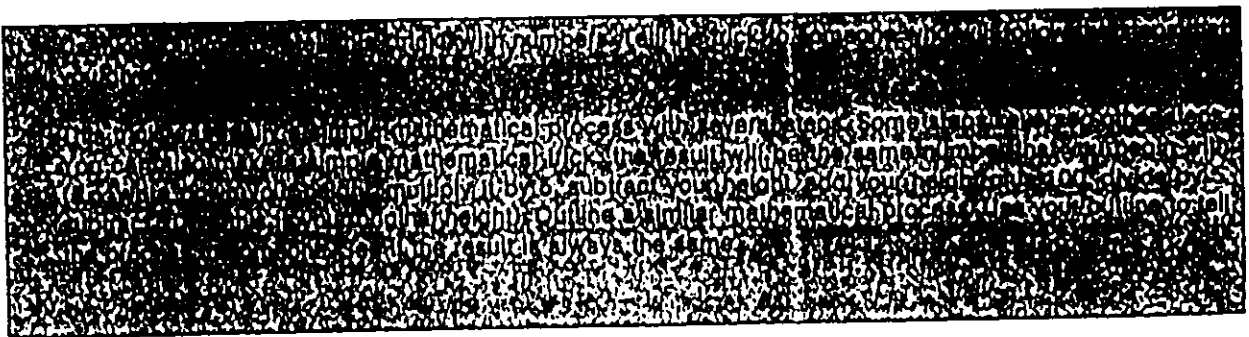
#### I. Steps

- A. Write down \_\_\_\_\_ .  
(example: 73)
- B. \_\_\_\_\_ .  
(example:  $73 \times \underline{\quad} = \underline{\quad}$  )
- C. Add \_\_\_\_\_ .  
(example:  $146 + \underline{\quad} = \underline{\quad}$  )
- D. Multiply by \_\_\_\_\_.  
(example: \_\_\_\_\_ = 7550)
- E. Add \_\_\_\_\_ .  
(example: \_\_\_\_\_ )
- F. \_\_\_\_\_ 365.  
(example: \_\_\_\_\_ )
- G. \_\_\_\_\_ .  
(example: \_\_\_\_\_ )

#### II. Result

- A. The first part of the number is \_\_\_\_\_ . (e.g. 73)
- B. The second part of the number is \_\_\_\_\_ . (e.g. 26)

### APPLICATION



## 18 Our New Secretary

### Answer these questions

- A.
- 1 The telephone rang, didn't it?
  - 2 Didn't Miss Simpson answer it?
  - 3 Was it Mr Bright?
  - 4 Does Mr Bright want to speak to Mr Calder?
  - 5 Does Mr Calder want to speak to Mr Bright?
  - 6 Mr Bright wants to sell Mr Calder some typewriters, doesn't he?
  - 7 Did Mr Bright call yesterday?
  - 8 Does Mr Calder need any new typewriters?
  - 9 Is Mr Calder in his office?
  - 10 Will Mr Calder speak to Mr Bright?
  - 11 Will he speak to his secretary?
- B.
- 12 Who answered the telephone?
  - 13 Who is speaking?
  - 14 Who wants to speak to Mr Calder?

- 15 Who rang five times last week?
- 16 Who will tell Mr Bright that Mr Calder is not in his office?

- C.
- 17 Did Miss Simpson answer the telephone, or did Mr Calder answer it?
  - 18 Does Mr Bright want to speak to Mr Calder, or does he want to speak to Miss Simpson?
  - 19 Does Mr Bright want to sell some typewriters or some tape-recorders?
  - 20 Is Mr Calder in his office, or has he gone out?
- D.
- 21 What's the name of the new secretary?
  - 22 Whose secretary is she?
  - 23 What does Mr Bright want to sell to Mr Calder?
  - 24 How many times did Mr Bright telephone last week?
  - 25 Why doesn't Mr Calder want any new typewriters?
  - 26 What will Miss Simpson say to Mr Bright?

### E. Mixed questions (Recorded)

### F. Ask these questions

#### Ask me

- 1a if the telephone rang.
- b when the telephone rang.
- 2a if Miss Simpson answered the telephone.
- b when Miss Simpson answered the telephone.
- 3a if Mr Bright wants to speak to Mr Calder.
- b why he wants to speak to Mr Calder.
- 4a if Mr Bright wants to sell some typewriters.
- b what he wants to sell.
- 5a if Mr Calder wants to buy any new typewriters.
- b why he doesn't want to buy any new typewriters.
- 6a if Mr Calder is in his office.
- b where Mr Calder is.
- 7a if Mr Bright rang up last week.
- b how many times Mr Bright rang up last week.



Answer these questions

- A. 1 Was a dog following the two tramps?  
 2 Have the tramps any money?  
 3 Can't they get anything to eat?  
 4 The tramps saw a car, didn't they?  
 5 The car was coming towards them, wasn't it?  
 6 Did the tramps stay in the middle of the road?  
 7 Did the dog stay in the middle of the road?  
 8 Didn't the car run over the dog?  
 9 The driver was very sorry, wasn't he?  
 10 Didn't he give the tramps some money?  
 11 The tramps accepted the money, didn't they?  
 12 Did the dog belong to the tramps?

- B. 13 Who was walking along the road?

- 14 Who saw the car?  
 15 Who killed the dog?  
 16 Who was very sorry?  
 17 Who has given the tramps some money?

- C. 18 Were the tramps walking along a road or across a field?  
 19 Did they see a car or a lorry?  
 20 Did the tramps stay in the middle of the road, or did they move to one side?  
 21 Did the car run over a dog or a cat?  
 22 Did the first tramp accept the money, or did he refuse it?  
 23 Did the driver stay with the tramps, or did he drive away?

- D. 24 Where were the tramps?  
 25 Why can't the tramps get anything to eat?  
 26 Why did the tramps move to one side of the road?  
 27 Why did the driver try to stop the car?  
 28 How much did the driver give the tramps?  
 29 What did the driver do after this?

E. Mixed questions (Recorded)

F. Ask these questions

Ask me

- 1a if a dog was following the tramps.  
 b why the dog was following the tramps.  
 2a if the tramps could get anything to eat.  
 b why they couldn't get anything to eat.  
 3a if they could see a car in the distance.  
 b what they could see.  
 4a if the car stopped near the tramps.  
 b where the car stopped.  
 5a if the driver gave the tramps £5.  
 b how much the driver gave the tramps.

## 20 The Horse Couldn't Sing

### Answer these questions

- A.
- 1 Did you go to the opera last night?
  - 2 Does Fred want to go to the opera too?
  - 3 Didn't Fred ask you if you enjoyed the performance?
  - 4 Did you see the whole opera?
  - 5 You left before the end of the performance, didn't you?
  - 6 Were you the only person who left before the end of the performance?
  - 7 Were there two live horses in the opera?
  - 8 Did one of the horses jump off the stage?
  - 9 It ran round the theatre, didn't it?
  - 10 Did you all have to leave the theatre?
  - 11 You couldn't stay at the theatre, could you?
- B.
- 13 Who went to the opera last night?
  - 14 Who wants to go to the opera too?

- 15 Who left the theatre before the end of the performance?
  - 16 Who led the horses across the stage?
- C.
- 17 Did you go to the opera or to a concert?
  - 18 Did you see the whole opera, or did you only see half of it?
  - 19 Did a horse jump off the stage in the first act or in the second act?
  - 20 Did the horse run around the theatre, or did it go back on the stage?
  - 21 Did the performance come to an end, or did it continue?
- D.
- 22 When did you go to the opera?
  - 23 How much of the opera did you see?
  - 24 How many horses were taking part in the opera?
  - 25 What did one of the horses do?
  - 26 In which act did this happen?
  - 27 Why did you all have to leave?

### E. Mixed questions (Recorded)

### F. Ask these questions

#### Ask me

- 1a if I went to the opera last night.
- b where I went last night.
- 2a if I saw the whole opera.
- b why I didn't see the whole opera.
- 3a if everyone left before the end of the performance.
- b when everyone left.
- 4a if there were two live horses in the opera.
- b how many horses there were.
- 5a if one of the horses jumped off the stage.
- b what one of the horses did.
- 6a if I had to leave.
- b why I had to leave.

**Answer these questions**

- A.
- 1 Were there any people in the street?
  - 2 Weren't they looking at a new car?
  - 3 Was it an old model?
  - 4 Didn't the salesman come into the street?
  - 5 It's an automatic car, isn't it?
  - 6 Has it any gears?
  - 7 It's not difficult to drive an automatic car, is it?
  - 8 Won't the salesman give the crowd a demonstration?
  - 9 He'll drive a few yards, won't he?
  - 10 Did the salesman get into the car?
  - 11 Did the car move forward?
  - 12 Didn't the car move backwards?
  - 13 There was a loud crash, wasn't there?
  - 14 The salesman broke the showroom window, didn't he?
- B.
- 15 Who noticed the crowd in the street?
  - 16 Who can drive an automatic car without difficulty?
  - 17 Who objected to the salesman's remark about women drivers?

- 18 Who will give a demonstration?
- 19 Who broke the showroom window?

- C.
- 20 Were the people in the street looking at a new car or at an old one?
  - 21 Has the car any gears, or is it automatic?
  - 22 Is it easy or difficult to drive?
  - 23 Does the salesman think that women are good drivers or bad drivers?
  - 24 Did the salesman give a demonstration, or did a member of the crowd give a demonstration?
  - 25 Did the car go forward, or did it reverse?
- D.
- 26 Where were the people standing?
  - 27 Why did the salesman come into the street?
  - 28 Why is this car easy to drive?
  - 29 Which car did the salesman drive?
  - 30 How did the salesman break the showroom window?

**E. Mixed questions (Recorded)**

**F. Ask these questions**

Ask me

- 1a if the car was outside the showroom.
- b where the car was.
- 2a if the salesman noticed the crowd.
- b what the salesman noticed.
- 3a if the car is easy to drive.
- b why it is easy to drive.
- 4a if the salesman will give a demonstration.
- b when the salesman will give a demonstration.
- 5a if the salesman drove a few yards.
- b how far he drove.
- 6a if the salesman broke the showroom window.
- b how the salesman broke the showroom window.

MILIK UPT PERPUSTAKAAN  
IKIP PADANG

Answer these questions

- A. 1 Is Tommy's birthday on March 13th?
- 2 Didn't Tommy write a letter to his aunt two weeks ago?
- 3 His mother was very surprised, wasn't she?
- 4 Tommy never writes letters, does he?
- 5 Will Tommy invite his aunt to his birthday party?
- 6 Does Aunt Lucy ever come to Tommy's parties?
- 7 Didn't Tommy read part of the letter to his mother?
- 8 Has Tommy written two lines of the letter?
- 9 Is Tommy thanking his aunt for her birthday present?
- 10 Has she sent a birthday present this year?
- 11 Did she send a present last year?
- 12 Did Tommy write to his aunt last year to thank her for her present?
- B. 13 Who is writing a letter?
- 14 Who came into the room when Tommy was writing?

- 15 Who was surprised at Tommy?
- 16 Who has written two lines of the letter?
- 17 Who sent Tommy a present last year?
- C. 18 Is Tommy's birthday on March 13th or on May 13th?
- 19 Will Tommy write a letter to his aunt or his uncle?
- 20 Does Tommy often write letters or does he seldom write letters?
- 21 Is Tommy thanking his aunt for this year's present or for last year's?
- D. 22 Whose birthday is on March 13th?
- 23 When did Tommy write a letter to his aunt?
- 24 Why is Tommy's mother surprised?
- 25 Why hasn't Tommy invited his aunt to his birthday party?
- 26 When did Tommy's aunt send him a birthday present?

E. Mixed questions (Recorded)

F. Ask these questions

Ask me

- 1a if Tommy wrote a letter to his aunt two weeks ago.
- b how long ago Tommy wrote a letter to his aunt.
- 2a if his mother came into the room.
- b when his mother came into the room.
- 3a if Tommy's mother was surprised.
- b why she was surprised.
- 4a if Tommy ever writes letters.
- b why he never writes letters.
- 5a if he has written two lines.
- b how much he has written.
- 6a if Tommy will read the letter to his mother.
- b what Tommy will do.
- 7a if his aunt sent him a present last year.
- b when his aunt sent him a present.

Answer these questions

- A. 1 Did Mr Mead go to the chemist's?  
 2 Does Mr Mead want to have a film developed and printed?  
 3 Will it be ready on Tuesday?  
 4 Mr Mead went back to the chemist's the following Tuesday, didn't he?  
 5 The film was ready, wasn't it?  
 6 Were there only eight photographs?  
 7 Mr Mead took the photographs himself, didn't he?  
 8 Is he a good photographer?  
 9 Were the eight pictures successful?  
 10 Didn't Mr Mead spoil the roll of film?  
 11 Did Mr Mead laugh at the photographs?  
 12 The photographs weren't very good, were they?

- B. 13 Who went to the chemist's?  
 14 Who wants to have the film developed and printed?  
 15 Who will collect the photographs on Tuesday?  
 16 Who took the photographs?
- C. 17 Did Mr Mead go to the chemist's or to the grocer's?  
 18 Will the film be ready on Tuesday or on Thursday?  
 19 Did Mr Mead get eight photographs or thirty-six?  
 20 Is Mr Mead's camera in good condition, or does it let in light?  
 21 Were the photographs successful or unsuccessful?
- D. 22 Where did Mr Mead take his roll of film?  
 23 What did Mr Mead want?  
 24 When will the film be ready?  
 25 How many photographs did Mr Mead get from Mr Dodd?  
 26 Why isn't Mr Mead's camera very good?  
 27 Why did Mr Mead laugh at the photograph of his sister?

E. Mixed questions (Recorded)

F. Ask these questions

Ask me

- 1a if Mr Mead will have the film developed and printed.  
 b where Mr Mead will have the film developed and printed.  
 2a if it will be ready on Tuesday.  
 b when it will be ready.  
 3a if the photographs were successful.  
 b why they weren't successful.  
 4a if he spoilt the film.  
 b how he spoilt the film.  
 5a if there are only eight photographs.  
 b how many photographs there are.  
 6a if Mr Mead will ever become a good photographer.  
 b why he will never become a good photographer.

## 25 • Hearing numbers

A

Your new American friend is going to call on the telephone to give you the recipe for making one of America's most popular foods, *chocolate chip cookies*. Numbers can be hard to hear in a foreign language, so listen carefully. If you make a mistake with the numbers, the cookies might not taste good!

The measurements are given in American units, followed by metric units (cups, teaspoons, ounces, and Fahrenheit; milliliters, grams, and Celsius). (Transcript on page 92.)

### Ingredients

- \_\_\_ cup or \_\_\_ grams white sugar
- \_\_\_ cup or \_\_\_ grams brown sugar
- \_\_\_ cup or \_\_\_ grams butter
- 1 egg
- \_\_\_ teaspoon or \_\_\_ ml vanilla
- \_\_\_ cups or \_\_\_ grams flour
- \_\_\_ teaspoon or \_\_\_ grams salt
- \_\_\_ teaspoon or \_\_\_ grams baking soda
- \_\_\_ cup or \_\_\_ grams nuts
- \_\_\_ ounces or \_\_\_ grams chocolate chips

### Method

Heat the oven to \_\_\_° Fahrenheit or \_\_\_° Celsius

Mix sugars, butter, egg, and vanilla thoroughly. Stir in remaining ingredients.

Drop dough by rounded teaspoonfuls about \_\_\_

inches or \_\_\_ centimeters

apart on ungreased cookie sheet.

Bake \_\_\_ to \_\_\_ minutes

until light brown.

Cool slightly before removing

from cookie sheet. This recipe

makes about \_\_\_ dozen cookies,

which is \_\_\_ individual cookies.

B

Dictate your telephone number and address to other students at the blackboard. Spell the name of your street. Did most of the students understand you correctly?

C

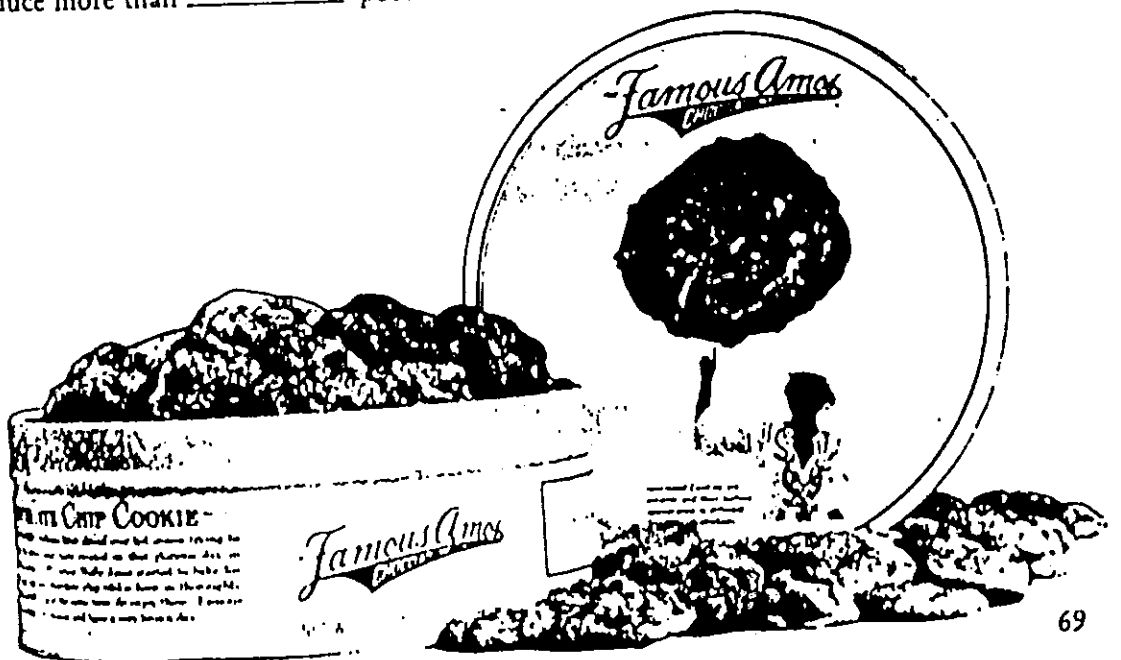
Listen to this short article and fill in the numbers.

Cookie business

☐ Cookies are a big business in the U.S. One shop in Boston sells \_\_\_\_\_ warm cookies every day, mostly chocolate chip. On the West Coast, a \_\_\_\_\_ year-old American, Wally Amos, has made his fortune from chocolate chip cookies.

When Amos was \_\_\_\_\_ years old, he went to live with his Aunt Delia, who made cookies for him, from a recipe created in \_\_\_\_\_. Amos joined the Air Force in \_\_\_\_\_, and his aunt sent him cookies so he wouldn't be homesick. For Amos, as for most Americans, cookies represent love and home.

After the Air Force, Amos worked for other people for \_\_\_\_\_ years. In \_\_\_\_\_, he decided he could make more money if he had his own business. He talked some friends into investing \_\_\_\_\_ in a cookie business. He worked \_\_\_\_\_ hours a day, baking cookies and thinking of clever ways to promote them. For instance, he traded \_\_\_\_\_ worth of cookies for advertising time on a local radio station. In \_\_\_\_\_, he began selling cookies in \_\_\_\_\_ department stores on the East Coast. That year the cookie corporation took in \_\_\_\_\_. By \_\_\_\_\_ the company made \_\_\_\_\_. Amos now has \_\_\_\_\_ employees, and they produce more than \_\_\_\_\_ pounds of cookies a day.



## 26 • Getting essential information

When you ask for information, sometimes you get more than you need. It is important to listen for essential points, even if it means ignoring less important points.

A

Imagine that you are planning to visit Atlanta, Georgia. You will have to change from one airline to another in Chicago. The problem is that you will not have much time for the change. If you miss your Atlanta flight, you will have to spend the night in the Chicago airport. A friend has offered to tell you how to make the change quickly. A lot of this friend's advice may be useful, but only a few points are really essential.



### Vocabulary

arrivals: planes coming in  
baggage claim: area where suitcases will arrive  
departures: planes leaving  
flight number: number of the plane  
gate: place where the plane arrives or departs  
security check: x-ray machine or baggage search  
terminal: area for ticket counters and shops



**A** Listen to your friend's directions. Write in the missing information as you hear it.

Do you have a pencil and something to write on? O.K. Well, the first thing is that your plane will arrive at \_\_\_\_\_. When you come out of the gate, \_\_\_\_\_. Look for the signs that say \_\_\_\_\_. If you follow those signs, you'll get to \_\_\_\_\_. Then you have to look for signs saying \_\_\_\_\_. Follow them until you get to the right terminal for Delta. Don't stop to buy a newspaper or anything because you won't have time. When you get to the \_\_\_\_\_, go through the security check. After the security check, keep going toward the Delta gates. You'll see TV screens for information up on the walls. Look for one that says Delta. The TV screens show all the arrivals and departures, but you just \_\_\_\_\_ for your Atlanta flight. Remember that your \_\_\_\_\_, and it's supposed to leave for \_\_\_\_\_. If you look \_\_\_\_\_, you'll see the gate number. Then you better get there fast.

**B**

Answer the following questions:

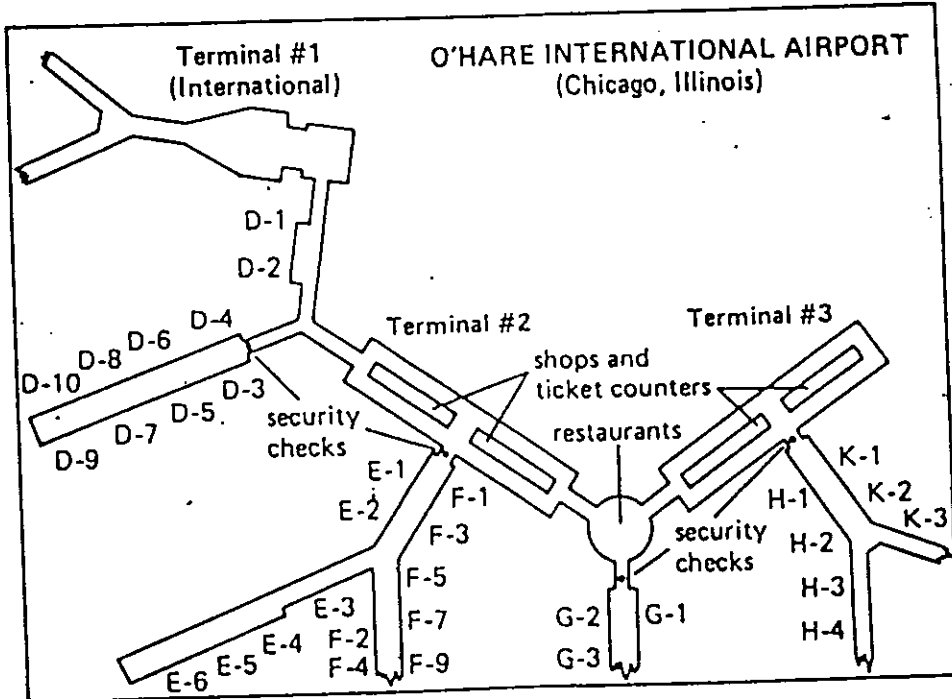
1. What is the number of your arrival gate? \_\_\_\_\_
2. Which direction should you turn when you come out of the gate?  
\_\_\_\_\_
3. What sign should you look for first? \_\_\_\_\_
4. What terminal should you go to? \_\_\_\_\_
5. What sign should you look for in the terminal? \_\_\_\_\_
6. Where should you go through a security check? \_\_\_\_\_
7. What part of the screen should you look at? \_\_\_\_\_
8. What's your flight number? \_\_\_\_\_
9. When is it supposed to leave? \_\_\_\_\_
10. Where is the gate number? \_\_\_\_\_

C

Now look at the TV screens and the map of the Chicago airport. Draw a line from your arrival gate to your departure gate.

DELTA

| ARRIVALS      |             |     |      | DEPARTURES   |             |     |      |
|---------------|-------------|-----|------|--------------|-------------|-----|------|
| ARRIVING FROM | WILL ARRIVE | FLT | GATE | DEPARTING TO | WILL DEPART | FLT | GATE |
| ROCHESTER     | 4 55        | 918 | K4   | BOSTON       | 5 00        | 101 | H9   |
| RALEIGH       | 4 55        | 570 | H3A  | TORONTO      | 5 05        | 710 | K1   |
| ORLANDO       | 4 59        | 668 | H10  | WASHINGTON   | 5 10        | 448 | H2   |
| NEW YORK      | 5 15        | 710 | K11  | ATLANTA      | 5 13        | 236 | H3   |
| ATLANTA       | 5 30        | 526 | H5   | CLEVELAND    | 5 30        | 119 | H7   |
| PHILADELPHIA  | 5 36        | 740 | H11  | NEW YORK     | 5 43        | 901 | K5   |




## 28 • Listening comprehension: Age and Language Learning

Foreign language students often get upset when they hear a word they do not know. This reaction is damaging to comprehension, because it temporarily turns off the mind, so that the listener cannot hear the next words.

Your listening comprehension will be greatly improved when you learn to accept "blank spots" calmly, knowing that the idea may come clearly anyway. The words you miss may not be really important. If they are important, you may be able to guess their meaning from the words that follow.

**A**

Listen to this short talk, which is approximately the same length as the average TOEFL listening comprehension lecture. Do not read any material while you are listening, because it may interfere with your concentration. Afterward, take the brief examination in **B** and then check your comprehension by reading the talk (page 92).

*Age and Language Learning* 

**B**

The most common type of university examination uses *multiple choice* questions. This type of exam is easily scored on a machine, and that is why it is used for large examination groups. On the following exam, use a pencil and be sure that you fill in the circle for your answer completely, so that a machine can "read" the answer. Also be sure that you completely erase any wrong answer. If any part of your erased mark can be seen, the machine may score the answer wrong.

*Age and Language Learning*

Choose one answer for each of the following questions.

1. The main idea in this short talk was that
  - a. teenagers are more difficult to teach than adults.
  - b. Danish teenagers can learn Swedish faster than younger children can.
  - c. adults are more logical than children are.
  - d. the ability to learn languages increases with age.

1.  a  b  c  d

2. This talk claimed that
- a. the ability to learn decreases with age.
  - b. children are better language learners than adults.
  - c. adults are able to learn more efficiently than children.
  - d. teenagers learn less, in the same amount of time, than younger children.
2. (a) (b) (c) (d)
3. Which of the following possible explanations for older students' superior achievement was *not* mentioned?
- a. Adults know more about the world.
  - b. Adults can use logical thinking.
  - c. Adults have more self-discipline.
  - d. Adults can read better.
3. (a) (b) (c) (d)

## 29 • Listening comprehension: Guides to Universities

**A**

In this exercise you will hear, but not see, a talk that is similar to, but longer than, talks given on the TOEFL examination. Listen to this talk. Do not read any material while you are listening, because it may interfere with your concentration. Afterward, check your comprehension by reading the talk (page 93).

Guides to Universities

**B**

You will hear, but not see, five questions. Stop the tape after each question. Choose the correct answer for each question and fill in the circle for the correct answer.

- 1a. different kinds of American universities  
b. sources of information about U.S. universities  
c. the difference between colleges and universities  
d. how to get accepted at a university
  - 2a. statistics about the American economy  
b. definitions of current slang expressions  
c. addresses of the schools  
d. current information
  - 3a. Catalogues give the names of the faculty members.  
b. There are too many details in the guidebook.  
c. Information in catalogues is current.  
d. Addresses are given for the dormitories.
  - 4a. textbooks  
b. students and faculty  
c. processing of applications for entrance  
d. payment for classes
  - 5a. the buildings where classes are held  
b. cafeterias  
c. the buildings where the students live  
d. transportation facilities
1. (a) (b) (c) (d)
2. (a) (b) (c) (d)
3. (a) (b) (c) (d)
4. (a) (b) (c) (d)
5. (a) (b) (c) (d)

# Part 3 Practical dialogues

## Introduction

In this part you will be given some practice in writing names of people and places, times, dates, (telephone) numbers, and prices. Names of people and places are never easy to spell. Try your best, and where necessary guess. Many of the exercises are in the form of short dialogues.

### 1 The letters of the alphabet

The English alphabet has 26 letters. On your cassette you will hear how to say them.

Listen

CAPITAL LETTERS: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
small letters: a b c d e f g h i j k l m n o p q r s t u v w x y z

### Exercise 1

In this exercise 10 letters are said once each, in a mixed order. Write them in the spaces below in CAPITAL LETTERS.

Listen

1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_ 7 \_\_\_\_\_ 9 \_\_\_\_\_  
2 \_\_\_\_\_ 4 \_\_\_\_\_ 6 \_\_\_\_\_ 8 \_\_\_\_\_ 10 \_\_\_\_\_

### 2 Some common abbreviations

Some common abbreviations are given below. On your cassette you will hear how to say them.

Listen

1 BBC 3 CB 5 SOS 7 UN 9 USSR  
2 EEC 4 ILO 6 UK 8 USA 10 WHO

### Exercise 2

On your cassette someone is asking what the letters in 10 abbreviations represent or mean in the question 'What does ... stand for?' After each question write only the *abbreviation* that you hear in the space below (not the question or meaning).

Listen

1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_ 7 \_\_\_\_\_ 9 \_\_\_\_\_  
2 \_\_\_\_\_ 4 \_\_\_\_\_ 6 \_\_\_\_\_ 8 \_\_\_\_\_ 10 \_\_\_\_\_

Listen

Listen

### 3 Form-filling: personal information

On your cassette you will hear a secretary speaking to a student. She is asking him for information in order to complete an application form for a course. First, listen to the dialogue.

When you have finished, rewind your cassette to the beginning of the dialogue. As you listen again, look at the Application Form below. Notice which information has been included and where it has been written.

|  |                 |
|--|-----------------|
| Surname                                | <u>SVENSSON</u> |
| (in CAPITAL LETTERS)                   |                 |
| First name                             | <u>Arvid</u>    |
| Male/female (underline as appropriate) |                 |
| Country                                | <u>Sweden</u>   |
| Mother tongue                          | <u>Swedish</u>  |
| Age                                    | <u>40</u>       |

Part of an application form.

### Exercise 3

On your cassette you will hear another dialogue which is similar to the first one. At the same time as you are listening try to write the appropriate information on the form below.

Listen

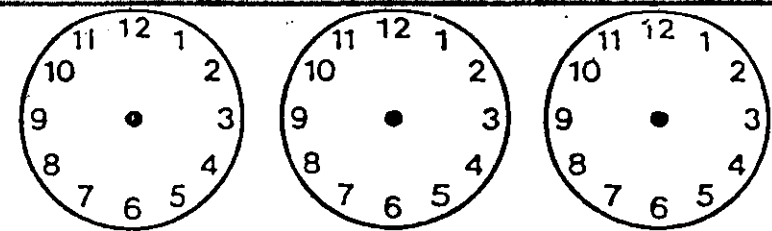
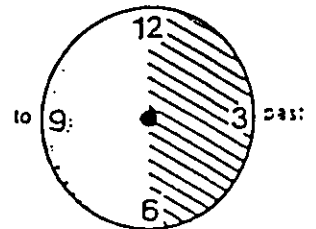
|  |       |
|--|-------|
| Surname                                | _____ |
| (in CAPITAL LETTERS)                   |       |
| First name                             | _____ |
| Male/female (underline as appropriate) |       |
| Country                                | _____ |
| Mother tongue                          | _____ |
| Age                                    | _____ |

Listen

- a. Excuse me. Can you tell me the time, please?  
Yes, it's eight o'clock.
- b. What time do the banks close today, please?  
Half past three.

Note

In the following exercise the words *past* and *to* are used as in the diagram to indicate minutes *past* or *to* the hour.



5 Time and travel

For travel by train, plane or ship, the time is usually given by the 24-hour clock.

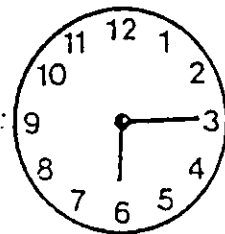
Example: 1.30 p.m. is 13.30  
3.45 p.m. is 15.45  
7.15 p.m. is 19.15  
11.55 p.m. is 23.55

- a. When does the London train arrive, please?  
Ten thirty-five. (10.35)
- b. Do you know what time the next flight is to Manchester?  
I think it's thirteen-thirty. (13.30)

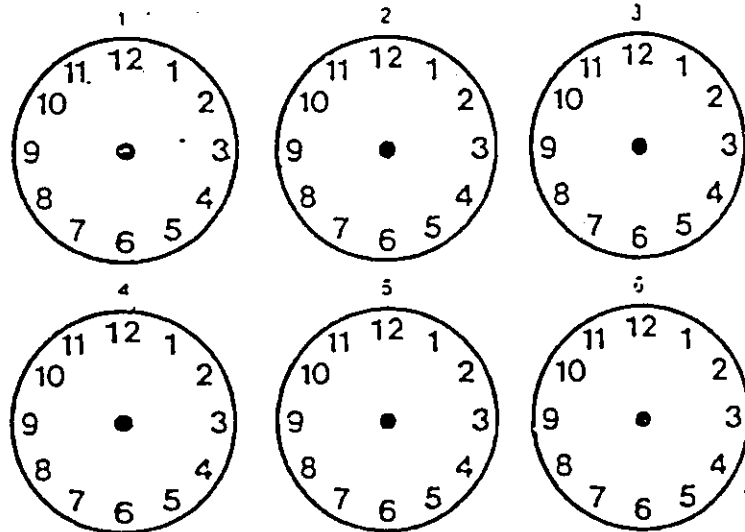
Exercise 4

In the short dialogues that follow you will hear someone ask a question about the time. When the answer is given draw the time on the clock faces below.

Example: Excuse me. What's the time, please?  
It's a quarter past six.



Listen



Listen

Exercise 5

There are some questions and answers about time on your cassette. When you hear the answers tick the appropriate times in the boxes below.

Listen

|   |       |  |   |       |  |   |       |  |
|---|-------|--|---|-------|--|---|-------|--|
| 1 | 11.13 |  | 3 | 14.14 |  | 5 | 17.13 |  |
|   | 11.30 |  |   | 14.40 |  |   | 17.30 |  |
| 2 | 12.15 |  | 4 | 22.15 |  |   |       |  |
|   | 12.50 |  |   | 22.50 |  |   |       |  |

Exercise 6

On your cassette you will hear some announcements from railway stations and airports. These announcements give information to travellers about trains and planes. For each announcement that you hear write in the box below the platform/flight number, time and destination. Stop the cassette to give yourself time to write. (The first one has been done as an example.)

Listen

Trains

|   | Platform number | Time  | Destination |
|---|-----------------|-------|-------------|
| 1 | 2               | 15.40 | Birmingham  |
| 2 | 4               | 17.50 | ...         |
| 3 |                 |       |             |
| 4 |                 |       |             |
| 5 |                 |       |             |

Planes

|    | Flight number | Time  | Destination |
|----|---------------|-------|-------------|
| 6  | BA 107        | 12.30 |             |
| 7  |               |       |             |
| 8  |               |       |             |
| 9  |               |       |             |
| 10 |               |       |             |

6 Dates

a The days of the week are as follows. On your cassette you will hear how to say them.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Listen

b The months of the year are as follows:

January February March April May June July August September October November December

Listen

c The numbers 1, 2, 3, at the end of dates are usually written 1st (first), 2nd (second), 3rd (third) - also in 21st, 31st, 22nd, 23rd. The other dates are written with 'th' after them - 4th, 12th, 20th, etc.

d Look at the following dialogues:

- 1 When are you leaving?  
Next Thursday.
- 2 When does your brother arrive?  
17th October.

Listen

Exercise 7

On the cassette you will hear answers to the following questions. Tick  the correct answer a, b or c.

Listen

- 1 When are you going on holiday?
  - a 13th March
  - b 30th March
  - c 13th May
- 2 When's your birthday?
  - a Thursday 14th July
  - b Tuesday 14th July
  - c Thursday 4th July
- 3 What's your date of birth, please?
  - a 5th September, 1960
  - b 15th September, 1916
  - c 15th September, 1960
- 4 When do the exams begin?
  - a Tuesday 13th June
  - b Tuesday 30th June
  - c Thursday 30th June
- 5 Do you know when Shakespeare was born?
  - a 23rd April, 1654
  - b 21st April, 1564
  - c 23rd April, 1564
- 7 Some numbers

Note

- 1 Decimals are normally written as follows: 3.25, and are said 'three point two five'.
- 2 Fractions: the most common are:  $\frac{1}{4}$  'a quarter',  $\frac{1}{2}$  'a half', and  $\frac{3}{4}$  'three-quarters'.
- 3 Ordinal numbers: they are the same as those used in dates and are written and said as follows: 1st (first), 2nd (second), 3rd (third), 4th (fourth), 5th (fifth), 6th (sixth), etc. Numbers ending in 1 add 'st', those ending in 2 add 'nd', those ending in 3 add 'rd'; all others add 'th'.  
Example: 21st (twenty-first), 22nd (twenty-second), 23rd (twenty-third), 14th (fourteenth), 35th (thirty-fifth), 68th (sixty-eighth)

Exercise 8

On your cassette there is an interview between a reporter from a local English newspaper and a marathon runner, Jim, who has just finished running in the London marathon race.

While you are listening to the interview, write in the table on the next page the appropriate numbers for distance, time, etc. It is not necessary for you to understand every word in the interview.



Marathon race interview

|                          |       |
|--------------------------|-------|
| Distance: miles          | 26    |
| kilometres               | 42.15 |
| Number of runners        | 1647  |
| Jim's finishing position | 4     |
| His position last year   |       |
| Winner's time            |       |
| Jim's time               |       |
| Record time              | 2:19  |

Note: The London Marathon is a long-distance road race in the centre of London which started in 1981. It is held in the spring each year, and thousands of men and women enter for it.



Exercise 10

Listen



## The Good Food Restaurant

### Dinner Menu

|                      |                           |                          |
|----------------------|---------------------------|--------------------------|
| <u>Starters</u>      | orange juice .....        | <input type="checkbox"/> |
|                      | melon .....               | <input type="checkbox"/> |
|                      | egg mayonnaise .....      | <input type="checkbox"/> |
|                      | prawn cocktail .....      | <input type="checkbox"/> |
|                      | tomato soup .....         | <input type="checkbox"/> |
| <u>Main Course</u>   | grilled steak .....       | <input type="checkbox"/> |
|                      | roast beef .....          | <input type="checkbox"/> |
|                      | chicken and rice .....    | <input type="checkbox"/> |
|                      | fried plaice .....        | <input type="checkbox"/> |
|                      | mushroom omelette .....   | <input type="checkbox"/> |
| <u>Vegetables</u>    | peas .....                | <input type="checkbox"/> |
|                      | carrots .....             | <input type="checkbox"/> |
|                      | beans .....               | <input type="checkbox"/> |
|                      | chips .....               | <input type="checkbox"/> |
|                      | boiled potatoes .....     | <input type="checkbox"/> |
| <u>Sweet/Dessert</u> | apple pie .....           | <input type="checkbox"/> |
|                      | caramel custard .....     | <input type="checkbox"/> |
|                      | chocolate cake .....      | <input type="checkbox"/> |
|                      | ice cream .....           | <input type="checkbox"/> |
|                      | fruit salad .....         | <input type="checkbox"/> |
|                      | cheese and biscuits ..... | <input type="checkbox"/> |
| <u>Drinks</u>        | fruit juice .....         | <input type="checkbox"/> |
|                      | beer .....                | <input type="checkbox"/> |
|                      | wine .....                | <input type="checkbox"/> |
|                      | coffee .....              | <input type="checkbox"/> |

Tick here

8 Food: in a hotel or restaurant

On your cassette you will hear a waiter asking a hotel guest for his/her order for breakfast. As you are listening to the order being given, tick the items that are ordered on the menu below. Read the menu before listening.

Listen

## The Grand Hotel

### Breakfast Menu

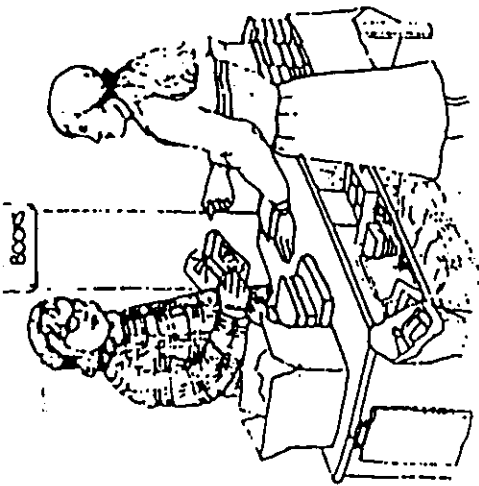
|             |                                     |                          |
|-------------|-------------------------------------|--------------------------|
| fruit juice | orange .....                        | <input type="checkbox"/> |
|             | grapefruit .....                    | <input type="checkbox"/> |
|             | pineapple .....                     | <input type="checkbox"/> |
| cereal      | cornflakes .....                    | <input type="checkbox"/> |
|             | porridge .....                      | <input type="checkbox"/> |
| cooked      | fried egg and bacon .....           | <input type="checkbox"/> |
|             | scrambled egg and bacon .....       | <input type="checkbox"/> |
|             | fried egg, sausage and tomato ..... | <input type="checkbox"/> |
|             | boiled egg .....                    | <input type="checkbox"/> |
|             | toast .....                         | <input type="checkbox"/> |
|             | tea .....                           | <input type="checkbox"/> |
|             | coffee .....                        | <input type="checkbox"/> |

Tick here

9 Money: price and costs

Listen

- The dialogues below are on your cassette.
- How much does this cost, please?  
£ exactly.
- What's the price of that dress, please?  
£17.99.



"How much does this cost please?"  
"£ exactly."

Note

British money has 100 pence (100p) = 1 pound (£1). £1.79 is seventeen pounds and ninety-nine pence, often said 'seventeen (pounds) ninety-nine'. The word 'pence' is often shortened to 'p', thus '10 pence' is often said 'ten p'.

Exercise 11

On your cassette you will hear two people talking, one is asking questions about prices, the other is answering. Write in the spaces below the price (in figures) that is given as the answer to each question.

- Listen
- How much is that, please? £7.6
  - How much are those shoes, please? 11.9
  - How much is the bill, please? 13
  - What's the price of that second-hand car over there? 897
  - Can you tell me how much is left in my bank account, please? 364
  - What's the return fare to Bristol, please? 17.50
  - How much were the theatre tickets? \_\_\_\_\_
  - What will this cost to send by parcel post, please? \_\_\_\_\_
  - A dozen eggs and a pint of milk, please. \_\_\_\_\_
  - How much are those small cakes, please? \_\_\_\_\_

- On your cassette you will hear a short dialogue between a customer, John Bull, and a shopkeeper. The customer is paying his bill by cheque and is asking the shopkeeper who he should make the cheque payable to. As you are listening to the dialogue look at the cheque below which has been completed as an example. Notice that on the cheque sums of money are written in words and figures.

Listen

0 National Westminster Bank PLC  
Anytown Branch  
41 High Street, Anytown, Berks.

1st July 1983 00-00-00

Pay A. C. Black or order £ 17.99

seventeen pounds 99 JOHN BULL

1234567 00-0000: 999999999

*John Bull*

Exercise 12

On your cassette there is another dialogue between a customer and a shopkeeper. In the same way as in the example above, the customer, John Bull, is asking the shopkeeper about writing the cheque. As you are listening to the dialogue write in the cheque below the amount of money in words and figures, and also the date.

Listen

0 National Westminster Bank PLC  
Anytown Branch  
41 High Street, Anytown, Berks.

\_\_\_\_\_ 19 \_\_\_\_\_ 00-00-00

Pay \_\_\_\_\_ or order \_\_\_\_\_

\_\_\_\_\_ JOHN BULL

1234567 00-0000: 999999999

*John Bull*

i) When giving or asking for telephone numbers, say each figure separately. However, when the same figures occur together at the beginning or end of a group, the word 'double' is used with the figure. The '0' is pronounced 'Oh' (i.e. the same as the letter 'O'). Read the following as you listen.

Listen

Is that 283 4465?  
 Yes. Can I help you?  
 I'd like to speak to Mr Jones, please.

**Note** Titles normally used for people are:  
 Miss - for single women | or Ms for either  
 Mrs - for married women  
 Mr - for men  
 Dr - for Doctor

**Exercise 13**

Write in the spaces below the *telephone numbers* and *names* that you hear in each dialogue. The dialogue is between a caller on the phone and a secretary.

Listen

- 1 Is that \_\_\_\_\_?  
 Yes. Can I help you?  
 I'd like to speak to \_\_\_\_\_, please.
- 2 Is that \_\_\_\_\_?  
 Yes. Who do you want to speak to?  
 \_\_\_\_\_, please.
- 3 Is that \_\_\_\_\_?  
 Who do you wish to speak to?  
 \_\_\_\_\_, please.

The following are different from the above. A telephonist is answering the phone and saying the name of the organisation, and a caller is asking for an extension number. Write in the spaces below the *name of the organisation* and the *extension number*.

Listen

- 4 \_\_\_\_\_  
 Extension \_\_\_\_\_, please.

Extension \_\_\_\_\_, please.

6 \_\_\_\_\_

Extension \_\_\_\_\_, please.

ii) The following dialogue on the telephone is about *finding out a phone number*.

Listen

Operator: Directory Enquiries - which town?  
 Enquirer: Birmingham.  
 Operator: Name?  
 Enquirer: Green.  
 Operator: Initials, and the address?  
 Enquirer: A.K., 17 Queen's Road.  
 Operator: The number is 273 1469.

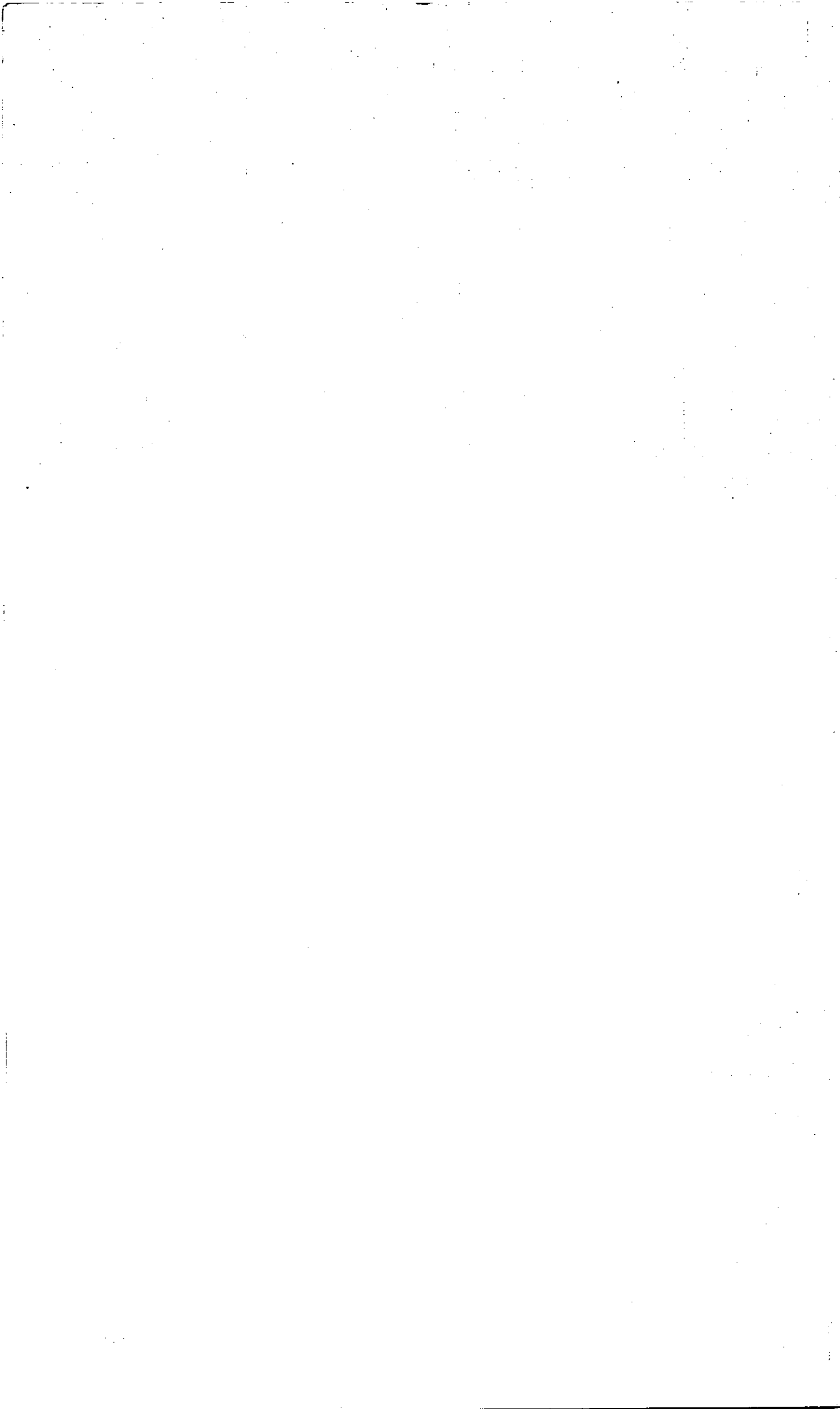
**Note** You would need to add a 'dialling code' in front of the number for another town (for Birmingham it is 021-).

**Exercise 14**

Write in the spaces below the *places, names, addresses and phone numbers* that you hear.

Listen

- 1 Operator: Directory Enquiries. Which town?  
 Enquirer: \_\_\_\_\_  
 Operator: Name?  
 Enquirer: \_\_\_\_\_  
 Operator: Initials, and the address?  
 Enquirer: \_\_\_\_\_, 19 High Street.  
 Operator: The number is \_\_\_\_\_
- 2 Operator: Directory Enquiries. Which town?  
 Enquirer: \_\_\_\_\_  
 Operator: Name?  
 Enquirer: \_\_\_\_\_  
 Operator: Initials, and the address?  
 Enquirer: \_\_\_\_\_  
 Operator: The number is \_\_\_\_\_



- 3 Operator: Directory Enquiries. Which town?  
 Enquirer: \_\_\_\_\_  
 Operator: Name? \_\_\_\_\_  
 Enquirer: \_\_\_\_\_  
 Operator: Initials, and the address? \_\_\_\_\_  
 Enquirer: \_\_\_\_\_  
 Operator: The number is \_\_\_\_\_

iii) On your cassette you will hear a dialogue on the telephone between a secretary and a person who is making an appointment to see someone. While the person is speaking, the secretary makes a note of the appointment details. While you are listening to your cassette look at the secretary's note below.

Listen

Note for Mr Donaldson  
James Smith  
 is coming to see you on \_\_\_\_\_  
Friday  
 at 12.15

Exercise 15

Listen

Note for Professor Freeman  
 \_\_\_\_\_  
 is coming to see you on \_\_\_\_\_  
 at \_\_\_\_\_

Note for Dr Nelson  
 \_\_\_\_\_  
 is coming to see you on \_\_\_\_\_  
 at \_\_\_\_\_

Note for Mrs Harper  
 \_\_\_\_\_  
 is coming to see you on \_\_\_\_\_  
 at \_\_\_\_\_

11 Accommodation

At a hotel

The following dialogue is on your cassette:

Visitor: Have you got a single room for one night, please?

Receptionist: Yes, Room 124 on the first floor.

Visitor: How much is it?

Receptionist: £12.50, including breakfast.

If you were the visitor making a note of the information you might write as follows:

Room no. 124  
 Floor 1  
 Cost: £12.50

BUKUT PERPUSTAKAAN  
 KIP MADANG

hotel and the receptionist, similar to the example on page 41. As you are listening to the dialogues write in the boxes below the information about the room number, the floor and the cost.

Listen

1

|          |       |
|----------|-------|
| Room no. | _____ |
| Floor    | _____ |
| Cost     | _____ |

2

|          |       |
|----------|-------|
| Room no. | _____ |
| Floor    | _____ |
| Cost     | _____ |

3

|          |       |
|----------|-------|
| Room no. | _____ |
| Floor    | _____ |
| Cost     | _____ |

### Renting a flat

On the cassette you will hear a dialogue between a person looking for a flat and the owner (or landlord) of the accommodation. The person looking for the flat has seen an advertisement and is telephoning the owner to find out more information about it. The person telephoning has made a note of the information on the next page. Look at it first and make sure you understand the headings on the left. Look at it again as you are listening to the cassette.

Listen

### Exercise 17

Listen

#### Accommodation information

Accommodation address 43 Hills Road, Ender  
Telephone no. 694 2251  
Type of accommodation furnished flat  
No. of people suitable for 4 or 5  
No. of bedrooms 3  
Heating arrangements gas central heating  
Cooking arrangements gas  
Charge for accommodation £90 a month  
Vacant from 1st September

In a similar way to the example you will hear a telephone dialogue between someone looking for a flat and the owner of it. As you are listening to the dialogue write notes on the information in the spaces below. Two items have already been filled in for you.

#### Accommodation information

Accommodation address \_\_\_\_\_  
Telephone no. 423 6197  
Type of accommodation furnished flat  
No. of people suitable for \_\_\_\_\_  
No. of bedrooms \_\_\_\_\_  
Heating arrangements \_\_\_\_\_  
Cooking arrangements \_\_\_\_\_  
Charge for accommodation \_\_\_\_\_  
Vacant from \_\_\_\_\_