

CHAPTER IV

THE APPLICATION OF THE PACE LISTENING ACTIVITIES IN A LISTENING CLASS

CHAPTER V

THE APPLICATION OF THE PRE-LISTENING ACTIVITIES IN A LISTENING CLASS

After reviewing the description of the pre-listening activities, now it is the time to discuss the application of the nine suggested activities which are mentioned in section 4.1. Sometimes two or three or even more than five types of the pre-listening activities may be delivered to present one material. Therefore, to make the explanation understandable, the writer decides to present four materials each of which material may be used for some pre-listening activities.

5.1 Model I: "Napoleon: From Schoolboy to Emperor"

The text is taken from Intermediate Listening Comprehension (Dunkel and Lim, 1994:108). The tapescript is presented below:

- Napoleon was a French soldier who became *emperor* of France. He was born in 1769 on the island of Corsica. When he was only ten years old, his father sent him to *military school* in France. Napoleon was not a very good student in most of his classes, but he *excelled* in mathematics and in military science. When he was sixteen years old, he joined the French army. In that year he began the military *career* that brought him *fame*, power, riches, and, finally, defeat. Napoleon became a general in the French army at the young age of twenty-four. Several years later he became emperor of the French Empire.
- Napoleon was many things. He was, first of all, a brilliant military leader.

His soldiers were ready to die for him. As a result, Napoleon won many, many military *victories*. At one time he *controlled* most of Europe, but many countries, including England, Russia, and Austria fought *fiercely* against Napoleon. His defeat—his end—came when he decided to attack Russia. In this military campaign against Russia, he *lost* most of his army.

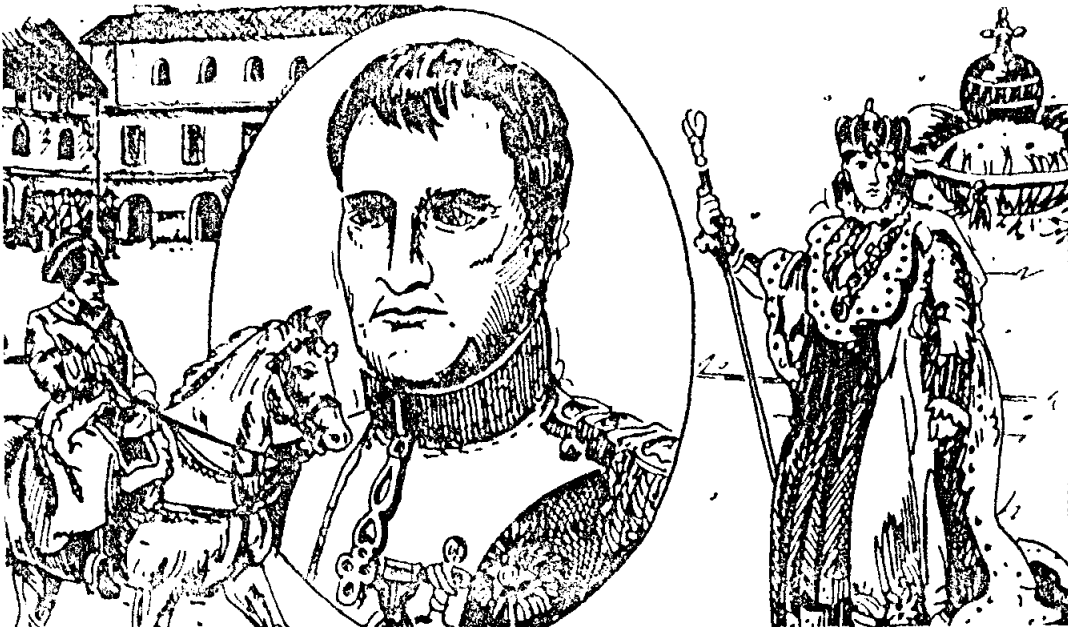
The great French conqueror died alone—*deserted* by his family and his friends—in 1821. He died in 1821, alone and deserted. Napoleon was only fifty-one years old when he died.

There are six pre-listening activities that may be administered. Each of them will be explained further.

5.1.1 Activity: Looking at and Discussing a Picture

Look at the picture below and answer the following questions! You may work in pairs.

1. Can you describe Napoleon Bonaparte?
2. What do you think about his actions presented in this picture?



Possible Answers:

1. He is French. He has a round face and short hair. Perhaps he is fat and has a fair complexion.
2. He is a leader of the French soldiers. He is also a king. Perhaps he likes to be at war.

5.1.2 Activity: Making a List of Possibilities or Ideas

If you met a French General named Napoleon Bonaparte, what would you like to do? Make a list of possible possible actions of yours! If you would just ask him some questions, create a series of questions then.

Possible Answers:

- a. I would like to state my opinion that he had done many rude things. Many people suffered because of his wars.
- b. I would force him to do something useful to help people who suffered because of his attitudes, for example by donating his money.
- c. I would ask him to say that he was terribly sorry for all that he had done.
- d. I would ask him some questions:
 - (a). Why did he do those cruel actions?
 - (b). Did he ever feel sorry for all that he had done?
 - (c). How did he begin his military career?

5.1.3 Activity: Looking at and Discussing a Title

If you look at the title: "Napoleon: From Schoolboy to Emperor", what do you think the content of the coming materials is? Work in groups of four and discuss some possibilities.

Possible Answers:

- a. It will explain about Napoleon's fighting history.
- b. It will discuss the life of Napoleon, for example when he

- was a child, a teenager and when he was an adult person.
- c. It will describe Napoleon physically and emotionally.
- d. It will state something about Napoleon's military career.

5.1.4 Activity: Pre-Viewing the Questions

You will listen to a story about Napoleon Bonaparte. Read the following questions through before you listen and then answer them after listening to the story.

1. Was Napoleon a very clever student in all subjects?
2. Did he get a top level position in the French army in a short time?
3. Besides clever, what other characteristics did Napoleon have?
4. Why did he join the armed forces?
5. What happened when he attacked Russia?
6. Why do you think he was deserted by his family and friends?
7. If you were Napoleon Bonaparte, would you also use your ability to govern other countries?

Possible Answers:

1. No, he wasn't. He was good only in mathematics and military science.
2. Yes, he was. He only needed eight years to reach the highest rank, i.e. the General.
3. He was ambitious, self-confident and loved by his soldiers.
4. Because he knew about military services and was very good in the military science.
5. He was defeated by the Russian army.
6. Because he had made a fatal wrong decision. He was defeated by the Russian army, he lost his army and caused a lot of destructions in his country. He failed and had to pay for it.
7. No, I wouldn't. I think it would be much better if I tried to cooperate with other countries. Therefore, there would be a peaceful world.

5.1.5 Pre-Viewing the Vocabulary

Below is a set of the key vocabularies which will be presented in the coming materials. You may work in groups of four and try to find out the meaning of those underlined words.

1. In the past, there were many emperors in Indonesia. Each of them had his own empire. Some empires such as Majapahit or Sriwijaya were famous.
2. I believe it is very difficult to enroll a military school. But once you are accepted and work hard there, I am sure you can reach the top level rank, such as commander or general, in short time.
3. As a teacher, you must know your students' ability. Some students are very good in reading, some are excelled in writing, some are good in listening and others do well in speaking.
4. It is very hard to pay attention to your career and family at the same time. So, should married women work at office?
5. Tom Cruise, Andy Lau and Madonna are artists. Their career has brought them fame and wealth.
6. Yesterday, there was a football competition in Surabaya. The winning team, i.e. the one which had the victory, was Persebaya.
7. Our president said that other countries would like to control our country. They will interfere our own political, economy and social policy.
8. Two weeks ago, Rudy had a profit of ten millions rupiahs. Yesterday, someone stole that money. Poor Rudy! He lost his profit.
9. When Alex had a lot of money, it seemed that he had many friends. Now, he is bankrupt. He is deserted by his friends.

Possible Answers:

1. emperor (N) = ruler of an empire = penguasa kerajaan.
2. military school (N) = school for people who want to become soldier = sekolah militer.
3. excell (V) = be very good at something = sangat baik dalam sesuatu hal.
4. fame (N) = state of being famous = ketenaran.
5. victory (N) = success in a war, competition, etc. = kemenangan.
6. control (V) = regulate = menguasai.

7. lose (V) = no longer have = kehilangan.
8. desert (V) = leave somebody without help or support = meninggalkan seseorang.

5.1.6 Activity: Listening to or Singing a Song

You will listen to a song entitled "From A Distance" by Bette Midler. This song represents the message of the coming material. Try to guess what it is.

FROM A DISTANCE (Bette Midler)

From a distance, the world looks good and green
And the snow kept mountains white
From a distance, the ocean meets the stream
And the eagle takes to fly

#From a distance, there is a harmony
And it echoes through the land

It's the voice of hope, it's the voice of peace
It's the voice of every man

From a distance, we all have enough
And no one is in need
There are no guns, now wounds and no diseases
No hungry mouths to feed

From a distance, we are instruments
Marching in the palm of land
Playing songs of hope, playing songs of peace
They are songs of every man

*God is watching us (3x)
From a distance

From a distance, you look like my friend
Eventhough we are at war
From a distance, I just can not comprehend
What all this fighting is for (back to #)

It's the hope of hopes, it's the love I lost
It's the heart of every man
It's the hope of hopes, it's the love I lost
This is the song of every man (back to *)

Possible Answers:

- a. The message: God wants His people to live in peace.
- b. The message: There should be no wars in this world.
- c. The message: It is useless to declare a war.

5.2 Model II: "The Potluck"

The text is adapted from On A Roll (Peters, 1991:3-5).

The tapescript is presented below.

-
- Sharon:* What are you gonna do this weekend?
- Fred:* Nothing special. I have a test to study for in math.
- Sharon:* Yuck. I hate math.
- Fred:* It's not so bad. It just takes a lot of time. I've got homework to do every night.
- Sharon:* I've got a chemistry class that's almost as bad. It seems like I've been living in the chem lab lately. I'm ready to take a break! How about some R and R? Speaking of R and R, did John tell you about the party he's gonna have this Saturday night?
- Fred:* Yeah. I'd like to go, but you know what it's like. I've got a lot of studying to do. It never seems to end.
- Sharon:* Aw, come on. It's Saturday night! It'd be good for you to take a break from all that heavy duty studying for a few hours.
- Fred:* Well, maybe I'll show up for a little while. It's a potluck, isn't it?
- Sharon:* Yeah, I think I might make a big fruit salad. Everyone usually likes fruit. I thought I'd just throw together some apples, oranges, bananas, and whatever else is in season or on sale.
- Fred:* That sounds good, but if I come I'm not going to have time to put anything fancy together, and I'm not a good cook anyway.
- Sharon:* No problem. The whole idea of a potluck is just to bring whatever you can. There are always a few people who have more time and are good cooks to bring main dishes and desserts.
- Fred:* So whaddaya think I should bring?
- Sharon:* The important thing is that you come, and that you bring something—anything! you could just bring a loaf of French bread or a bag of potato chips. That'd be fine.
- Fred:* Hmmm. A loaf of French bread or a bag of potato chips; I can handle that. Sounds pretty easy. Maybe I'll come after all. I'll bring some of my tapes, too. I've got some great music for dancing. What time does it start?

- Sharon:* John said something about seven o'clock, but I'll probably get there a little early. I told him I'd help set things up.
- Fred:* OK. If I come I'll probably be there at about 8 or 8:30. Is that too late?
- Sharon:* Heck no. You've only gotta worry about being right on time when someone asks you over for dinner and plans for everything to be ready at exactly the right time.
- Fred:* Well, if 8 or 8:30 isn't too late, I'd really like to come. I think you're right. I do need to take a break. Besides, if I go home right now, I'll still have time to get my math homework out of the way before the party. OK, why not? You're right. I do need to lighten up a little bit. I'll see ya' there.
- Sharon:* Great! I'm glad you've decided to come. John's parties are always a lot of fun. See ya' later!

There are three types of the pre-listening activities that may be administered. Each of them will be presented below.

5.2.1 Activity: Looking at and Discussing a Picture

Look at the picture below. What are the people doing? Where are they?



Possible Answers:

- a. They are attending a party. Now, they are talking to each other.
- b. They are having a conversation at a party.

5.2.2 Activity: Pre-Viewing the Questions

You will listen to a conversation between two friends. Read the following questions through before you listen and then answer them after listening.

1. What is a potluck?
2. Did the two speakers bring the same food?
3. One speaker said that a person should come right on time only when somebody asked him and planned for everything to be ready at exactly the right time. What do you think?
4. Did one speaker want to finish his homework after attending the party?
5. Is it necessary for a person to lighten up himself?

Possible Answers:

1. It is a type of party in which the food provided are actually brought and prepared by the guests.
2. No, they did not. Sharon would bring a big fruit salad. Fred would bring a loaf of French or a bag of potato chips.
3. I think it is not a good idea. Eventhough the other person does not ask us to come on time, but it is good to be discipline.
4. No, he did not. He would finish the homework before attending the party.
5. Yes, I think so. If he does not want to have fun, he will be stressed.

5.2.3 Activity: Pre-Viewing the Vocabulary

Below is a set of the key vocabularies which will be presented in the coming materials. You may work in

groups of four and try to find out the meaning of those underlined words.

1. I believe we should take a break. We have been working for five hours.
2. How about R and R? We can go to Jane's party or just watch a movie.
3. Have you heard about a potluck? Well, you can come to my party tomorrow. You bring any food.
4. Tomorrow, the teacher will show up at 7 o'clock. So I think I will leave home at 6.45.
5. Those students usually help their teacher to set things up before the lesson. They clean up the blackboard and prepare the OHP.
6. Tom is so depressed. He really needs to lighten up a little bit.

Possible Answers:

1. take a break (V) = take a rest = beristirahat.
2. R and R (N) = rest and relax = beristirahat.
3. potluck (N) = party in which the food is provided by the guests themselves.
4. show up (V) = come = datang.
5. sort things up (V) = put things in good order (V) = mengatur, mempersiapkan sesuatu.
6. lighten up (V) = have fun = bersenang-senang.

5.3 Model III: "Telephone Call"

The text is adapted from Developing Speaking Skills to Business English (Comfort et.al., 1995:107). The tape-script is presented below.

Switchboard: Good morning. Rowburys.

Julie Robson: Good morning. Could you put me through to Clive Farmer's office?

Switchboard: Who's calling, please?

Julie Robson: Julie Robson.

Switchboard: One moment. I'll put you through

Clive Farmer: Clive Farmer speaking.

Julie Robson: Oh, hello, Dr Farmer. This is Julie Robson here. You remember I interviewed you on Friday?

Clive Farmer: Oh, yes, yes. Hello, Julie. What can I do for you?
 Julie Robson: I think I left a file in your office last week. It's a white binder with my name on.
 Clive Farmer: Hang on a moment. Yes. Ms J. Robson.
 Julie Robson: Oh, good. Would you mind putting it in the post for me?
 Clive Farmer: Not at all. I'll do that today.
 Julie Robson: Thanks very much. Sorry to be a nuisance. And thanks again for your time on Friday, it was very useful.
 Clive Farmer: Don't mention it. I enjoyed it.
 Julie Robson: OK. Goodbye then.
 Clive Farmer: Goodbye.

There are at least five pre-listening activities that may be administered. Each will be discussed further.

5.3.1 Activity: Looking at and Discussing a Picture

Look at the picture below. What do you see in that picture? You may work in pairs.



Possible Answers:

1. A beautiful woman is speaking to her friend over the telephone.
2. A woman is making a phone call.
3. A woman who has a cellular phone is making a phone call.

5.3.2 Activity: Looking at and Discussing the Title

We are going to talk about a phone call. Before you listen, answer the following questions. You may work in pairs.

1. Have you ever made a phone call?
2. How is the procedure of making a phone call from a private phone?
3. How about if you want to make a phone call from a public phone?

Possible Answers:

1. Yes, we have.
2. We pick up the receiver, listen to the tone, dial the number and speak.
3. It is a bit different. After picking up the receiver, we have to put a small change or coin into the slot. Then we dial the number and speak.

5.3.3 Pre-Viewing the Questions

You will listen to the telephone conversation between Clive Farmer and Julie Robson. Read the following statements before you listen. After listening, decide if the statements are true or false.

1. Clive Farmer made the phone call.
2. Clive Farmer is at work.
3. Julie Robson interviewed him yesterday.
4. She left something in his office by mistake.
5. She will pick up the file today.
6. Clive was happy to be interviewed.

Answers:

- | | | |
|----------|----------|----------|
| 1. False | 3. False | 5. False |
| 2. True | 4. True | 6. True |

5.3.4 Activity: Pre-Viewing the Vocabulary

Below is a set of the key vocabularies which will be presented in the coming materials. You may work in groups of three and try to find out the meaning of those underlined words.

1. Yesterday, I tried to speak to Mr. Midler. He was not in, so his secretary put me through to his vice-president.
2. My teacher said, "All of you must put your documents inside a red binder. Don't forget to submit it tomorrow morning".
3. "Bob, if you go out, please put this letter in the post. Don't forget because the post office will close tomorrow", his sister said.
4. You should not play the music loudly. It is a nuisance to your neighbours.

Possible Answers:

1. put somebody through (V) = allow somebody to speak to somebody by making a phone call = menyambungkan telepon dari seseorang kepada orang lain.
2. binder (N) = cover for holding sheets of paper
3. put something in (V) = take something in = memasukkan sesuatu.
4. nuisance (N) = disturbance = gangguan

5.3.5 Activity: Telling a Story

Story-Teller: Teacher
Topic: How To Make A Phone Call

Making a phone call is important. Usually, people will begin by saying the opening greeting, such as good morning, good afternoon and good evening. After that, there is warm up, such as "How are you?" or "This is speaking" or "I would like to speak to". It is better if you use your time efficiently. Use simple sentences and directly state your purpose, for example by saying, "I'm phoning about". If the

person over there is asking some information, try your best to answer. When you have finished and want to hang up, don't forget to give the rounding off, such as "Thank you for your help" or "I look forward to seeing you." Finally, you say the closing greeting. You may say, "Goodbye".

5.3.6 Activity: Playing a Short Game

Name of the Game: Action Chains
 Topic: A Phone Call
 Procedure: A student is asked to mime what he/she does when he/she makes a phone call from a private phone. Another student is asked to mime what he/she does when he/she makes a phone call from a public phone. Members of the class try to guess what those two students want to express.

5.4 Model IV: "Clean the Car"

The text is adapted from Better Listening (Underwood, 1985:41). The tapescript is:

<p>MR. WHEELER Right, when I tell you to clean the car I mean all of the car.</p> <p>I want the roof cleaned right to the middle. I want the bonnet cleaned so that I can see my face in it. All the windows must be washed and dried - including the windscreen and the rear window. And be careful not to</p>	<p>break the windscreen wipers. Every door, every door handle, every wheel must be cleaned, including the hub-caps of course. And don't forget the bumpers, front and back and the number-plates.</p> <p>Right. Off you go. I want those cars finished in twenty minutes.</p>
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There are at least five types pre-listening activities that may be administered in the listening class. Each of those activities will be presented below.

5.4.1 Activity: Making a List of Ideas

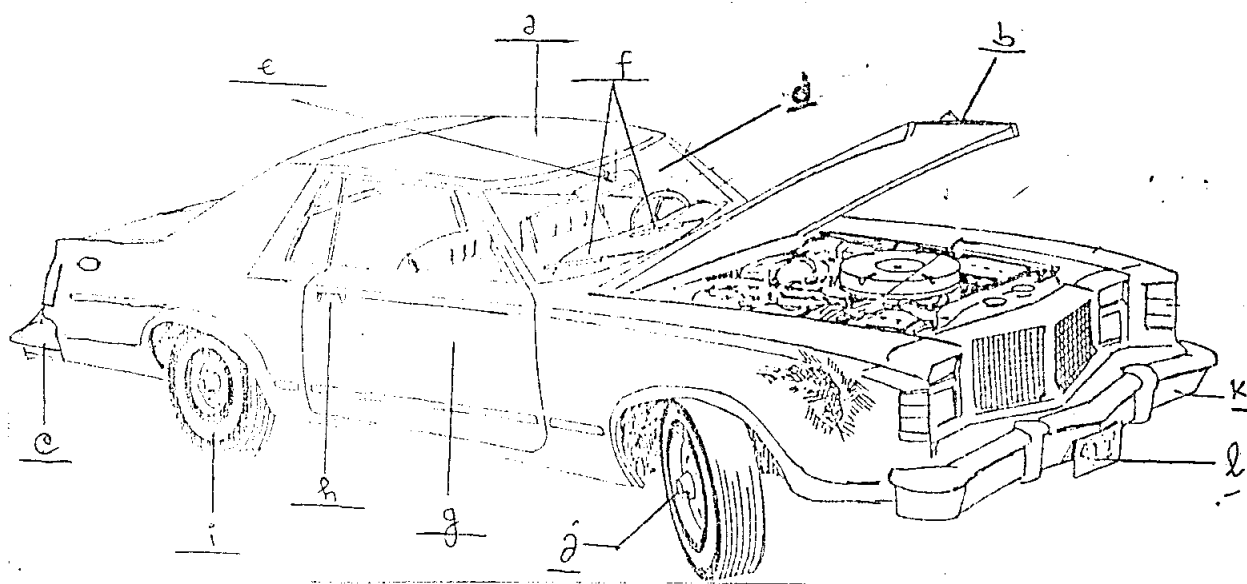
You are going to listen to someone's instruction about cleaning a car. However, first, you are asked to list parts of a car. Do not consult your dictionary! You be given a chance to check the list after you listen to the coming materials.

Possible Answers:

- | | |
|----------------------|-----------------|
| a. roof | g. door |
| b. bonnet | h. door handle |
| c. back bumper | i. wheel |
| d. windscreen | j. hub-caps |
| e. rear window | k. front bumper |
| f. windscreen wipers | l. number-plate |

5.4.2 Activity: Labelling a Picture

Before you listen to an instruction about how to clean the car, label as many parts of the car below as you can. Please, do not use your dictionary! You can check your answers after listening to the material.



Possible Answers:

- | | |
|----------------------|-----------------|
| a. roof | g. door |
| b. bonnet | h. door handle |
| c. back bumper | i. wheel |
| d. windscreen | j. hub-caps |
| e. rear window | k. front bumper |
| f. windscreen wipers | l. number-plate |

5.4.3 Activity: Telling a Story

Story-Teller: A Student

Topic: An Experience Concerning a Car

Procedure: A student is asked to tell a short story about car. It can be his/her own experience, for example when he/she got a flat tyre, or other person's story (e.g. got a traffic jam, cheated by a mechanic).

Possible Answers:

- * Student A: "This is my own experience. Once I woke up late in the morning. I was in a hurry because I would have my final examination. After preparing everything, I started my car's engine. Everything was okay. I left my house. Suddenly, in the middle of the street, I got a flat tyre. I was very worried. I could not repair it and I did not find any public phone nearby. Fortunately, I saw my friend. He gave me a lift. Of course, I left my car locked and alarmed. After finishing my examination, I called a mechanic to look at my car. You know, I realized that I should learn how to change the tyre although I am a woman".
- * Student B: "My boyfriend bought a second-hand car two years ago. The seller said that the car was in a good condition. He just knew a little bit about car. That was why he believed the seller. But after buying it, he always got problems with that car. Even the rear-windows brought him some problems. Five months later, he decided to sell that car. You know, the price was very very low. Surely, he lost a lot of money. Now, he does not want to buy a second-hand car. He said that it was better to spend his money buying a new car".

5.4.4 Activity: Playing a Short Game

Name of the Game: Charades

Topic: Parts Of a Car

Procedure: The teacher asks the students to perform groups. Each group consists of five students.

Then the teacher chooses a letter, for example: "w". He/she asks each group to make a list of a car's parts based on the initial letter given. The teacher repeats the same procedure for several times.