



Program Studi Tadris (Pendidikan) Bahasa Inggris
Institut Agama Islam Negeri Palangka Raya

Student

Workbook *for* **Literal Listening**

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Editor : Luqman Baehaqi, S.S., M.Pd

Student Workbook for Literal Listening

FIRST EDITION

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First Published, January 2020

ISBN: 978-60/2-60251-4-2

Publisher:



Program Studi Tadris (Pendidikan) Bahasa Inggris
Institut Agama Islam Negeri (IAIN) Palangka Raya

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Chapter

1 What's Your Job

This chapter provides the students with several facts about different jobs and speakers' opinion about the jobs.

DESCRIPTION

This chapter provides the students with several facts about different jobs and speakers' opinion about the jobs.

COMPETENCE STANDARD

By the end of this chapter, the students are able to recognize the topic by making use of their current prior knowledge about jobs.

OBJECTIVES

The students are expected to be able to:

1. Decide what the speakers are talking about their jobs.
2. Decide what the speakers' feeling about their jobs.
3. Infer speakers' statements about their jobs

BUILDING PRIOR KNOWLEDGE

A. Mention several fields of job.

1. Businessperson
2. Nurse
3. Taxi driver
4. Chef
5. Waitress
6. Teacher
7. Construction worker
8. Flight attendance

B. Write the names of three more jobs

LET'S LISTEN

A. People are talking about work. What job are they talking about? Listen and circle the correct answer.

1. a. Salesperson b. Office worker
2. a. Waiter b. Actor

- | | | |
|----|-----------------|------------------------|
| 3. | a. Teacher | b. Flight attendant |
| 4. | a. Chef | b. Nurse |
| 5. | a. Nurse | b. Businessperson |
| 6. | a. Receptionist | b. Construction worker |

B. Listen to people talking about their work. Check [√] the correct information about each person.

LISTEN AGAIN

Listen again. Match the people on the left with the information on the right.

- | | |
|-----------------|-----------------------------------|
| 1. Ted | a. is a teacher |
| 2. Sonia | b. just graduate from college |
| 3. Bob | c. is trying to find a new job |
| 4. Marie | d. works in a book in a bookstore |
| 5. Suzanne | e. works in a bank |
| 6. Martha | f. works in a restaurant. |
| 7. Fred | g. is a receptionist |

8. Sue h. is a lawyer.

LISTENING FOCUS

Listen and focus on speaker's expressions.

Listen to people talking about their jobs. Do they like their jobs? Check [✓] the correct answer.

	Yes	No
1.
2.
3.
4.
5.

PRACTICE

Work in groups of four. Choose one of the jobs below or use one of your own ideas. The other people

in the group ask you Yes/No questions and try to guess the job.

Examples: Do you work inside?

Is it a dangerous?

Do you wear a uniform?

Are you a ?

Chapter

2

Meeting a New Student

This chapter provides the students with several expressions in a school context where a student chats with other student. Typical utterances of greeting and introduction to others are recognized through conversations.

DESCRIPTION

This chapter provides the students with several expressions in a school context where a student chats with other student. Typical utterances of greeting and introduction to others are recognized through conversations.

COMPETENCE STANDARD

By the end of this chapter, the students are able to recognize typical expressions of greeting and introduction used in a school context while focusing on detailed aspects of incoming information.

OBJECTIVES

The students are expected to be able to:

1. Get a gist of a dialogue
2. Discriminate between phonemes
3. Recognize familiar word and relate it to a cate-

gory

4. Write suitable words to complete meanings in blank spaces depending what is heard.

BUILDING PRIOR KNOWLEDGE

A. Match the sentence.

1. It's nice to meet you (a) I'm twenty
2. Come on, I'll introduce you (b) I'm happy to meet you, too.
3. How old are you? (c) OK, thanks!

B. Introduce yourself to another student.

LET'S LISTEN

You will hear four statements. Circle True and False.

1. True False
2. True False

3. True False

4. True False

LISTEN AGAIN

Listen and choose the best answer to each question.

1. (a) At a farm
(b) In new York
(c) At home
(d) At school

2. (a) She went to New York.
(b) She went to Canada
(c) She went to har parents' farm
(d) She talked to the new girl.

3. (a) Jenny's sister
(b) A teacher
(c) Mr. Thomson' kid
(d) A new student

LISTENING FOCUS

Listen again. Fill in the missing words.

Oh, hi! My(1).....is Alice. It's nice to(2).....you!

I am from Canada. My(3).....got a new(4).....here, so we moved.

It's big but(5)..... both my brother Robert and I like it.

I guess if you like(6).....boys.

Maybe you should(7).....to the other new student.

He said that(8).....

Well, he's a boy, and I'm a girl. It's quite.....
(9).....

Come on, Jenny, I'll(10).....you.

PRACTICE

With a partner, do a role play under the following

situation.

A: A new student in a campus. You don't know anybody and you try to make friend with other students. You question a lot about anything you don't know.

B: You know everybody in class. You have a new friend and he has a lot of questions. You are rather impatient about him/her.

Chapter

3

**How Do
You Feel?**

This chapter discusses expressions of worrying and reassuring in a school context where speakers deliver messages in normal speed.

DESCRIPTION

This chapter discusses expressions of worrying and reassuring in a school context where speakers deliver messages in normal speed.

COMPETENCE STANDARD

By the end of this chapter, the students are able to recognize expressions of worrying and reassuring pertaining matters in school context.

OBJECTIVES

The students are expected to be able to:

1. Talk about feeling of the first day at school/campus.
2. Describe speaker's feeling about first day at school.
3. Explain speaker's action
4. Imitate the native speaker's expressions of wor-

rying and assuring

5. Comprehend gist of the passages

BUILDING PRIOR KNOWLEDGE

Answer these questions with a partner or a small group.

1. If this is your first day or first week at school/
campus
 - a. Are you excited? Yes A little No
 - b. Do you feel nervous Yes A little No
 - c. Are you worried about Yes A little No
homework or test?

LET'S LISTEN

Listen to the conversation between Andrea and Eric to find the answers to these questions.

1. What is Eric worried about?
2. How does Andrea help him?

LISTEN AGAIN

Listen again. Circle T for true and F for false or ? if you don't know.

1. Eric is worried and shy, and Andrea is helping him. **T S**
2. Andrea is not nervous. **T S**
3. Eric will make many friends in this class **T S**
4. The teacher wants students to talk in this class **T S**
5. Eric and Andrea are best friends. **T S**

LISTENING FOCUS

Read, listen and practice what is heard.

1. I am afraid of talking on the phone in English. Don't be afraid. You can do it.
2. It's hard to get to know people when you live in a big city.

I have trouble getting to know people, too.

3. What's wrong?

I'm afraid of dogs. Can you take him away?

4. I'm sorry but I can't come. I have a cold.

I hope you get better soon.

5. At the beginning I always said, "Sorry, I don't speak English."

But now what do you say?

6. I don't want to leave! I made a lot of friends here.

Don't worry. You'll see them again.

7. He can come with us tonight. He doesn't have to work.

That's great!

PRACTICE

Listen to several conversations in a school context and write down the general gist of each passage in your Listening Journal.

Chapter

4

**Come On,
Wake Up!**

This chapter emphasizes typical expressions in a morning atmosphere in which speakers have a conversation using imperative sentences.

DESCRIPTION

This chapter emphasizes typical expressions in a morning atmosphere in which speakers have a conversation using imperative sentences.

COMPETENCE STANDARD

By the end of this chapter, the students are able to listen for details from the texts and dictate depending of what is heard by considering grammatical aspects.

OBJECTIVES

The students are expected to be able to:

1. Talk about getting up in the morning.
2. Find reasons of speaker's activity.
3. Learn tone patterns of imperative sentences
4. Dictate expressions with grammatical consideration.

BUILDING PRIOR KNOWLEDGE

Answer these questions with a partner or a small group.

1. Do you have a trouble getting up in the morning? Why or why not?
2. In the morning what do you do first? What do you do second?
3. Have you ever missed your Shubuh prayer?

LET'S LISTEN

Listen the conversation between Mike and Tom to find the answers to these questions.

1. Why does Tom need to get up?
2. Why is Tom having trouble getting up?

LISTEN AGAIN

Below are details about the introductory conversation. Circle T for true, circle F for false, or ? if you

don't know.

- 1. Mike woke Tom up **T S**
- 2. Tom doesn't want to take a trip **T S**
- 3. Tom takes a shower before he goes **T S**
to airport
- 2. Tom went to bed late last night because **T S**
Mike made a going-away party for him
- 5. Mike can go back to sleep, but Tom can't **T S**

LISTENING FOCUS

This is a dictation. Write the imperative sentences (commands) you hear, end each with exclamation point (!)

- 1.
- 2.
- 3.
- 4.
- 5.

PRACTICE

Play a role play of the following situations.

**Between a lazy friend who is always sleep
in the midnight for football and a friend
who is always asked to wake him up**

Chapter

5

Can I Try
This On?

This chapter discusses common conversations in clothing outlets in which the speakers use expressions of offering, service asking and describing through interaction between customers and store clerks.

DESCRIPTION

This chapter discusses common conversations in clothing outlets in which the speakers use expressions of offering, service asking and describing through interaction between customers and store clerks.

COMPETENCE STANDARD

The students are able to be familiar with expressions commonly used by customers and store clerk in a store context.

OBJECTIVES

The students are expected to be able to:

1. Describe pictures of clothes the person is wearing.
2. Talk about shopping activity
3. Talk about feeling of being approached by a store clerk.
4. Recognize common expressions used by customers

5. Recognize common expressions used by store clerks
6. Imitate common expressions used by customers and store clerks.
7. Decide whether the customers buy the cloth or not
8. Distinguish several utterances where sounds join.

BUILDING PRIOR KNOWLEDGE

Work with your partner. Choose a person in your class. Describe the clothes the person is wearing. Can your partner guess which person?

1. Do you like shopping?
2. How often do you buy clothes?
3. In a clothes shop, how do you feel when the store clerk comes to you?

Work with your partner. Look at the questions. Circle S if the question is asked by the store clerk. Circle C if the question is asked by the customer.

- | | | |
|---|----------|----------|
| 1. Can I try this on? | S | C |
| 2. Can I help you? | S | C |
| 3. Do you have it in a larger/smaller size? | S | C |
| 4. Would you like to place an order? | S | C |
| 5. Do you have it in different color? | S | C |
| 6. How much is it? | S | C |

LET'S LISTEN

Listen to three conversation and answer the question. Circle (Yes) or (No)

Conversation 1	Yes	No
Conversation 2	Yes	No
Conversation 3	Yes	No

LISTEN AGAIN

Listen to the conversation again. Check [✓] the information that describes the clothes that the customer tries first.

Conversation 1 **Size** [too big] [too small]
[just right] [don't know]
Size [with pockets] [no pocket]
[don't know]

Conversation 2 **Size** [too big] [too small]
[just right] [don't know]
Size [with pockets] [no pocket]
[don't know]

Conversation 3 **Size** [too big] [too small]
[just right] [don't know]
Size [with pockets] [no pocket]
[don't know]

LISTENING FOCUS

Listen to the dialogue. Circle places when sounds join. Write any new words you hear.

A : *Can I help you?*

B : This is nice. Do you have it in a larger size?

A : *Here you are. Does it fit okay?*

B : It's a perfect fit. How much is it?

A : *\$30, with a discount of 10%*

B : Thanks, I'll take it.

PRACTICE

Listen the dialogue and practice it with a partner.

Chapter

6

Let's Have a Picnic

This chapter talks about a conversation of two people having a picnic. Nature, environment and negative habit of people in this context are discussed.

DESCRIPTION

This chapter talks about a conversation of two people having a picnic. Nature, environment and negative habit of people in this context are discussed.

COMPETENCE STANDARD

By the end of this chapter, the students are able to comprehend main idea of the passage. The students are able to listen for details. The students are able to construct incoming discourse.

OBJECTIVES

The students are able to:

1. Describe pictures of clothes the person is wearing.
2. Comprehend arguments why people leave litters in a picnic spot.
3. Chunk incoming discourse into segments of constituents.

4. Construct sentences that are heard.
5. Imitate the lines of the conversation.

BUILDING PRIOR KNOWLEDGE

Have a conversation about picnic with a partner.

1. Do you like having a picnic?
2. What do you need to prepare before you go for picnic?
3. Have you ever had a picnic by a river?
4. Do you know a good spot for picnic?
5. Do you always leave a litter around after picnic?
6. Do you think you care of environment?
7. What do you think about people who throw rubbish during picnic?
8. What will you do to keep environment clean?

LET'S LISTEN

Read the following questions before you listen.

**Why do people always leave
litters around in picnic place?**

LISTEN AGAIN

Listen again and answer the following questions.

1. How many persons are in the dialogue?
2. Where is the conversation taking place?

**Listen again and find out some interesting phrases
from the dialogue**

LISTENING FOCUS

1. Work with a group of 4 (four) students. Get ready for dictation. A sentence of the dialogue will be played once or twice. With your group, construct the sentence you have heard. Pay attention to the grammar and diction of the sentence.
2. After sentence reconstruction, chunk incoming discourse into segments or constituents. The following sentence is done for example.

This is // a good spot // let's stop // and have our picnic // next to the river.

PRACTICE

Practice a conversation about a dirty environment in a certain tourist site.

Chapter

7

Learning English Through MP3

This chapter introduces Discovery Listening Technique to uncover listening difficulties and reasons of listening problems upon a text on English learning strategy through MP3.

DESCRIPTION

This chapter introduces Discovery Listening Technique to uncover listening difficulties and reasons of listening problems upon a text on English learning strategy through MP3.

COMPETENCE STANDARD

By the end of this chapter, the students are able to find out their listening difficulties and problems of listening in the text about how to improve English using MP3 player.

OBJECTIVES

The students are able to:

1. Identify comprehension level after the first time listening.
2. Find out main idea of the text.
3. Reconstruct a grammatically correct sentence from

incoming discourse

4. Identify difficult words within the sentence.
5. Discuss their comprehension over the passage with partners.
6. Pool their comprehension sharing with partner/group.

BUILDING PRIOR KNOWLEDGE

Have Discuss the following questions with partner in an active conversation.

1. Do you like learning English? How much do you like it?
2. How do you learn English?
3. Do you want to learn English quickly?
4. Where do you learn English? Inside class or outside class?
5. Do you know how to learn English outside class?
6. Do you know MP3 player? MP3 files? How do you play an MP3 file?

7. Do you know that you can learn English through MP3 player?

LET'S LISTEN

1. How much of the meaning do you think you understood the listening text for the first time playing? (Underline on the option)
a) Almost nothing, b) less than 40%, c) about 50 %, d) more than 60 %, e) almost all

2. What was the text talking about?

3. Individually write down segmented text that you hear and try to reconstruct the text in group. Pay attention to its structure and meaning.

1. _____
2. _____
3. _____

4. In your group, discuss difficult words and listening problems you had.

(Circle the problematic words above)

- a. *I couldn't hear which sound it was*
- b. *I couldn't separate the sounds into words*
- c. *I heard the words but couldn't remember their meaning quickly enough.*
- d. *This word was new to me.*
- e. *I heard and understood the words but not the meaning of that part of the sentence.*
- f. *The information is unclear for me*
- g. *Rate of speech is too fast for me*
- h. *Content of the text is difficult*
- i. *Other problems.*

5. Which of these words (or phrases) caused you most difficulty in understanding general meaning of the text?

(Write here)

6. Final listening --- can you hear and understand clearly now?

- a) Almost nothing, b) less than 40%, c) about 50 %, d) more than 60 %, e) almost all*

PRACTICE

Practice a conversation with a partner using vocabularies used in the speech above.

Chapter

8

**Can You Show
Me the Place**

This chapter discusses expressions of asking and showing directions where gap of information lays between speaker who knows a certain place and other who is eager to find out the wanted place.

DESCRIPTION

This chapter discusses expressions of asking and showing directions where gap of information lays between speaker who knows a certain place and other who is eager to find out the wanted place.

COMPETENCE STANDARD

By the end of this chapter, the students are able to follow directions and explain the location of the places.

OBJECTIVES

The students are able to:

1. Identify places where two words share a sound
2. Recognize directions to a particular destination
3. Decide whether the person got the direction or not.
4. Locate specific direction directed by the speakers

5. Explain a certain direction.

BUILDING PRIOR KNOWLEDGE

Have Work with a partner. Place a check [√] next to the things you may do if you are lost on the street. Note down your partner's answer as well.

If you are lost will you....	Yes	No	My partner
1. Ask someone the way
2. Ask a police officer the way
3. Buy a map
4. Call a friend on the phone
5. Keep walking until you find it
6. Give up and go home
7. Get in a taxi.

Work with your partner. Complete the dialogue with the words and the phrases in the box.

Don't think the station is wonder if near here
Do you know I'm sorry looking for over there

1. A: Excuse me, if there is a bank.....?
B: Iso.
2. A: I you can help me. I'm..... in post office.
B: Yes, it'snext to the pet store.
3. A: Sorry but do you know where.....
B:I don't know.

Now say the dialogues together

LET'S LISTEN

Listen to five conversations. Circle **Yes** and **No** to answer questions.

Does the person get the direction?

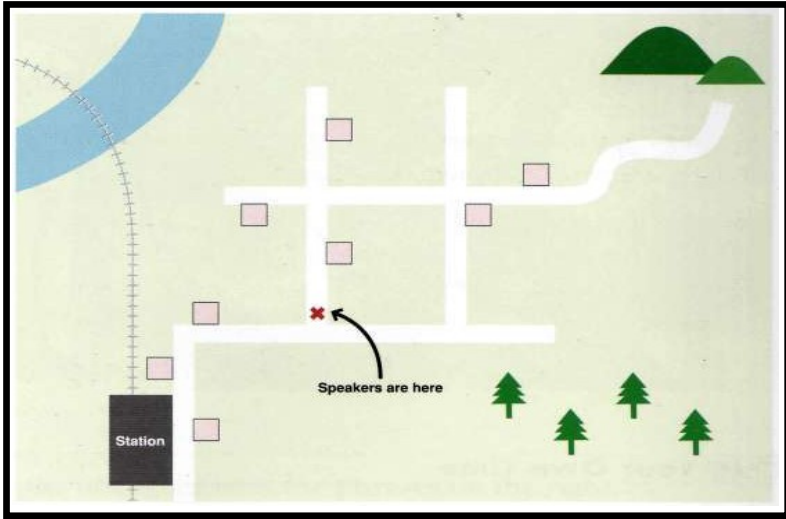
Conversation 1	Yes	No
Conversation 2	Yes	No
Conversation 3	Yes	No
Conversation 4	Yes	No
Conversation 5	Yes	No

LISTEN AGAIN

Listen to the conversations again. Draw lines and match each person with their reason for going to the place they are trying to find.

- Conversation 1** * * **lost their passport.**
- Conversation 2** * * **has a business appointment.**
- Conversation 3** * * **has a toothache**
- Conversation 4** * * **wants to buy a magazine.**
- Conversation 5** * * **wants to send a parcel.**

Listen to the conversation again. Mark the places on the map. Which two places can you not find?



Bookstore **Market street** **Dentist's**
Police station **Post office** **Kim, Smith & Chong**

LISTENING FOCUS

Listen to the dialogue. Circle the places where two words share a sound. The first one is done for you.

1. Excuse me, do you know where the police station is?
2. The police station? Mm..... it's on the next street.
3. The next street? Down here?
4. Yes, turn left, and left again. Why, is there a prob-

lem or have you lost something?

5. I've lost my bicycle. I left it outside the post office. I think someone stole it.
6. Oh dear!

PRACTICE

Practice a conversation between a tourist and a local resident. The tourist is visiting Palangka Raya but lost direction to Luwansa hotel. You are a local resident, who knows the town very well. The encountering place is near Palma department store. Direct him to the easiest way to the hotel.

Chapter

9

**Why Didn't
You?**

This chapter discusses common expressions of requesting and commanding used by a doctor and patient in medical context.

DESCRIPTION

This chapter discusses common expressions of requesting and commanding used by a doctor and patient in medical context.

COMPETENCE STANDARD

By the end of this chapter, the students are able to recognize common expressions used in medical context. Intonation contours used through the requesting and commanding expressions are also practiced to get them internalized.

OBJECTIVES

The students are able to:

1. Talk about medical matters
2. Recognize utterances to convey message
3. Distinguish intonation contours of requesting and commanding expressions.

4. Discriminate between intonation contours in sentences.
5. Imitate intonation contours of requesting and commanding expressions.

BUILDING PRIOR KNOWLEDGE

Work on your own. Check [√] your answers and complete the questionnaire.

1. When did you last go to a doctor?
 - Last week
 - Last month
 - Last year
 - Other
2. Why did you go to a doctor?
 - Something not very important
 - Something strange
 - Something serious

- Something private
- 3. What treatment did the doctor suggest
 - Rest
 - Medicine
 - Hospital
 - Nothing

Compare your answers with your partner.

Before you listen. Work with your partner. Look at the two dialogues. Arrange the sentences to make a conversation between a doctor and a patient. The first one is done for you.

Dialogue

Dialogue 1

..... What seems to be the matters?

..... Good afternoon, doctor.

Assalamualaikum.wr.wb.

..... That's right. I'm just on holiday here for a few days.

..... Erm, this is your first visit to my clinic, isn't it?

..... Well, I cut my leg while swimming.

..... Good afternoon, Mr Sule.

Wassalamualaikum.wr.wb.

Dialogue 2

..... What seems to be the matters?

..... No, keep your leg clean and get a lot of rest.

..... Thank you doctor. Good bye.

Assalamualaikum.wr.wb.

..... Oh, that's a shame. Can i walk on it, though?

..... You have an infection in the cut. I want you to wash your leg three times.

..... A day and put this cream on. Keep it covered with a bandage.

..... Can I go swimming?

..... Yes, you can walk but take things easy. Don't worry. You'll be better soon.

..... Good bye, Mr. sule.

Wassalamualaikum.wr.wb.

LET'S LISTEN

Listen to the conversation between a doctor and a patient. Write the patient's name then place a check [✓] in the box to show how ill the patient is.

What is the name of the patient?

How ill is the patient?

[] not ill at all.

[] a little but not seriously.

[] quite ill.

[] seriously ill.

LISTEN AGAIN

Listen the conversation again. Place a check [✓] in the box to show what the doctor does for the patient.

[] listen to her breathing.

[] feels her throat

- [] bends her knee.
- [] takes her pulse.
- [] takes her temperature.
- [] looks at her throat.
- [] takes an X-ray of her chest

LISTENING FOCUS

When the speaker wants to make a request, the intonation often goes up. When the speaker wants to make a command, the intonation often goes down. Listen to the dialogue. Draw lines to show where the intonation goes up or goes down.

A : Could you open your mouth? Say aah

B : *Aah*

A : Does this hurt?

B : *Yes. Am i going to die?*

A : You have a mouth infection. I want you to take this medicine three times a day and stay in bed.

B: *Can I talk a walk in the garden?*

Find one request and find two commands.

PRACTICE

Work with your partner. Play roles of doctor and patient.

Chapter

10

What's Your Hobby?

This chapter provides the students with radio broadcasting speech which has patterned communicative delivery.

DESCRIPTION

This chapter provides the students with radio broadcasting speech which has patterned communicative delivery.

COMPETENCE STANDARD

By the end of this chapter, the students are able to recognize fast speech forms.

OBJECTIVES

The students are able to:

1. Identify emphasized words/phrases spoken by speakers in a radio program.
2. Comprehend a series of sentences that contain unstressed function words.
3. Find out contrasting ideas from listening text.
4. Comprehend main idea of the passage.

BUILDING PRIOR KNOWLEDGE

What hobbies do you have? Discuss your answers with your partner.

LET'S LISTEN

Listen to the radio program and check [✓] the words/phrases that are emphasized.

Show	[]
Some hobbies	[]
Cool	[]
Plane spotting	[]
Take off	[]
Model	[]

Write what you think of each activity as a hobby.

Listen to the radio program and take notes.

Introduction

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Idea 1

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Idea 2

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LISTEN AGAIN

Almost everyone has a hobby. However, some hobbies are more useful than others.

Listen to the statements and circle the two con-

trasting ideas. Then write the word that introduces the second idea.

- 1. A. Rock climbing every day
B. Only on weekends
C. Loves rock climbing
- 2. A. Hobbies help creativity
B. Little time for homework.
C. Little time for hobbies.

LISTENING FOCUS

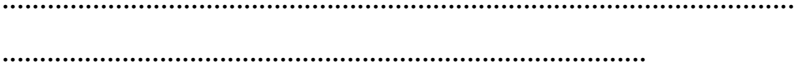
Listen to the passage and take notes on a separate piece of paper. Then write the answers.

1. Which words are emphasized?

.....
.....
.....

2. What is the main idea?

.....



PRACTICE

Practice a conversation about your hobby(ies) that are useful.

Chapter

11

**Physical
Appearance**

This chapter makes use of visual pictures to assist listening comprehension

DESCRIPTION

This chapter makes use of visual pictures to assist listening comprehension

COMPETENCE STANDARD

By the end of this chapter, the students are able to build a semantic network of word associations through visual pictures viewing physical appearances.

OBJECTIVES

The students are able to:

1. Associate all the related words that come in mind.
2. Describe physical appearances correspond to the given pictures.
3. Decide a correct picture correspond to what is heard.
4. Find out main ideas of the passage.


LET'S LISTEN

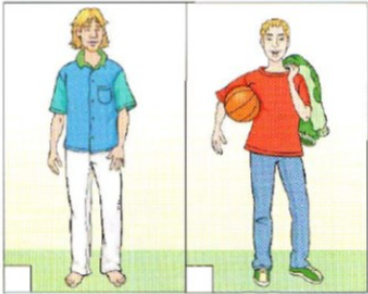
People are describing other people. What are they describing? Listen and check [] the correct answer.


	Age	Height	Hair
1.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
2.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
3.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
4.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
5.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
6.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
7.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
8.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]


LISTEN AGAIN

Listen to these descriptions of people. Check [] the correct picture.

1.  a. b.

2.  a. b.

3.  a. b.

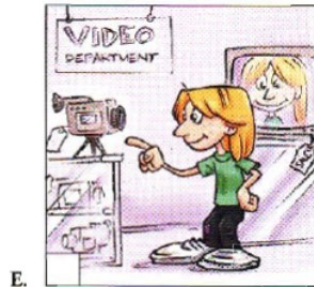
4.  a. b.

LISTENING FOCUS

Some parents are looking for their children in a department store. Listen and write each child's age.

1.
2.
3.
4.

Listen again. Which child is being described? Number the pictures.



PRACTICE

Have a conversation with a partner and describe other friends near you.

Chapter

12

Discovery Listening Technique

This chapter provides the students with Discovery Listening Technique that uncover building block of their listening comprehension. There will be several passages to discuss.

DESCRIPTION

This chapter provides the students with Discovery Listening Technique that uncover building block of their listening comprehension. There will be several passages to discuss.

COMPETENCE STANDARD

The students are able to find out their listening difficulties and explain the reasons of the listening difficulties.

OBJECTIVES

The students are able to:

1. Find out main idea of the text.
2. Reconstruct a grammatically correct sentence from incoming discourse
3. Identify difficult words within the sentence.
4. Discuss their comprehension over the passage with

partners.

5. Pool their comprehension sharing with partner/group.

DISCOVERY LISTENING

1. How much of the meaning do you think you understood the listening text for the first time playing? (Underline on the option)

a) Almost nothing, b) less than 40%, c) about 50 %, d) more than 60 %, e) almost all

2. What was the text talking about

.....
.....

3. Individually write down segmented text that you hear and try to reconstruct the text in group. Pay attention to its structure and meaning.

1. _____

2. _____

3. _____

4. In your group, discuss difficult words and listening problems you had.

(Circle the problematic words above)

- a. *I couldn't hear which sound it was*
- b. *I couldn't separate the sounds into words*
- c. *I heard the words but couldn't remember their meaning quickly enough.*
- d. *This word was new to me.*
- e. *I heard and understood the words but not the meaning of that part of the sentence.*
- f. *The information is unclear for me*
- g. *Rate of speech is too fast for me*
- h. *Content of the text is difficult*
- i. *Other problems.*

5. Which of these words (or phrases) caused you

most difficulty in understanding general meaning of the text?

(Write here)

6. Final listening --- can you hear and understand clearly now?

- a) Almost nothing, b) less than 40%, c) about 50 %, d) more than 60 %, e) almost all*

LISTEN AGAIN

Listen and understand the passage without making any notes. After listening, write down the general gist of what is heard

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PRACTICE

Chapter

13

I Became Really Sick

This chapter provides the students with a script of the listening passage. Understanding of meanings of the passage pertaining to listening to the passage.

DESCRIPTION

This chapter provides the students with a script of the listening passage. Understanding of meanings of the passage pertaining to listening to the passage.

COMPETENCE STANDARD

By the end of this chapter, the students are able to understand the importance of prior knowledge to comprehend a listening passage.

OBJECTIVES

The students are able to:

1. Comprehend a written passage about experience
2. Read the passage with appropriate pronunciation.
3. Chunk the sentences into segments or constituents.

BUILDING PRIOR KNOWLEDGE

Read and understand the following passages before listening.

Last week I suddenly became really sick and I was feeling a great deal of pain in my side. So my father rushed me to emergency room at the nearest hospital. I started feeling a strong pain in my side and there wasn't any sign that I was getting better. We didn't feel that we needed to call any ambulance because we lived so close to the hospital when we arrived my dad helped me into the emergency room. And the doctor on duty realized I had appendices I was quickly admitted to the hospital. A nurse took my vital signs blood pressure, temperature and pulse while my dad filled out all necessary paper work. Soon I was released having good insurance

LET'S LISTEN

Close your book. Before listening to the following monologue, get ready to answers the questions below.

1	2	3
4	5	6
7	8	9

1. Where does the situation take place?
2. What does the father do?

LISTEN AGAIN

Work with a partner. Try to draw the story in sequence with such a simple drawing

LISTENING FOCUS

Read the passage in order to imitate the way the native speaker read the story.

Pay attention to the flow of intonation and pronunciation.

LISTENING FOCUS

Record your practice using a mobile phone with MP3 facility.

Chapter

14

I'd Like to Talk About Schools

This chapter talks about main ideas in a longer and formal talk by listening for phrases speakers usually to introduce them.

DESCRIPTION

This chapter talks about main ideas in a longer and formal talk by listening for phrases speakers usually to introduce them.

COMPETENCE STANDARD

By the end of this chapter, the students are able to find out main ideas of a talk and find the stressed syllable within words.

OBJECTIVES

The students are able to:

1. Predict the pronunciation of the unstressed syllables.
2. Imitate the utterances speakers use to indicate main ideas of a talk.
3. Mark a correct stressed syllables of words.
4. Find out phrases speakers use to indicate main

ideas after listening.

BUILDING PRIOR KNOWLEDGE

Write the names of the different grade levels in schools in Indonesia and the age at which students begin each level.

Grade	Age

Match the two parts of statements.

1.	Well, as you know	students do not have to
2.	I'd like to talk about	students at our schools have to wear uniforms.
3.	For example in Indonesia	what students in other parts of the world wear at school.

LET'S LISTEN

Listen to the lecture and match the above two parts of statements.

Listen to the lecture and take notes

Part A

Phrase

The point I make today is that

.....

.....

.....

.....

Main idea :

.....

.....

.....

.....

.....

Part B

Phrase

.....

.....

.....

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Main idea

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LISTEN AGAIN

Circle the correct answers, using your notes to guide you. The listen again to the lecture to check your answers.

1. What are the two main ideas of the lecture?

- a. School level in Australia
 - b. Different school systems between countries
 - c. Different school age around the world.
 - d. Elementary school entry age in the United States.
2. Which two phrases introduce each of the main ideas?
- a. The point I want to make today is that
 - b. For example, did you know that
 - c. In Australia kids can start
 - d. My main point here is

LISTENING FOCUS

Speakers often say two words closely together, making them sound like one word. For example: *he + is = he's*

Listen to the dialogues and underline the two words that are contracted.

1. No, they are not. They are six years old this year.
2. He is excited, especially because he will be going to Rivertown School.
3. Sorry, we are leaving for new york tomorrow and I have to finish packing.
4. Well, it is boring to live in this town. I think I will have more fun in the city.

PRACTICE

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ISBN 978-602-60253-4-2



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