

S C R I P T S

Script

POPULATION IV

English as a Foreign Language

LISTENING

ScriptListeningSection I - Discrimination of Sounds

|             |       |         |        |         |         |         |
|-------------|-------|---------|--------|---------|---------|---------|
| Example P1: | look  | (pause) | lack   | (pause) | lock    | (pause) |
| Example P2: | star  | (pause) | stir   | (pause) | store   | (pause) |
| 1.          | cut   | (pause) | coat   | (pause) | caught  | (pause) |
| 2.          | wall  | (pause) | ball   | (pause) | fall    | (pause) |
| 3.          | bed   | (pause) | bid    | (pause) | bad     | (pause) |
| 4.          | hid   | (pause) | head   | (pause) | heed    | (pause) |
| 5.          | shoot | (pause) | shot   | (pause) | shut    | (pause) |
| 6.          | pear  | (pause) | poor   | (pause) | peer    | (pause) |
| 7.          | think | (pause) | sink   | (pause) | zink    | (pause) |
| 8.          | read  | (pause) | wreath | (pause) | wreathe | (pause) |
| 9.          | cat   | (pause) | cab    | (pause) | cap     | (pause) |
| 10.         | sheep | (pause) | seep   | (pause) | cheap   | (pause) |
| 11.         | sad   | (pause) | sat    | (pause) | sack    | (pause) |
| 12.         | yet   | (pause) | get    | (pause) | jet     | (pause) |

Section II - Recognition of Meaning through Intonation

Note to reader: Pause 10 seconds between items and between number and the item.

Example A: (10 second pause)

Teachers<sup>2</sup> correct their students<sup>4</sup> papers

Teachers<sup>2</sup> correct their students<sup>3-1</sup> papers

Teachers<sup>2</sup> correct their students<sup>4</sup> papers (10 second pause)

Example B: (10 second pause)

Italians<sup>2</sup> always<sup>3</sup> sing

Italians<sup>2</sup> always<sup>3</sup> sing

Italians<sup>2</sup> always<sup>3-1</sup> sing (10 second pause)

13. (10 second pause)

Father's<sup>2</sup> taking a nap<sup>3</sup>

Father's<sup>2</sup> taking a nap<sup>3</sup>

Father's<sup>2</sup> taking a nap<sup>3</sup> (10 second pause)

14. (10 second pause)

Did he work in a shop<sup>2</sup> before Christmas<sup>3</sup>

Did he work in a shop<sup>2</sup> before Christmas<sup>3</sup>

Did he work in a shop<sup>2</sup> before Christmas<sup>3</sup> (10 second pause)

15. (10 second pause)

The town's<sup>2</sup> on the sea<sup>3</sup>

The town's<sup>2</sup> on the sea<sup>3</sup>

The town's<sup>2</sup> on the sea<sup>3-1</sup>

16. (10 second pause)

Does he sell chicken<sup>2</sup> or meat<sup>3</sup>

Does he sell chicken<sup>2</sup> or meat<sup>3</sup>

Does he sell chicken<sup>4</sup> or meat<sup>2 3-1</sup> (10 second pause)

17. (10 second pause)  
All <sup>3</sup>girls <sup>2</sup>love to <sup>3-1</sup>dance, <sup>3</sup>don't <sup>1</sup>they  
All <sup>3</sup>girls <sup>2</sup>love to <sup>3-1</sup>dance, <sup>2</sup>don't <sup>3</sup>they  
All <sup>3</sup>girls <sup>2</sup>love to <sup>3-1</sup>dance, <sup>2</sup>don't <sup>3</sup>they (10 second pause)
18. (10 second pause)  
Did <sup>2</sup>she lose her umbrella last <sup>3</sup>night  
Did <sup>2</sup>she <sup>3</sup>lose her umbrella last night  
Did <sup>2</sup>she lose her umbrella last <sup>3</sup>night (10 second pause)
19. (10 second pause)  
<sup>2</sup>Peter's always <sup>3</sup>happy<sup>1</sup>, <sup>3</sup>isn't <sup>1</sup>he  
<sup>2</sup>Peter's always <sup>3</sup>happy<sup>1</sup>, <sup>2</sup>isn't <sup>3</sup>he  
<sup>2</sup>Peter's always <sup>3</sup>happy<sup>1</sup>, <sup>2</sup>isn't <sup>3</sup>he (10 second pause)
20. (10 second pause)  
<sup>2</sup>Are you used to <sup>3</sup>ice <sup>2</sup>or <sup>3</sup>sn<sup>3</sup>ow  
<sup>2</sup>Are you used to <sup>4</sup>ice <sup>2</sup>or <sup>3-1</sup>sn<sup>3</sup>ow  
<sup>1</sup>Are you used to <sup>3</sup>ice <sup>2</sup>or <sup>3</sup>sn<sup>3</sup>ow (10 second pause)

Section III - Listening Comprehension

Example A: (Pause)

The visitor has to go. (15 seconds pause)

Example B: If I had expected to hear a good singer, I would have been disappointed. (15 second pause)

21. If we had known we could have ridden, we would have gone. (15 second pause)
- 22.e The boys are going to the football game in spite of the weather. (15 second pause)e
- 23.e In Britain, parents who for one reason or another wish to send their children to a private school, may do so. These schools, as a rule, are not within the means of the ordinary family. However, they do have definite advantages for the exceptional child. (15 second pause)e
- 24.e Mary sometimes goes to the store for her mother. She also prepares a dinner for the family. One afternoon she wanted to go to the store, but she had to study. (15 second pause)
- 25.e John said, "I'm tired of going to the cinema on Saturdays. Let's go to a dance next Saturday". (15 second pause)
- 26.e Mr. and Mrs. Smith came calling very late. The Jones family had all gone to bed except Mr. Jones. He talked to his guests for an hour, but he let them know he was annoyed, and he wasn't very tactful about it, either. (15 second pause)
- 27.e In English schools music is one of the principal studies. The schools are trying to encourage musically talented youngsters. They also give those who lack such ability a chance to acquire a taste for fine music through courses in music appreciation. (15 second pause)e
28. Mary has known Helen since she first came to this city to go to school. They became acquainted when the principal asked them into his office to fill in some forms. Helen is much the better student. (15 second pause)

Section IV - Listening Comprehension (Conversation)

- Man: Example A (pause)  
Woman: I don't like mathematics, it's so difficult. (pause)  
Man: I don't agree at all, I must say. (15 second pause)
- Man: Example B (pause)  
Woman: I have just bought a new hat, Bill. Do you like it? (pause)  
Man: What an attractive hat, Ann. It certainly suits you. (15 second pause)
- Man: Twenty-nine. (pause) Please Ann, can you lend me a few dollars?  
(pause)  
Woman: But Bill, you shouldn't borrow money. (pause)  
Man: You know this is the first time I've ever had to ask you for  
money. (pause)  
Woman: All right. But just see to it that this doesn't become a habit.  
(15 second pause)
- Man: Thirty. (pause)  
Woman: Have you seen Danny Kaye's latest picture? Wasn't it funny? (pause)  
Man: Yes, I've seen it. What was so funny about it? (15 second pause)
- Man: Thirty-one. (pause)  
Woman: By the way, I haven't seen Betty lately. I wonder if she's ill.  
(pause)  
Man: I wouldn't know. I don't know her very well. (15 second pause)
- Man: Thirty-two. (pause) Did you know that Tom and Betty are getting  
married before he graduates from college? I wonder how they will  
manage to live. (pause)  
Woman: Betty is going to take a job. Besides, their parents can help  
support them. (pause)  
Man: Undoubtedly they can, but I don't think they should. (15 second pause)
- Man: Thirty-three. (pause)  
Woman: Let's change the subject. You'll call round later, won't you? (pause)  
Man: I'm sorry, but I have too much work to do this evening.  
(15 second pause)
- Man: Thirty-four. (pause)  
Woman: But I'd like to see you sometime. (pause)  
Man: Well, I really ought to be back in my quarters reading for my next  
exam. How I hate them. (pause)  
Woman: Bill, you do surprise me. I thought you didn't mind exams. (15  
second pause)
- Man: Thirty-five. (pause)  
Woman: I wonder why everybody should have to take mathematics. (pause)  
Man: Because everybody needs it, I suppose. (15 second pause)
- Man: Thirty-six. (pause) Hadn't you better get on with your studies?  
(pause)  
Woman: Girls would do much better simply to learn how to cook and sew. (pause)  
Man: These days that would hardly be enough.

SECTION I

Structural Control

SPEAKING SCRIPT

- Note to reader:
1. All PAUSES are 6 seconds long.
  2. Recording speed should be 3.75 inches per second (9.5 centimeters per second)

Example A. Can you see a bed?

Example B. Ask me if the man lives in England.

One. Is the lamp on the table?

Two. What's the man doing?

Three. What does the girl do every day?

Four. Is there a chair in the room?

Five. What happened to the boy?

Six. What was the boy doing this morning at eight o'clock?

Seven. Ask me if the man likes eating.

Eight. What has the girl done?

Nine. Do they like their milk?

Ten. Ask me if he went fishing this morning.