

MODUL BAHASA INGGRIS UNTUK GURU SD

(PSD 316)

Materi 4

TEACHING LISTENING FOR YOUNG LEARNERS

Disusun Oleh

Dr. Febriyantina Istiara, M.Pd

UNIVERSITAS ESA UNGGUL

2018

TEACHING LISTENING FOR YOUNG LEARNERS

1. **Introduction**

 This module about Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language. That listening is the ability to identify and understand what others are saying. For learners, listening is how spoken language becomes input it is the first stage of learning a new language.

 In the classroom, this happens by listening to the teacher, a CD, or other learners. It is the process of interpreting messages what people say. Two theories of speech perception portray listeners as having very different roles. In the first view, listeners play a passive role and simply recognize and decode sounds, and in the second view, listeners play an active role and perceive sounds by accessing internal articulation rules to decode speech (Crystal 1997). Whether speech perception is active or passive, or a combination of both, Phillips (1993) says that listening tasks are extremely important in the primary school setting, providing a rich source of language data from which children begin to build up their own ideas of how the foreign language works.

 Language is a system for expression of meaning. The primary function of language is for interaction and communication. English as one of the international languages in the world should be mastered by people from many countries in the world to communicate each other. They may know and understand what they speak communicatively because of English. Because of the reason, English becomes the first foreign language that is taught in Indonesia from elementary school up to college. Speaking is one of the four basic language skills: listening, writing, reading and speaking. Teaching English speaking is the process of giving the English lesson, from the teacher to the students based on the material from the syllabus of the certain school, in order that the students are able to absorb it and they will be able to communicate by using English orally.

1. **Basic Competencies**

Understanding kinds of Listening for children

1. **Kemampuan Akhir yang Diharapkan**
	1. The students will be able to know about listening.
	2. The students will be able identify the principles of teaching listening for children.
2. **Learning Activities 1**

**Teaching Listening To Young Learners**

* 1. Uraian dan contoh

**I. Why Listening is important**

* A child needs to be able to interpret and attach meaning to information they receive from what they have heard and formulate a response
* Attaching meaning depends on their lexicon (vocabulary ‘dictionary’) helped by their ability to visualize
* Listening comprehension is a key to reading comprehension and written composition
* Listening comprehension = language ability + background knowledge
* Listening Comprehension x Decoding = Reading Comprehension
* It all starts with being able to listen *precisely!*

**Where can I find listening materials?**
On Learn English Kids you’ll find a variety of listening materials, including:

* Traditional songs such as ‘[The wheels on the bus](https://learnenglishkids.britishcouncil.org/en/songs/the-wheels-the-bus)’ and ‘[Incy Wincy Spider](https://learnenglishkids.britishcouncil.org/en/songs/incy-wincy-spider)’ as well as lots of great original kids songs. Depending on copyright some are available to download.
* Traditional and original [stories](https://learnenglishkids.britishcouncil.org/en/short-stories) to listen to and/or read.
* [Tongue twisters](https://learnenglishkids.britishcouncil.org/en/tongue-twisters) to help with pronunciation and have fun practising English.
* Games in the [Tricky words](https://learnenglishkids.britishcouncil.org/en/tricky-words) subsection of ‘Speak and spell’.

**Listening basics**
We need to give learners a reason to listen.

* Giving activities before, during and after listening means that learners are not just listening but are engaged in the task, and actually doing something with what they hear.
* We should also use English in class as much as possible so our learners get maximum listening practice. Even if you are not confident with your own accent they will be learning more than if you speak only to them in your first language.

**How can I use the listening materials in class?**
Before listening to the songs, short stories or videos, you could:

* Introduce the topic and revise or pre-teach vocabulary with flashcards. You can make your own flashcards with our [flashcard maker](https://www.teachingenglish.org.uk/article/flashcard-maker) tool, or look on Learn English Kids to find lexical sets of [flashcards](https://learnenglishkids.britishcouncil.org/en/flashcards). You could drill new words with the learners then play a quick game with the cards. For example, show the class some flashcards then mix them up and remove one - ask which one is missing. Alternatively, show the learners ten cards then turn them over and ask them to remember the pictures.
* Most of the songs, stories and videos have a 'preparation' picture and word matching game with some of the key vocabulary.
* Look at a still image of the song, story or video before you listen, and ask learners to predict which words they are going to hear and what it’s going to be about. Write their ideas and words on the board.

**Tasks that learners can do during listening include:**

* Checking whether their predictions about which words they would hear are correct.
* Completing the printable worksheets or answering questions. The songs, short stories and videos all come with free printable worksheets, or you can ask your learners your own questions.
* Learners probably need to listen more than once to complete these tasks. The first time they listen for the main idea, then in subsequent listening for more detail and more depth of understanding.
* Singing along to songs of course! Actions will make the song more memorable and fun. Kids will love copying the actions they see on the screen but feel free to make up your own too!

**After listening you could:**

* Use the transcripts for language focus, for example, picking out useful expressions, question words or verb structures. Find the transcripts directly under each song, story or video.
* Do any extension activities on the printable worksheets.
* Use the listening activity as a starting point for project work on a similar theme. There are [crafts](https://learnenglishkids.britishcouncil.org/en/crafts)(masks, puppets, games and more) available which you might find useful for this.
* If your learners are registered on the site they can write comments under the material they have listened to. Registration only takes a minute but they need to use a parent or guardian's email address. Encourage your learners to register at home with their help.

**With very young learners:**

* You could introduce the listening topic and focus attention with puppets. The puppet can talk about a song or story or point to pictures related to the listening material. Use a simple picture on a stick or even a sock.
* While children are listening, get them to respond physically to what they hear. They can point to flashcards on the wall when they hear or see certain characters or words. They could also stand up or shout out each time they hear certain words – depending on how noisy or active you want the children to be. As we mentioned earlier, you can invent actions for songs or let the children invent their own, taking it in turns to be the leader.
* Use flashcards for a ‘run and touch’ activity after listening. You say the word, then learners run (or hop or swim, etc.) to that flashcard on the wall.

**What else can I use?**

* [Tongue twisters](https://learnenglishkids.britishcouncil.org/en/tongue-twisters) can help with pronunciation and are a fun way to practise English. Listen to the tongue twister and then practise saying it. Try slowly at first, and then more quickly!
* Games in the [Tricky words](https://learnenglishkids.britishcouncil.org/en/tricky-words) section demonstrate the pronunciation of tricky spellings in English.

These are great for individual work on a visit to the computer room, to revise vocabulary, a treat at the end of class, a change of focus in class, or as a warmer at the start of the lesson.



Picture. 2 Improve Listening Skills

I will identify a number of learning theories, together with a list of considerations and cautions with some insights that I have gained from trying to make listening in my classroom more comprehensible.

* The nature of listening
* Why we need to develop listening skills
* Theories I consider when I develop listening skills
* Some considerations for classroom listening
* What I do to be more comprehensible
* Conclusion

**The nature of listening**
'Listening is an active not a passive operation.' Garvie. With this in mind I would like to emphasise three things:

* The importance of understanding this concept of listening being an active engagement. That is, as a listener, the mind is actively searching for meaning.
* The importance of what Krashen calls ***'comprehensible input'*** (CI) or that 'we acquire when we understand what people tell us or what we read, when we are absorbed in the message.' Individual progress is dependent on the input containing aspects of the target language that 'the acquirer has not yet acquired, but is developmentally ready to acquire.'
	+ This seems to imply the importance of ensuring that the language level is matched to the learners, which means teachers must understand their learners' abilities.
* Krashen advises that acquisition proceeds best when 'the acquirer's level of anxiety is low and self-confidence is high.'
	+ This seems to enforce the importance of making the learning environment in our classrooms non-threatening.

**Why we need to develop listening skills**
'If someone is giving you a message or opinion, then of course you have to be able to understand it in order to respond.' (Brewster, Ellis, Girard).

* Listening skills need to have a 'real-life' meaning, Donaldson says that children need 'purposes and intentions' which they can recognise and respond to in others 'these human intentions are the matrix in which the child's thinking is embedded.'
* This implies that we need to carefully select materials and purposes for practising listening skills and that they need to have an authentic meaning to young learners.

**Theories I consider when I develop listening skills**
 Keeping in mind that listening is an active process, Brewster, Ellis and Girard caution that asking children to 'listen and remember' can make them 'anxious, places a great strain on their memory and tends not to develop listening skills.'

 The teacher would support children's understanding more effectively, if they direct their pupils' attention to specific points that have to be listened for 'using activities that actively support learners' understanding and guide their attention to specific parts of the spoken text.'

 Wells says a lot of children's learning 'is dependent on making connections between that they know and what they are able to understand in the speech they hear' but they don't learn only listening, motivation for learning language is to be able to communicate 'using all the resources they have already acquired to interact with other people about their needs and interests.' This seems to be in line with social constructivist theories.

1. Piaget believed that a young learner 'constructs' or builds understanding over time.
2. Vygotsky believed that learning was ahead of development and for development to occur, interaction with adults or peers who are more knowledgeable is needed. This has been termed the 'zone of proximal development'.
3. Bruner extended Vygotsky's ZPD theory by defining the role of the more knowledgeable 'other' as someone who is actively involved in the learning processes by closing the gap between what has been partially and fully understood. This has been termed 'scaffolding'.

**Some considerations for classroom listening**
These are some of the things I consider when I try to develop my students' listening. (Brewster, Ellis & Girard)

* Give the children confidence. We should not expect them to always understand every word and they should know this.
* Explain why the children have to listen. Make sure the learners are clear about why they are listening, what the main point or purpose of the activity is.
* Help children develop specific strategies for listening. An important strategy that the teacher should teach is 'intelligent guesswork'. Pupils are used to drawing on their background knowledge to work out something they are not sure of.
* Set specific listening tasks. I try to think of listening in three stages, pre-listening, while-listening, post listening and have activities for each stage.
* Listening does not have to rely on the availability of a cassette or pre-recorded material. Most listening is teacher talk.

**What I do to be more comprehensible**
There are a number of ways that I try to make myself easier to understand.

* Keep sentences short and grammatically simple
* Use exaggerated intonation to hold the child's attention
* Emphasise key words
* Limiting the topics talked about to what is familiar to the child
* Frequently repeating and paraphrasing

**C. Songs and young learners**

The most prominent features of songs that reinforce language acquisition include their rhythmic and repetitive nature and the joy that the association between melody and content brings to the learning activity. Children have a keen awareness of rhythm, and they have not yet experienced the anxiety that can accompany learning a second language (Krashen 1981). Therefore, songs are consid - ered to be a sine qua non of teaching ESL/EFL to YLs. I feel that among the many advantages of using songs in YL ESL/EFL classrooms, the most striking ones are the following.

**Songs are key to primary practice**

 Most primary school teachers generally use songs as a teaching technique, and Cam - eron (2001) claims that the use of songs and rhymes is also important for YLs in foreign language classrooms. Likewise, John - stone (2002) claims that teachers of YLs may make an important contribution to children’s early language education by introducing their classes to recorded songs. Demirel (2004) makes the strongest claim when he argues that the most effective way to teach listening comprehension, pronunciation, and dictation to YLs is through teaching songs.

**Songs create a safe and natural classroom ethos**

 According to Cullen (1998, 1999), songs are significant teaching tools in teaching ESL/EFL because, as most teachers find out, students love listening to music in the language class - room and they often hold strong views about music. This affinity with music makes songs vital tools to create a safe and natural classroom ethos and to overcome feelings of shy - ness and hesitation on the part of the learners. Because of their limited attention span, YLs need a variety of activities. YLs are often shy, and they should join in classroom activities when they feel ready rather than when the teacher demands an opportunity that songs. The learning characteristics of YLs also reveal a need to develop a strong emotional attachment to their teacher. Listen and Do songs support this attachment since the students and the teacher are physically involved in doing the same actions. The students’ education, including language education, is a process in which they should be encouraged to contribute physically, emotionally, and intellectually. This type of learning environment is best achieved when the teacher creates a safe, nonthreatening context within which learners can play with language.



Picture 3. Whole Body Listening

**D. Tips To Teach Whole Body Listening**

 Phrases like “pay attention” and “listen carefully” ring out in classrooms across the country. Moms, dads, and other caregivers can be heard saying some version of these same words to children everywhere. Paying attention and listening to others are not only considered essential for social communication, but also for learning to be part of a group and for academic success. In fact, these skills are clearly outlined in the Common Core Learning Standards that teachers use to grade their students.

 Although we can easily agree that the ability to listen is important, listening involves more than “hearing” with our ears. So how is this multi-layered skill best taught? To make listening more concrete and teachable, speech pathologist Susanne Poulette Truesdale (1990) came up with a powerful, and now very popular, concept known as “whole body listening.” This innovative tool breaks down the abstract concept of listening by explaining how each body part other than the ears is involved: the brain thinking about what is being said; the eyes looking at or toward the speaker; the mouth quiet; the body facing toward the speaker; and the hands and feet quiet and kept to oneself. In a more recent article (2013) Truesdale stresses that the most critical part of whole body listening takes place in the brain. She states that “when we are asking someone to think about what we are saying, we are in essence asking for the listener’s brain to be connected and tuned-in.”

 Over time, other professionals have expanded the initial whole body listening concept to include the heart as a way to encourage empathy and perspective taking. This later addition is helpful when working on social interactions and relationships in which the purpose of listening is not just to “hear” and interpret what is being said, but also to demonstrate shared involvement to make a positive impression.

 This expanded concept of whole body listening is woven into parts of Michelle Garcia Winner’s larger Social Thinking methodology to teach the fundamentals of how and why we listen to figure out the “expected” behavior when around others. Similar to other Social Thinking Vocabulary that breaks down the social code, whole body listening has become a foundational concept to help make this and other abstract concepts more concrete and easier to understand, teach, and practice.

 There is no “one way” to teach the whole body listening concept. The goal is to create effective approaches for those with a variety of learning styles. And most importantly, to do this in ways that respect each person’s particular needs and abilities.

**Kids Do Well If They Can**

 When children struggle to meet classroom standards related to listening and following directions, they may be misunderstood or possibly labeled as “behavioral problems.” According to their age/stage of development, we expect children to learn how to focus, listen, and follow directions intuitively, using the “built-in” social regulation sense we assume all children possess. However, some children don’t intuitively acquire the social skills and self-regulation that we typically associate with listening. To support these children, parents and teachers need to take a step back and view the situation through a different lens.

 The skills needed to perform the task?” He states it perfectly: “Kids do well if they can.” Greene believes that it is our job to figure out in which areas our children need support, understanding and/or accommodations so that they can do well. To explain listening in a way that makes sense, a host of social cognitive and sensory processing skills may first need to be concretely taught. And in some cases, children with social learning, sensory processing, attention, or other regulation challenges may not be able to perform tasks generally associated with listening, such as keeping one’s body still, making eye contact, or staying quiet.

**E. Teaching Listening Skills In The Classroom**

1. It is clear that listening is the skill that children acquire first, especially if they have not learned to read. When the students start to learn a foreign language , it is going in through their ears and what the students hear is their main sources of language. We also try to give them as much as visual back up as possible through facial expression, movement, mime and pictures.

 2. If you are reading you can go back and check or you can reread. Thus isn’t possible while you are listening . So it is important to say things clearly and to repeat them with young learners.

3. One has to concentrate while listening but Young learners have a short attention span, so it is important not to overload children when you are working on listening tasks.

4. When we are listening to someone speak we usually nod, comment or show some signs of understanding and if we don’t follow then we also say so. We very seldom wait until the end of the conversation or announcement and then start asking questions regarding what we have heard. So when we present activities to children we should ask for understanding as they listen and not check for understanding only at the end of the exercise.

5. Some listening activities will wake your students up, make them move about, create movement or noise. Others will calm them down, make them concentrate and create a peaceful atmosphere.

**Different types of listening activities in the classroom**

**1. Listen and Do activities**

* **Instructions**

Most classroom language is a type of listen and do activity. Communication is two-way, and you can gauge whether your students have understood or not. For example – “Sit down, please”, “Give this to Sally”, “Come up to the board” etc.

* **Movements**

The younger the students, the more physical activities they need. All the push, pull, close, open activities apart they can also do fun things like “ hop on your right foot three times, place your hand on your head and stand near the door” etc. The more language the students learn the more varied activities you can do with them. It will help- you check classroom vocabulary, movement words, counting etc. students learn from each other, even if they are unable to follow the first time they will watch and imitate the action. You can also have them take over the role of the instructor after a while and they will enjoy it.

* **Raise your hand**

This can be used for a variety of exercises. The children can be asked to raise their hands when they hear a particular phonetic sound, the long and short vowels, or if the teacher misses a number while counting or if they hear a particular word, which they have been taught, or a new word etc. Can you think of others?

* **Mimestories**

In a mime story the teacher tells the story and the students and the teacher do the actions. A simple example will be: “ We are sitting on a boat and rowing. (The children mime rowing) Oh! What’s that? I can see a bird flying.( action) and he story continues………

* **Drawing**

Listen and draw is a favorite classroom activity. However the teacher needs to remember that drawing takes time so the pictures need to be very simple. Either the teacher or one students tells the other what to draw without naming the actual object. This activity is useful for checking object vocabulary, prepositions, colors and numbers.

**2. Listening for information**

Listening for information is a phrase that nearly covers every aspect of listening but here we will narrow it down to mean listening for specific information and for detail. These activities can be used to check what the children know and to give new information

* **Identifying exercises**

You can make up very simple identifying exercises like:

|  |
| --- |
| Tape script :Has anyone seen my brother, John? He has curly hair and long ears. He is wearing a striped shirt and is carrying a football. He has football boots on his feet and is wearing blue shorts.Tick the correct picture |
| Picture of a boy with the above description and two other pictures |
|  |  |  |

* **Listen for the mistake**

You can use the picture in your book but make mistakes in the text you read, and the children listen for the mistakes. The same can be done with the correct text and the wrong picture.

* **Putting things in order**

students listen to a text and arrange the pictures in the right order. This could be a simple story with picture cards.

A series of four pictures that tell a story

* **Gap Filling**

students can fill in the missing words of a song, a text, a time table or a table like the one below.

students listen to a text on the likes and dislikes of various people and fill in the table. If the students are unable to write then the option would be to tick answers.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Like- smiley face** | **Dislike- crying face** | **Wants to learn** |
| Susan | Swimming | Tennis | Ballet |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

* Listen and colour

Children love colouring pictures. We can use any picture from their text book and instead of letting them colour on their own we can give instructions to colour.





**3.Listen and repeat activities**

Listen and repeat activities are a great fun and give the students the chance to get a feel for the language – the stress, sound, rhythm and intonation. When done in combination with movements objects or pictures it helps to establish the link between form and meaning.

**Rhymes and Songs**
 Most children love rhymes and like to repeat them over and over again. Rhymes are repetitive and have a natural rhythm. They are fun and play with the language. Songs have a universal appeal.

For example this rhyme from Carolyn Graham’s Jazz Chants For Children(OUP) helps children express likes and dislikes:

I love coffee.
I love tea.
I hate the dentist
and the dentist hates me.
The students may substitute the word ‘dentist’ with a word of their choice.

 

**4. Listening to stories**
Listening to stories should be a part of every child’s growing up years and play a vital role in the child’s language development.

The teacher should establish a story telling routine which creates an atmosphere. The children should be relaxed and therefore open to what they are about to hear.
Listening to stories allows them to form their own inner pictures.

* **Telling a story**If you are telling a story then there should be no book in front. The teacher needs to adapt the language the their level, repeat and go back, use gestures and facial expressions and has constant eye contact.
* **Creating stories**
Creating stories with children is a wonderful activity. The teacher keeps asking questions and the answers that the children provide takes the story forward. It is fun for the children as they are involved and the ending is unpredictable. It helps to put their thoughts into words.
* Reading stories
This does not allow for the story to be changed at all. Children like their favorite stories to be repeated and usually know it word to word so any alteration will not be acceptable. This is also the foundation laying for their reading so it is advisable to allow them to hold and explore a book as much as possible.

**5.Independent Listening**
If possible one must always use cassettes so that children can sit and listen in peace. There is a lot of ready material available in the market for Young learners. They are usually cassettes that come with a book and there is no reason why children shouldn’t listen and follow the pictures before they can read the words.

Sometimes children should listen just for the sake of listening – music, poetry or a short story. Children should be exposed to as many different voices as possible and the more they hear the better they will be able to speak and write.

* 1. **Latihan**

a. Answer these following questions correctly!

1. How can we encourage the children to listen to English between lesson?

2. What stories do you think the children will know well in their native language that we can tell in english?

3. How can we best help the children to speak out with confidence ?

4. Can you think of other useful expressions we can introduce as classroom language?

b**. Assignment Instructions**

Some questions to reflect on or discuss when one child is speaking another is listening , when we are going about our job of being teachers, we can use English naturally in all kinds of situations and the children are listening. When the children playing games , they can be speaking out a lot . Even when the children are reading and writing they can be speaking and listening. Our lesson can provide a total environment where the children listen to and speak English as much as possible.

* 1. **Summary**

Teaching listening for children can use english for classroom instructions. The first few times we say like, open your books, or please write we can mime opening a book or writing but after a while we stop doing the mime and just give the instruction in English. In the classroom discussion, the students have more motivation to use English in

communication with their friends they can practice how to express their ideas or opinions, they can also appreciate the other opinions of other students, and they can practice how to solve the problems together. Discussion involves all students in learning process, and it can increase the student’s participation individually.

* 1. Tes Formatif

Choose the right answer from questions below!

I. Short Conversation (Part A).

Pada Part A, Anda akan mendengar sekitar 30 percakapan pendek antara dua orang dan setiap satu percakapan akan diikuti oleh satu pertanyaan. Rata-rata satu pembicara hanya berbicara satu kali. Ketika Anda mendengarkan percakapan harus memerhatikan dengan cermat ungkapan yang diucapkan oleh pembicara kedua, karena biasanya kata kunci untuk menjawab berada pada kalimat yang diucapkan oleh pembicara kedua. Untuk menjawab soal-soal di bagian ini, Anda dapat membaca tips dan triknya secara spesifik dalam Trik dan Cara Menjawab Soal Listening Part A.

Pada Bagian A (Part A) terdapat petunjuk dalam lembar soal yang harus Anda baca dengan cermat.

Directions

In Part A, you will hear short conversation between two speakers. At the end of each conversation a third voice will ask a question about waht was said. The question will be spoken just one time. After you hear a conversation and the question about it, read the four possible answers and decide which one would be the best answer to the question you have heard. The on your answer sheet find the number of the problem and mark your answer.

Petunjuk

Pada Bagian A, Anda akan mendengarkan percakapan-percakapan pendek antara dua pembicara. Di akhir setiap percakapan, ada suara ketiga yang menanyakan tentang apa yang diungkapkan dalam percakapan. Pertanyaan hanya akan diucapkan sekali. Setelah Anda mendengarkan sebuah percakapan dan pertanyaan tentang percakapan tersebut, bacalah keempat pilihan jawaban dan tentukan mana yang merupakan jawaban terbaik dari pertanyaan yang telah Anda dengar. Kemudian, pada lembar jawaban Anda, lihatlah nomor soal dan hitamkan pilihan jawabannya.

Setelah membaca petunjuk di atas, Anda akan mendengar sebuah percakapan pendek sebagai berikut.

(Man) : I am trying to find a book by author Sterling Watson. Do you know where I should look?

(Woman) : He's a fiction writer, isn't he? Log on to this computer. Click on fiction, and then search by author name. See? Oh, he has written quite a few books, although I've never heard of him.

(Man) : His books were never in the top ten, but I like his style. I took a class from him at the University of Florida.

Narrator : What does the man say about Sterling Watson?

Tulisan dalam buku test Anda:

1. A. He is required to read one of his books but does not like his writing.

 B. He has never read any of his works previously.

 C. He appreciates his writing style.

 D. He learned about his books from a computer.

Directions

In Part B, you will hear longer conversations. After each conversation, you will be asked some questions. The conversations and questions will be spoken just one time. They will not be written out for you, so you will have to listen carefully in order to understand and remember what the speaker says.

When you hear a question, read the four possible answers in your test book and decide which one would be the best answer to the question you have heard. Then, on your answer sheet, find the number of the problem and fill in the space that corresponds to the letter of the answer you have chosen.

Petunjuk

Di Bagian B, Anda akan mendengar percakapan-percakapan yang lebih panjang. Setelah satu percakapan panjang diperdengarkan, Anda akan diberi beberapa pertanyaan. Percakapan dan pertanyaan-pertanyaan hanya akan diucapkan sekali. Pertanyaan-pertanyaan itu tidak akan dijumpai di lembar soal, sehingga Anda harus mendengarkan dengan cerrmat supaya bisa memahami dan mengingat apa yang dibicarakan oleh pembicara.

Ketika Anda mendengarkan satu pertanyaan, bacalah pilihan-pilihan jawaban yang ada di buku soal dan tentukan satu yang merupakan jawaban terbaik dari pertanyaan yang telah Anda dengar. Kemudian pada lembar jawab, temukan nomor soal dan hitamkan bundaran yang sesuai dengan pilihan Anda.

Setelah membaca petunjuk dengan jelas, Anda akan mendengar sebuah percakapan panjang yang diikuti oleh beberapa pertanyaan.

(Man) : I can't believe we have to read this entire book by Monday.

(Woman) : Some teachers think you have nothing else to do besides prepare for their class.

(Man) : Well, my boss thinks the same thing about my job — that it's the only thing I have to do.

(Woman) : Oh, I didn't know you were working. What do you do?

(Man) : I do bookkeeping work for a small company on Saturdays. This weekend, I have to prepare end of the quarter reports to give to the accountant on Monday.

(Woman) : You'd better start reading soon.

Narrator : 1. What does the man imply about the assignment?

 2. What does the man imply about some teachers?

 3. What does the woman suggest that the man do?

 4. What does the man say about his work?

Tulisan dalam buku test Anda:

2. A. It is too much to read in such a short time.

 B. He has already read the material.

 C. He can read at work.

 D. The teacher knows that he has a job.

3. A. They are understanding.

 B. They give thought-provoking assignments.

 C. They act like taking their class is the only thing a student has to do.

 D. They are unprepared.

4. A. Skip work

 B. Begin work on the assignment as soon as possible

 C. Quit the class

 D. Stay up all night

5. A. He does manual labor.

 B. He dislikes his job.

 C. His employer is very understanding.

 D. He works with figures.

* 1. Umpan Balik dan Tindak Lanjut

Please match your answers above with answer key of formative test 1 which is located in the end of the module. Measure your topic mastery of learning activity 1 with formula given below:

Level of mastery= (total of right answers: 5) x 100%

Vey good = 90-100%

Good = 80 - 89%

Fair = 70 – 79%

Poor = 0 – 69 %

If level of mastery of the topic is more than 80%, you can continue to learning activity 2 . If level of mastery is less than 80% you need to re-do learning activity 1 especially from you have not understood part.

1. **Kegiatan Belajar 2**
	1. Uraian dan contoh

text

* 1. Mendengarkan

video

* 1. Latihan

video

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

1. **Kegiatan Belajar 3**
	1. Uraian dan contoh

text

* 1. Latihan

text

* 1. Latihan

Video/audio

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

1. **Kunci Jawaban**
	1. Tes formatif 1

1. c

2. a

3. c

4. b

5. d

* 1. Tes formatif 2

text

* 1. Tes formatif 3

text

1. **Daftar Pustaka**

Better English in the Classroom by M. Bautz

Cameron, Lynne. 2001. Teaching Language to Young Learners. New York. Cambridge University Press

Kay, Penny Mc and Jenni Guse. 2007. Five-minute activities for young learner. UK: Cambridge handbook for language.

Scott, W.A. and L.H. Ytreberg. 1990. Teaching English to Children. London: Longman

Suyanto, Kasihani K.E., 2007. English for Young Learners. Jakarta: Bumi Aksara Willis, Judi., 2008. How Your Child Learn Best. Illinois: Sourcebooks, Inc.

Songs and Rhymes for the Teaching of English by J. Dakin

Teaching Young Language Learners (Oxford Handbooks for Language Teachers) by Annamaria Pinter, Oxford University Press, 2006

Paul David, Teaching English to Children in Asia. England : Longman.

<https://www.google.co.id/search?safe=strict&biw=1094&bih=462&tbm=isch&sa=1&ei=PtOKW8vwFYf3vgT->

 <http://www.toolsforeducators.com/>

<https://www.tefllife.com/virtualcourses/teyl/section_2/index.php>