

**BASIC**

**LISTENING**

**MODUL**

Listening for General  
Communication



**SYAHADAH ALBAQIYATUL KARIMAH**

**ENGLISH DEPARTMENT**  
**FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES**  
**UNIVERSITAS NAHDLATUL ULAMA INDONESIA**

## PREFACE

Welcome to the module *Basic Listening for General Communication*. This module is designed to support learners in developing their listening skills for effective communication in general contexts. Listening is a fundamental skill in language acquisition and plays a pivotal role in understanding and responding appropriately in various real-life situations.

This module is tailored for beginner-level learners who aim to improve their ability to comprehend spoken English. It offers practical listening exercises, strategies, and tips to enhance auditory comprehension and build confidence in engaging with English speakers.

The content of this module is divided into thematic units, each focusing on essential aspects of everyday communication, such as greetings, giving and responding to directions, and understanding simple conversations. The activities are structured progressively, beginning with basic comprehension tasks and gradually advancing to more complex listening challenges.

We hope that this module not only enhances your listening proficiency but also instills an appreciation for the importance of effective listening in fostering meaningful communication. We encourage you to approach the activities with enthusiasm and persistence, as these are key to mastering any skill.

Finally, we extend our gratitude to all individuals who contributed to the development of this module. Your dedication and support have made this resource possible.

We wish you an enriching learning journey.

Jakarta, 25 February 2024

# UNIT 1

## LISTEN FOR PHONOLOGICAL DETAILS

Learning Outcome:

1. Students are able to listen to phonological details accurately.
2. Students are able to distinguish the sounds produced by each letter and word.

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### *Listening Sounds*

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Sound in listening skills refers to the effectiveness and quality of one's ability to listen. When discussing the “sound” of English in listening skills, it pertains to the clarity and accuracy of pronunciation, intonation, and rhythm in spoken English. It involves being able to discern individual sounds, words, and phrases clearly to understand the meaning conveyed by the speaker.

In learning English sounds for listening, it is important to understand the English alphabet and its pronunciation. The alphabet is sometimes called *the ABCs*, and it can be heard in many common situations.

Here are the English alphabet list and how to pronounce it.

Capital Letter	Small Letter	Pronunciation	Capital Letter	Small Letter	Pronunciation
A	a	/ei/	N	n	/ɛn/
B	b	/bi/	O	o	/oo/
C	c	/si:/	P	p	/pi:/
D	d	/di:/	Q	q	/kju:/
E	e	/i:/	R	r	/ɑr/
F	f	/ɛf/	S	s	/ɛs/
G	g	/dʒi:/	T	t	/ti:/
H	h	/ɛɪtʃ/	U	u	/ju:/
I	i	/aɪ/	V	v	/vi:/
J	j	/dʒeɪ/	W	w	/dʌbəlju:/
K	k	/keɪ/	X	x	/ɛks/
L	l	/ɛl/	Y	y	/waɪ/
M	m	/ɛm/	Z	z	/zi:/, /zɛd/



Scan me for Listening the ABC

There are 5 vowels and 21 consonants among English alphabet letters. However, each letter can be pronounced in a few different ways, creating over 40 distinct sounds. There are various combinations and sequences of English letters and sounds.

### ***Consonant Clusters and Diagraph***

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Consonant clusters are sequences of two or more consonant sounds that appear together in a word without any vowel sounds between them. They can occur at a word's beginning, middle, or end. Let's look at some common examples;

1. at the beginning: **straight, splash, strong, three, scratch, spread, sphere;**
2. in the middle: **instrument, inscribe, wrestle, monster, promptly, catcher, helpless;**
3. at the end: **world, tempt, lunch, months, first, bursts, script.**

Some of the consonant clusters often create digraphs – combinations of two letters that create a single sound.

1. ch – /tʃ/ – cheese, chair, church, charm.
2. sh – /ʃ/ – ship, sheet, shape, shoe.
3. th – /θ/ (pronounced like “s” with a tongue between teeth) – thin, teeth, health, thanks.
4. th – /ð/ (pronounced like “z” with a tongue between teeth) - these, although, that,
5. ph – /f/ – phone, photo, philosophy, pharmacy.

### ***Vowel Combinations***

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Just like consonants, vowels also produce plenty of sounds. Combining two of the same letters can create entirely different pronunciations. Look at these examples:

1. ea – /i:/ in “seat” or “beat,” /ɛ/ in “bread” or “dead.”
2. ie – /ai/ in “pie” or “tie,” but /i:/ in “yield” or “believe.”
3. ou – /aʊ/ in “house” or “mouse,” but /u:/ in “through” or “trough.”
4. ei – /ei/ in “vein,” but /ai/ in “height.”
5. oo – /u:/ in “pool” or “school,” but /ʊ/ in “good” or “book.”

These are only a few vowel combinations, but there are many more. It is also important to note that the pronunciation of the same vowel sounds may differ in some English accents.

### ***Silent Letter***

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English language might be challenging for many language-learners. Sometimes, when you write the word down, it has more letters than when you pronounce it. That's because of the silent letters – the ones that are present in the written version of the term but are omitted when said out loud. Almost every vowel and consonant in the English alphabet can be silent.

1. b – thumb /θʌm/, comb /kɒm/, lamb /læm/;



2. c – muscle /'mʌsəl/;
3. d – Wednesday /'wenzdeɪ/;
4. e – come /kʌm/, give /gɪv/;
5. g – gnaw /nɔː/, sign /saɪn/, reign /reɪn/;
6. h – honest /'ɒnɪst/, ghost /gɒst/;
7. k – knee /niː/, knife /naɪf/, know /noʊ/;
8. l – calf /kæf/, salmon /'sæmən/;
9. n – hymn /hɪm/, autumn /'ɔːtəm/;
10. p – pneumonia /njuː'məʊniə/, psychology /saɪ'kɒlədʒi/;
11. t – castle /'kæsl/, ballet /bæ'leɪ/;
12. w – wraith /reɪθ/, wrinkle /'rɪŋkl/;
13. x – faux /foʊ/.

Tricky silent letters can appear anytime you learn the English alphabet. Yet, they are still very important. Such letters help us distinguish homophones (for example, night and knight) and provide the information about the etymology and origins of particular words.

## EXERCISES

A. *Guess the word from the spelling that you have heard*



- |     |       |      |       |
|-----|-------|------|-------|
| 1 : | _____ | 6 :  | _____ |
| 2 : | _____ | 7 :  | _____ |
| 3 : | _____ | 8 :  | _____ |
| 4 : | _____ | 9 :  | _____ |
| 5 : | _____ | 10 : | _____ |

B. *Mention the animals' name according to the audio.*



- |     |       |      |       |
|-----|-------|------|-------|
| 1 : | _____ | 6 :  | _____ |
| 2 : | _____ | 7 :  | _____ |
| 3 : | _____ | 8 :  | _____ |
| 4 : | _____ | 9 :  | _____ |
| 5 : | _____ | 10 : | _____ |

C. *Mention the body's part name according to the audio.*



- |     |       |      |       |
|-----|-------|------|-------|
| 1 : | _____ | 6 :  | _____ |
| 2 : | _____ | 7 :  | _____ |
| 3 : | _____ | 8 :  | _____ |
| 4 : | _____ | 9 :  | _____ |
| 5 : | _____ | 10 : | _____ |

## UNIT 2

### GREETING AND LEAVE TAKING

Learning Outcome:

1. Students will be able to recognize and understand common greetings and leave-taking expressions in spoken language contexts.
  2. Students will expand their vocabulary by learning a variety of greetings, farewells, and polite expressions used in different social and cultural settings.
  3. Students will enhance their listening skills by accurately identifying and interpreting greetings and farewells in spoken conversations, including nuances of tone and intonation.
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Greeting and Leave-Taking in Listening Comprehension refers to the ability to understand and interpret spoken greetings, farewells, and other social expressions used in conversations. This skill involves recognizing common phrases and expressions used to initiate and conclude interactions, as well as understanding the cultural and situational context in which they are used.

In listening comprehension activities focused on greeting and leave-taking, learners practice listening to spoken dialogues or monologues where characters exchange greetings and farewells. They are tasked with understanding the meaning of these expressions, as well as the tone, intonation, and social cues conveyed through them.

Here is an example of a greeting and leave-taking exchange in a listening comprehension context:

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Greeting:

Speaker 1: "Good morning, everyone! I hope you're all doing well today."

Speaker 2: "Good morning! Yes, we're all excited for today's presentation."

Leave-Taking:

Speaker 1: "Well, that's all for today's meeting. Thank you all for your contributions."

Speaker 2: "Thank you, everyone. Have a great day ahead!"

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In this example, the speakers exchange greetings at the beginning of a meeting, acknowledging each other's presence and expressing positivity. At the end of the meeting, they bid farewell and express gratitude for participation, signalling the conclusion of the interaction.

**Exercise 1** Listen carefully and fill the blank space with the right answer.

	Answer		Utterances
1		A	Good afternoon
2		B	How are you?
3		C	Nice to meet you too.
4		D	Fine, thanks.
5		E	Hello
6		F	How do you do?
7		G	Not bad.
8		H	Good morning
9		I	Nice to meet you.
10		J	Good evening



Scan me for the audio

**Exercise 2.** Listen to the conversations. Is each person greeting someone or ending a conversation? Check the correct answer.

	Greeting Someone	Ending the Conversation
1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>



Scan me for the audio

**Exercises 3.** Listen and complete the conversations.

1. A: \_\_\_\_\_

B: Good morning. What a lovely day!



Scan me for the audio

2. A: \_\_\_\_\_  
B: Hello. a cup of tea, please.
3. A: \_\_\_\_\_ Have a nice day!  
B: Bye! See you later, Mum!
4. A: \_\_\_\_\_! Sleep well.  
B: Night night, Daddy

**Exercise 4.** *Listen carefully to the spoken text and fill the blank space.*

1. Sumi: Hi, Pablo. How are you?  
Pablo: Hi, Sumi. \_\_\_\_\_, thanks.
2. Sumi: Pablo, this is Greta.  
Pablo: Hi, Greta, \_\_\_\_\_ Pablo.
3. Greta: Hi. How are you?  
Pablo: I'm fine, thanks. \_\_\_\_\_ from, Greta?
4. Greta: I'm from Germany. Where are you from?  
Pablo: I'm from Argentina. \_\_\_\_\_ you.  
Greta: Nice to meet you too.



*Scan me for the audio*

**Exercise 5** *Listen carefully and fill the blank space!*

- Charles : \_\_\_\_\_, Julian.
- Julian : Hello, Charles. \_\_\_\_\_?
- Charles : \_\_\_\_\_. Fine.  
Julian, do you remember Alyssa?
- Julian : No, I don't.
- Charles : She's Ben's sister. Do you remember? We were all at Ben's wedding together.
- Julian : Ah, yes, I do – in that old castle. \_\_\_\_\_?
- Charles : Yes, it was! Alyssa was there.
- Alyssa : Hello. \_\_\_\_\_, again.
- Julian : Hello, nice to meet you too, Alison.



*Scan me for the audio*

Alyssa : I'm not Alison.  
Julian : What?  
Alyssa : \_\_\_\_\_ isn't Alison. It's Alyssa.  
Julian : I'm sorry. Nice to meet you, Alyssa.  
Charles : Good. Would you like a drink?  
Julian : \_\_\_\_\_.  
Alyssa : Yes, please.  
Charles : Here you are.  
Alyssa and Julian: Thanks!

**Exercise 6** Write the sentence that you hear from the audio.

**First day at school**

Tania : \_\_\_\_\_ ?  
Jing : \_\_\_\_\_ .  
Tania : \_\_\_\_\_ ?  
Jing : \_\_\_\_\_ ?  
Tania : \_\_\_\_\_ .  
Jing : \_\_\_\_\_ ?  
Tania : \_\_\_\_\_ .  
Jing : \_\_\_\_\_ ?  
Tania : \_\_\_\_\_ .  
Jing : \_\_\_\_\_ .



*Scan me for the audio*

## UNIT 3

### DESCRIBING OTHERS

Learning Outcome:

1. Students will be able to listen and understand descriptions of people's physical appearance, personality traits, interests, and other relevant characteristics.
  2. Students will learn and acquire vocabulary related to describing people, such as adjectives for physical appearance (e.g., tall, short, blonde), personality traits (e.g., friendly, shy), and interests (e.g., sports, art).
  3. Students will enhance their listening skills by focusing on specific details provided in the descriptions and accurately comprehending the information presented.
- 

Describing others in a listening test involves comprehending and interpreting information about people's characteristics, appearances, personalities, or actions based on spoken descriptions. This could include details such as physical attributes, emotions, behaviours, or relationships. Tasks may require identifying specific traits or making inferences about individuals based on the provided descriptions. It is essential to listen attentively, extract relevant information, and understand the context to accurately respond to questions or tasks related to describing others.

The examples of describing others in listening test might involve scenarios like:

1. You will hear

Teacher : *Let me introduce you to two of your classmates. There's Sarah. She's tall and has curly brown hair. Sarah loves to read books and is always smiling. Then, there's Mike. He's short with glasses and likes to play basketball. Mike is funny and makes everyone laugh.*

In your answer sheet, there will be questions and answer choices.

*According to the teacher's description, what does Sarah like to do?*

- a) *Play basketball*
- b) *Read books*
- c) *Watch movies*
- d) *Play video games*

The best answer for the questions above is (b) because the teacher mentioned that Sarah loves to read books in the description.

2. You will hear

*Teacher : Let me introduce you to two of your classmates. First, there's Tom. He's tall with short brown hair and wears glasses. He's really into sports and loves playing soccer during recess. Tom is also very friendly and likes to help others. Then, we have Lucy. She's of average height, with long blonde hair tied in a ponytail. Lucy is artistic and enjoys drawing in her free time. She's a bit shy at first, but once you get to know her, she's a great friend.*

Questions related to this scenario might ask about the physical appearance of Tom and Lucy, their interests or hobbies, and their personalities. In your answer sheet, there will be a question and the answer choices.

*What is Tom's physical appearance?*

- a) Short with long blonde hair*
- b) Tall with short brown hair and wears glasses*
- c) Average height with long blonde hair tied in a ponytail*
- d) Short with short brown hair*

The correct answer for the questions above is (b) because this answer is supported by the description provided by the teacher, who mentioned that Tom is tall with short brown hair and wears glasses.

**Exercise 1.** *Listen carefully and fill the blanks.*

Aurelia : Who's that boy over there, Hannah?

Hannah : That? Er, that's \_\_\_\_\_, Jem.

Aurelia : Your brother?

Hannah : Yes, and that's his girlfriend Lucy. The \_\_\_\_\_ girl with the \_\_\_\_\_, \_\_\_\_\_ hair.

Aurelia : Oh right. So, you've got a brother?

Hannah : No, I've got two brothers. Jem and Alex.

Aurelia : Really? ... and ... how old is Alex?

Hannah : Alex and Jem are \_\_\_\_\_, they're both 15.

Aurelia : 15, mmm ... and does Alex look like Jem?

Hannah : They're exactly the same! They're both \_\_\_\_\_ and \_\_\_\_\_. They've both got \_\_\_\_\_ hair, \_\_\_\_\_ eyes and \_\_\_\_\_!



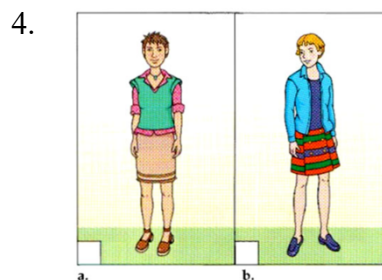
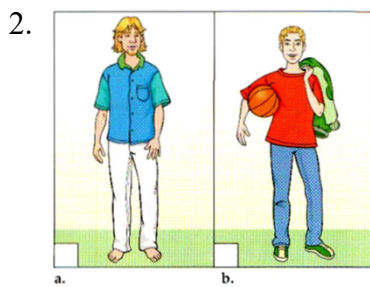
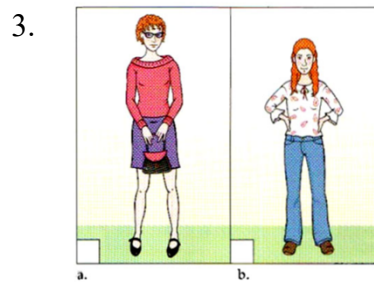
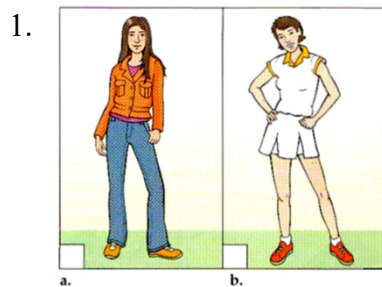
*Scan me for the audio*

Aurelia : They're not big, I think they are \_\_\_\_\_. And has Alex got a girlfriend?

**Exercises 2.** Choose the correct option according to the spoken text in exercise 1.

1. Aurelia is asking about Hannah's \_\_\_\_\_
  - a. Boyfriend
  - b. Brother
  - c. friend
2. Hannah's brother, Jem, has \_\_\_\_\_
  - a. Long, brown hair
  - b. a girlfriend
  - c. a twin sister
3. Hannah has \_\_\_\_\_
  - a. One brother
  - b. Two brothers
  - c. A brother and a sister
4. Alex and Jem \_\_\_\_\_
  - a. Look different
  - b. Look the same
  - c. Look the same hair but different eyes

**Exercise 3.** Listen to these descriptions of people. Check the correct picture!



Scan me for the audio

Source: <https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/describing-people>

**Exercise 4** Complete the missing letters according to audio in exercise 3.

1. A: What does your girlfriend look like, Tony?  
 B: Cindy? Oh, \_\_\_\_\_. And she's \_\_\_\_\_, \_\_\_\_\_ hair.



2. A: Tell me about your boyfriend, Anne.  
 B: Well, his name's Bob. He's 17. Let me see. Well, he's got \_\_\_\_\_ hair. He's not very tall—about average. But he's really \_\_\_\_\_ .
3. A: So, Bob, what's the new girl in class like?  
 B: She's pretty tall, about 170 centimetres. She's got glasses and \_\_\_\_\_ hair. I think she's about 20  
 A: What's her name?  
 B: I can't remember. Anne, I think.
4. A: So tell me about your cousin, Paul.  
 B: Well, she's \_\_\_\_\_ .  
 A: Really! Is she \_\_\_\_\_ ?  
 B: No, she's got dark brown hair. Everybody likes her. She's an actress.  
 A: Really? I'd like to meet her

**Exercise 5** *Listen carefully and answer the questions*

- |   |  |
|---|--|
| <p>1. When is the speaker's son graduating from high school?<br/>       a) Next year<br/>       b) Today<br/>       c) 25 years ago<br/>       d) It is not mentioned</p> <p>2. How old is the speaker's daughter?<br/>       a) Sixteen<br/>       b) Eighteen<br/>       c) Twenty-five<br/>       d) It is not mentioned</p> <p>3. What does the speaker remember about the daughter?<br/>       a) Her graduation<br/>       b) When she was a baby<br/>       c) Her wedding<br/>       d) It is not mentioned</p> | <p>4. What does one speaker say about getting old?<br/>       a) It's true<br/>       b) Don't say that<br/>       c) We were young when we got married<br/>       d) It is not mentioned</p> <p>5. How long ago did the speakers get married?<br/>       a) 25 years ago<br/>       b) 16 years ago<br/>       c) It is not mentioned<br/>       d) Next year</p> |
|---|--|



*Scan me for the audio*

## UNIT 4

### DESCRIBING THINGS

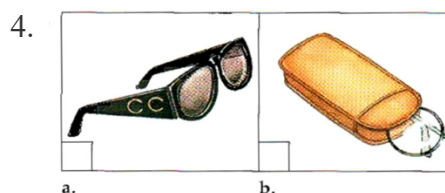
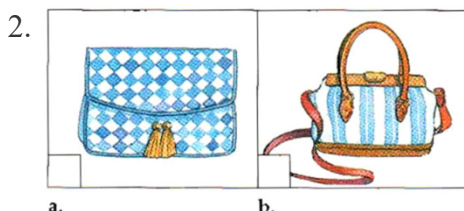
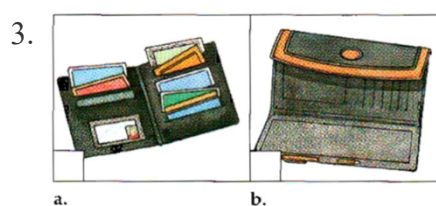
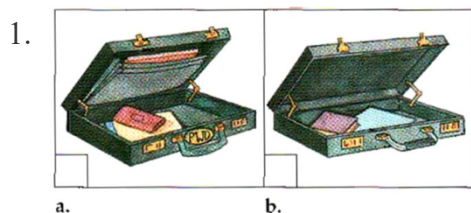
Learning Outcome:

1. Students will be able to listen and understand descriptions of people's physical appearance, personality traits, interests, and other relevant characteristics.
2. Students will acquire and reinforce vocabulary related to describing things, such as adjectives for physical attributes (e.g., size, colour, shape), materials, and uses.
3. Students will learn to infer meaning from the context of the descriptions, including identifying the purpose or function of the described objects based on the information provided.

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Describing things in a listening test involves providing detailed information about objects, items, or products. This description may include physical characteristics, features, functions, and overall qualities of the thing being discussed. The purpose of describing things in a listening test is to assess the listener's ability to comprehend and understand spoken descriptions accurately. This skill is essential for tasks such as following instructions, identifying objects based on verbal descriptions, and understanding product specifications or details in various contexts. In a listening test, questions may be asked to evaluate the listener's comprehension of the described things, such as multiple-choice questions about specific features, characteristics, or attributes mentioned in the description.

**Exercise 1.** *These people are describing items they left in a taxi. Listen and check the correct picture.*



Scan me for the audio

**Exercise 2** People are describing these items. Listen and number the pictures



Scan me for the audio



**Exercise 3** Listen again.

Why does each person like the item? Circle the correct information.

- |   |   |
|---|---|
| <p>1. a. She wears it every day.<br/>b. The sun hurts her eyes.<br/>c. It's good for windy days.</p> <p>2. a. It's made of plastic.<br/>b. It's small.<br/>c. It's great for work.</p> <p>3. a. It's small.<br/>b. It's big.<br/>c. She uses it while she runs.</p> | <p>4. a. It's cheap.<br/>b. It's not easily seen.<br/>c. She likes the colors.</p> <p>5. a. It doesn't have wheels.<br/>b. It's good for traveling.<br/>c. It's very big.</p> <p>6. a. They're comfortable.<br/>b. They're new.<br/>c. He likes the color</p> |
|---|---|

**Exercise 4** Fill the blank space

1. My favourite thing has to be my new tablet. It's really light and quite \_\_\_\_\_, so I take it with me everywhere. I'm always writing \_\_\_\_\_ to friends and it's big enough to do college work on it too. It takes really good \_\_\_\_\_, and I play games and listen to \_\_\_\_\_ on it as well, of course. I often download \_\_\_\_\_ onto it, and watch them in \_\_\_\_\_. My mum says I'm \_\_\_\_\_, because I'm always on it. I even read things on it at breakfast time. I'm not allowed to at \_\_\_\_\_ time, though. I have to be \_\_\_\_\_ and talk to people then. "Welcome back to real life," my mum says.

2. My favourite thing? Does my \_\_\_\_\_ count as a thing? She's not really a thing, but anyway. She's a really \_\_\_\_\_ little cat. I've had her since she was \_\_\_\_\_ months old. You know how some cats are really \_\_\_\_\_ and hardly talk to you? I know cats don't really talk, but you know what I mean. Well, she's not like that at all. She's really \_\_\_\_\_ and comes up to me as soon as I get home, purring away like mad. She makes a lot of \_\_\_\_\_ for a tiny thing. She loves being stroked and curls up next to me when I'm on the \_\_\_\_\_. She's great \_\_\_\_\_.
3. My new scooter! It's quite small but \_\_\_\_\_, and just what I needed for getting around the \_\_\_\_\_. I used to have quite a long walk to the \_\_\_\_\_, then a longish walk at the other end to get to \_\_\_\_\_. But now I can just whizz there on my \_\_\_\_\_ and there's no problem parking, there's \_\_\_\_\_ for it. You have to be \_\_\_\_\_ with the cars and \_\_\_\_\_ they don't always see you - and when it rains the surface of the road is \_\_\_\_\_, it gets really slippery. But in general, it's perfect for me, and I can fit a \_\_\_\_\_ on the back too. I've got an extra \_\_\_\_\_ for a friend. It's great. Riding along makes me feel so free.
4. This might sound a bit old-fashioned, but my sewing \_\_\_\_\_ is my favourite thing. I'm studying \_\_\_\_\_ and love making things, as well as designing them. I also really love \_\_\_\_\_ myself and often buy second-hand clothes – everyone loves the “vintage” \_\_\_\_\_ at the moment – and then I adapt them to my \_\_\_\_\_. It's much easier using a machine to do that than doing it by \_\_\_\_\_. I do alterations for my mum and my sister too. If I don't make it as a designer, I suppose I can always set up my own alterations and customising \_\_\_\_\_. Customising clothes, by taking things off and adding things on, is actually very \_\_\_\_\_, so I wouldn't mind that.
5. My set of Japanese knives. That sounds a bit sinister, doesn't it, but I'm not a \_\_\_\_\_ or anything. They're chef's knives and the best ones come from \_\_\_\_\_. Cooking is my new hobby. I got into it when I started watching Masterchef on TV. Then I went to an evening \_\_\_\_\_ for beginners, and I haven't looked back since. I try and have a \_\_\_\_\_ for between four and eight \_\_\_\_\_, every two or three \_\_\_\_\_. That gives me something to work towards and I always do new \_\_\_\_\_ so they can try them out and give me feedback. It's quite an \_\_\_\_\_ hobby if you use good \_\_\_\_\_, but now my friends help towards the \_\_\_\_\_. They still get a good \_\_\_\_\_ for a very low price.



Scan me for the audio

## UNIT 5

### DESCRIBING A PLACE

Learning Outcome:

1. Students will be able to listen and comprehend descriptions of various locations, including their physical characteristics, features, and surroundings.
  2. Students will acquire and reinforce vocabulary related to describing places, such as adjectives for describing landscapes, buildings, landmarks, and geographic features..
  3. Students will learn to infer meaning from the context of the descriptions, including understanding the purpose or function of the described places and their significance within a broader context.
- 

Describing a place in a listening test involves providing details about a particular location, such as its physical characteristics, its purpose, its surroundings, and any notable features. The listener may be asked to comprehend and interpret the description of the place, including its layout, ambiance, and potential uses. This skill assesses the listener's ability to understand and visualize spatial information based on auditory input.

**Exercise 1.** *Listen and choose the correct answer!*

Scan me for the audio

- |  |                                  |
|--|----------------------------------|
| 1 a There aren't many interesting places to visit. | 5 a It's pretty small and quiet. |
| b There is a lot to do.                            | b It's crowded and noisy.        |
| 2 a People are noisy in the street.                | 6 a It's not a pretty city.      |
| b It's nice and quiet.                             | b The scenery is beautiful.      |
| 3 a The air isn't clean.                           | 7 a It's good for families.      |
| b The streets are not crowded.                     | b It's dangerous.                |
| 4 a Everything is cheap.                           | 8 a It's a small city.           |
| b Everything is expensive.                         | b It has great nightlife.        |



**Exercise 2** *Listen and write the missing words.*

A: So, how do you like living here?

B: Well, it's okay. The \_\_\_\_\_ are \_\_\_\_\_ friendly.

A: That's true.

B: And there are lots of great \_\_\_\_\_ and \_\_\_\_\_.

A: Yeah, the nightlife is terrific. I go out all the time.



Scan me for the audio

**B:** But it's too \_\_\_\_\_ for me, and I can't \_\_\_\_\_ the \_\_\_\_\_.

**A:** I know what you mean. The \_\_\_\_\_ gets \_\_\_\_\_ every year!

**Exercise 3** *Listen and choose your answer!*

1. What can guests hear as they enter Sunny Beach Resort?
  - a) Traffic noises
  - b) Waves crashing against the shore
  - c) Birds chirping in the trees
  - d) Music playing by the pool
2. What type of accommodations are available at the resort?
  - a) Mountain cabins
  - b) Desert tents
  - c) Oceanfront villas
  - d) City apartments
3. What activities can guests enjoy at the resort?
  - a) Skiing and snowboarding
  - b) Hiking and rock climbing.

- c) Snorkelling and kayaking.
- d) Ice skating and sledding.



4. Where can guests dine at the resort?
  - a) In a cave
  - b) On a mountaintop
  - c) At a beachside restaurant
  - d) In a jungle treehouse
5. What promise does Sunny Beach Resort make to its guests?
  - a) A stressful vacation experience
  - b) An ordinary vacation experience
  - c) An unforgettable vacation experience
  - d) A disappointing vacation experience

**Exercise 4** *Listen and choose your answer!*

1. What is found on the wall over the bathtub?
  - a) Soap
  - b) Towels
  - c) A shower head
  - d) Toothpaste
2. What is used to wash your hair?
  - a) Soap
  - b) Shampoo
  - c) Toothbrush
  - d) Towel
3. What is used to wash yourself?
  - a) Soap
  - b) Shampoo
  - c) Toothpaste
  - d) Towel

4. What is used to close off the shower area?
  - a) Towels
  - b) Shower curtain
  - c) Soap
  - d) Toothbrush
5. What is mentioned as being kept in the medicine cabinet?
  - a) Pain killers, toothpaste, and makeup
  - b) Towels and washcloths
  - c) Soap and shampoo
  - d) Hair spray and gel



*Scan me for the audio*

## UNIT 6

### EXPRESSING LIKE AND DISLIKE

Learning Outcome:

1. Students are able to identify key vocabulary and expressions related to expressing preferences.
2. Students are able to understand the context in which likes and dislikes are discussed or mentioned.
3. Students are able to recognize intonation patterns and stress in spoken language to convey likes and dislikes.

---

Expressing likes and dislikes in a listening test involves understanding how speakers convey their preferences for certain activities, objects, or experiences. This may include recognizing key phrases or expressions used to indicate preference, such as “I enjoy”, “I love”, “I like”, “I’m fond of”, “I’m not a fan of”, “I dislike”, or “I hate”. Additionally, understanding the context and tone of the conversation can help listeners identify whether the speaker’s sentiment is positive or negative. This skill is important for comprehending conversations, interviews, or passages where individuals discuss their preferences, interests, or opinions.

There are several phrases for expressing like and dislike. These phrases can be used to express preferences in various contexts, such as when discussing food, hobbies, activities, or personal interests here the list;

#### Likes

I love...

I enjoy...

I like...

I'm fond of...

I'm crazy about...

I'm really into...

I'm a big fan of...

I'm passionate about...

I'm keen on...

I have a soft spot for...

#### Dislikes

I hate...

I can't stand...

I dislike...

I'm not a fan of...

I can't bear...

I'm not keen on...

I'm not crazy about...

I'm not really into...

I'm not fond of...

I have a strong aversion to...

**Exercise 1** Listen carefully and fill the blank space!  
*Conversation 1*



Scan me for the audio

- Man : So what foods \_\_\_\_\_ like?  
Woman : I \_\_\_\_\_ ice cream, and pizza and apples  
Man : Oh, I like those \_\_\_\_\_ too  
Woman : \_\_\_\_\_ foods do you like?  
Man : Hmm, I like fish, vegetables, \_\_\_\_\_ .  
Woman : \_\_\_\_\_ ?  
Man : No, \_\_\_\_\_ !

*Conversation 2*

- Man : what drinks \_\_\_\_\_ like?  
Woman : \_\_\_\_\_ tea, and I like juice.  
Man : Ooh, hot tea or \_\_\_\_\_ ?  
Woman : Both. \_\_\_\_\_ you?  
Man : I like \_\_\_\_\_ and hot chocolate.  
Woman : ooh, I like both \_\_\_\_\_ !

*Conversation 3*

- Man : \_\_\_\_\_ do you like?  
Woman : I really \_\_\_\_\_ ice cream.  
Man : Ooh, what flavour \_\_\_\_\_ like?  
Woman : Hmmm, I like \_\_\_\_\_. I like vanilla too.  
Man : Nice. I like \_\_\_\_\_ and I like pie!  
Woman : \_\_\_\_\_ of pie!  
Man : I \_\_\_\_\_ like apple pie with ice cream!  
Woman : \_\_\_\_\_ !

*Conversation 4*

- Man : \_\_\_\_\_ do you like?  
Woman : \_\_\_\_\_ to eat fruit.  
Man : Ooh yeah? what fruits \_\_\_\_\_ like?  
Woman : I like apples and oranges. \_\_\_\_\_ ?  
Man : I like \_\_\_\_\_ and watermelon.  
Woman : \_\_\_\_\_ to eat cookies?



Man : of course! I \_\_\_\_\_ chocolate chip cookies  
Woman : Me \_\_\_\_\_ !

**Exercise 2** Listen carefully and fill the blank space.

Tina : Hey, is that your \_\_\_\_\_?  
Laura : Yes, I've got band practice now.  
Tina : Wow! Do you \_\_\_\_\_ the trumpet?  
Laura : It's great. I \_\_\_\_\_ playing Brazilian music, especially the samba.  
Tina : I \_\_\_\_\_ dancing the samba. What about you, Jake?  
Jake : I \_\_\_\_\_ listening to music, but I hate dancing. I prefer sport.  
Tina : What's your \_\_\_\_\_ sport?  
Jake : Football. I'm an Arsenal fan.  
Laura : Jake \_\_\_\_\_ football on TV!  
Jake : Yes, and I like playing it. What \_\_\_\_\_ doing, Tina?  
Tina : I \_\_\_\_\_ singing. I'm in a pop group at home.  
Laura : \_\_\_\_\_! We need a singer in our group.



Scan me for the audio

**Exercise 3** Listen carefully and choose the best answer.

1. What does Sarah enjoy doing outdoors?  
a) Watching movies  
b) Hiking in the mountains  
c) Playing video games  
d) Shopping at the mall
2. What type of food is Sarah a big fan of?  
a) Chinese            c) Italian  
b) Mexican            d) Indian
3. What does Sarah dislike watching?  
a) Romantic comedies  
b) Action movies  
c) Horror movies  
d) Documentaries
4. What kind of weather does Sarah prefer?  
a) Cold and snowy  
b) Warm and sunny  
c) Rainy and windy  
d) Cloudy and cool
5. What is Sarah passionate about?  
a) Cooking  
b) Shopping  
c) Nature and good food  
d) Watching TV



Scan me for the audio

## UNIT 7

### AN INVITATION

Learning outcome:

1. Students are able to understand the vocabulary and expressions commonly used to extend invitations.
  2. Students are able to identify key details in spoken invitations, such as time, date, location, and activity.
  3. Students are able to differentiate between formal and informal language used in invitations.
- 

An invitation is a formal request to be present or participate in an event, activity, or occasion. It can be delivered verbally or in writing and can take various forms, such as a card, letter, or digital message. The act of inviting someone to an event or activity is considered an invitation, and it can be extended by individuals, organizations, or institutions.

Learning invitation dialogues helps listeners understand the structure of conversations, including the expressions used to invite someone and the responses to such invitations. By learning invitation dialogues, listeners can identify the expressions used to invite someone and the responses to such invitations, which is essential for effective communication (Lestary, 2015). Learning invitation dialogues can also enhance relationship listening, which involves understanding the other person and responding in a supportive and empathetic manner. Learning invitation dialogues can also help listeners process knowledge and context, including the physical setting, the number of listeners and speakers, their roles, and their purposes (Itfah, 2018). Here is an example of an invitation in a listening test:

You will hear:

*Joe : Hey, John, would you like to come over to my house for dinner tonight?*

*John : Yes, I would. What time should I arrive?*

*Joe : 6:30 pm.*

*John : I will come to your house at 6:30 pm.*

On the answer sheet there will be a question

*What time did John agree to arrive at Joe's house for dinner?*

*A) 5:00 pm*

*C) 7:00 pm*

*B) 6:30 pm*

*D) 8:00 pm*

The best answer for the question in listening above is (B) 6:30 pm

### Exercise 1

What is each invitation for? Listen and circle the correct answer.



Scan me for the audio

- |   |   |
|---|---|
| 1. a. go to see a movie<br>b. go for a snack      | 4. a. go somewhere before class<br>b. go to a coffee shop |
| 2. a. go to the health club<br>b. go to the beach | 5. a. come over for dinner<br>b. go to a restaurant       |
| 3. a. see a movie<br>b. rent a video              | 6. a. rent a video<br>b. go to the movies                 |

### Exercise 2

Does each person accept or refuse the invitation? Listen and circle the correct answer

- |                           |                           |
|---------------------------|---------------------------|
| 1. a. accept<br>b. refuse | 4. a. accept<br>b. refuse |
| 2. a. accept<br>b. refuse | 5. a. accept<br>b. refuse |
| 3. a. accept<br>b. refuse | 6. a. accept<br>b. refuse |



Scan me for the audio

### Exercise 3

Listen to invitations left on Nick's voicemail. What phrase completes each statement?

Write the correct letter.

- |  |       |                         |
|--|-------|-------------------------|
| 1. Denise is inviting Nick to            | ..... | a. Dinner               |
| 2. Ray is inviting Nick to come over and | ..... | b. The beach            |
| 3. Nick's mother is inviting him for     | ..... | c. Listen to a band     |
| 4. Lauren is inviting Nick to            | ..... | d. Watch the game on TV |
| 5. Steve is inviting Nick to             | ..... | e. A movie              |



### Exercise 4

Listen to the conversation. Write the missing words.

A: Hey, Jen. \_\_\_\_\_ this weekend?

B: Maybe. Do you have some plans?

A: Yes. \_\_\_\_\_ pop music?

B: Sure. Why?



Scan me for the audio

A: I've got tickets for the pop music festival at Reed Hall. \_\_\_\_\_  
\_\_\_\_\_ to come with me?

B: Do you have \_\_\_\_\_ night or Saturday night?

A: Saturday night?

B: Great! I'd love to!

**Exercise 5** Listen and fill the blank space.



Scan me for the audio

Jack: Hi, Ismael. How are you?

Ismael: Hi, Jack. I'm OK, but I've got loads of \_\_\_\_\_

Jack : Me too. But would you like to come with us to the cinema tonight?

Ismael: who's us?

Jack : Me, Jamie, Nicola, Selena.

Ismael: OK, what's the film?

Jack: We don't know. We can't decide. There's that new \_\_\_\_\_ film, 'Light  
and Dark'

Ismael: No, no, no. I don't like horror films.

Jack: OK, well, there's a \_\_\_\_\_ about a school.

Ismael: Oh, no more school, please! What about a \_\_\_\_\_ ?

Jack: Romcom?

Ismael: you know, romantic comedy, boy meets girl.

Jack: What? Really? No, I hate romantic films. I like \_\_\_\_\_.

Ismael: Well, there's a new science fiction film, 'Alien attacks'

Jack: OK, I like \_\_\_\_\_. Let's see that.

Ismael: OK, I'll ask the others if they like sci-fi.

Jack: What time is the film?

Ismael: At 8 o'clock. Let's meet at 7:30 \_\_\_\_\_ the cinema.

Jack: OK. \_\_\_\_\_ you \_\_\_\_\_.

Ismael: Bye.

**Exercise 6** Listen audio in exercise 5 and choose the correct answer.

1. Ismael is ...
  - a. OK, but a bit ill.
  - b. OK, but has a lot of homework.
  - c. OK, but a bit bored.

2. 'Light and dark' is ...
  - a. a horror film.
  - b. a science fiction film.
  - c. a romantic comedy.
3. The comedy film is about a ...
  - a. family.
  - b. shop.
  - c. school.
4. Jack hates ...
  - a. horror films.
  - b. romantic films.
  - c. science fiction films.
5. They decide to see a ...
  - a. romcom.
  - b. horror film.
  - c. science fiction film.
6. They decide to meet at .
  - a. 7 o'clock.
  - b. half past seven.
  - c. 8 o'clock

## UNIT 8

### COMPLAINING

Learning Outcome:

1. Students are able to develop an understanding of the contextual nuances involved in complaining dialogues in different situations.
  2. Students are able to practice active listening skills to accurately comprehend the content and intent of complaints in dialogues.
- 

Complaining dialog in listening skill refers to the ability to comprehend and respond to conversations that involve expressing dissatisfaction or discontent with a product, service, or situation. This skill is essential in everyday life, as it allows individuals to effectively communicate their needs and expectations to others.

In the context of listening comprehension, complaining dialog involves understanding the speaker's concerns, empathizing with their situation, and responding appropriately to resolve the issue. This skill requires active listening, which involves paying attention to the speaker's words, tone, and body language, as well as asking clarifying questions and providing constructive feedback. Complaining dialog in listening skill can be applied in various situations, such as:

1. Customer service: Understanding customer complaints and responding appropriately to resolve their issues.
2. Conflict resolution: Comprehending the concerns of both parties in a conflict and working towards a resolution.
3. Personal relationships: Listening to friends and family members' complaints and offering support and advice.

Here is an example of a complaining dialog in a listening test:

You will hear:

*Customer : I'm really upset about the service I received at your restaurant last night. The food was cold and the waiter was rude*

*Server : I apologize for the inconvenience. Can you tell me more about what happened?*



**Exercise 3** Listen to audio in exercise 2 and match each expression.

- |                            |                    |
|----------------------------|--------------------|
| 1. The air-conditioning's  | a. Print anything  |
| 2. This computer           | b. Record anything |
| 3. This printer won't      | c. Doesn't work    |
| 4. I can't get this fax to | d. Keeps crashing  |
| 5. The projector           | e. On the blink    |
| 6. This camera won't       | f. Go through      |

**Exercise 4.** Listen to a guest complaining and choose the correct option.



- |  |  |
|--|--|
| 1. The guest is in room _____<br>a. 306   b. 316   c. 360  | 4. The receptionist _____<br>a. Is very helpful and friendly<br>b. Doesn't apologize for the problem<br>c. Offers an unsatisfactory solution             |
| 2. What is he unhappy about?<br>a. The disappointing view<br>b. The noise from inside the hotel<br>c. The noise from outside the hotel | 5. In the end, the guest _____<br>a. Decides to use the air-conditioning<br>b. Accepts the offer of an electric fan<br>c. Wants to move to another room. |
| 3. Why was the room noisy?<br>a. The window wasn't close<br>b. The air conditioning was old<br>c. It was at the back of the hotel      |  |

**Exercise 5** Listen and choose the best answer.

- |  |  |
|--|--|
| 1. The customer's name is<br>a. Memzies      c. Menzies<br>b. Nenzies      d. Minzies  | 6. How long did he take to assemble the pool table?<br>a. 2 hours                      c. 2 days<br>b. 2 and a half hours      d. Too long   |
| 2. His phone number is<br>a. 349-28831      c. 348-26641<br>b. 348-28841      d. 348-38841   | 7. What was the problem with the white ball?<br>a. His friend took it<br>b. It was too big<br>c. It wasn't there<br>d. It was too small  |
| 3. His customer number is<br>a. 45993              c. 34993<br>b. 44993              d. 44994  | 8. What did the defective table cause to happen?<br>a. The balls rolled to the right<br>b. The balls rolled to the left<br>c. The balls fell off the pool table<br>d. The balls didn't roll properly |
| 4. The order number is<br>a. GH12348              c. GH12338<br>b. GA12338              d. JH12338   |  |
| 5. What languages were in the instruction manual?<br>a. Polish and English<br>b. Spanish and Polish<br>c. Spanish and English<br>d. Spanish only |  |



Scan me for the audio



## UNIT 9

### MAKE A REQUEST

Learning outcome:

1. Students are able to recognize and identify linguistic cues and expressions commonly used for making requests in various contexts, including polite forms, direct requests, and indirect suggestions.
  2. Students are able to develop an understanding of the contextual variations involved in requesting, including cultural differences in communication norms, appropriate language register based on social hierarchy or formality, and situational factors influencing the tone and manner of requests.
- 

Requesting dialog in listening skill refers to the ability to comprehend and respond to conversations that involve making a request or asking for something. This skill is essential in everyday life, as it allows individuals to effectively communicate their needs and desires to others.

In the context of listening comprehension, requesting dialog involves understanding the speaker's intentions, identifying the request being made, and responding appropriately to the request. This skill requires active listening, which involves paying attention to the speaker's words, tone, and body language, as well as asking clarifying questions and providing constructive feedback.

Requesting dialog in listening skill can be applied in various situations, such as:

1. Asking for directions or information
2. Requesting a favor or assistance
3. Making a complaint or expressing dissatisfaction
4. Negotiating or making a deal

Here are some examples of requesting dialog in listening skill:

You will hear

*Mark : Excuse me, can you help me? I'm looking for a book on English grammar.*

*Server : Yes, I can help you with that. What level of English are you studying?*

*Mark : I'm studying at the intermediate level. Do you have any books that are suitable for that level?*

*Server : Yes, we have a few books that might be helpful. Let me show you some options*


On the answer sheet, there will be a question

*What is Mark looking for in the bookstore?*

- A) A book on English vocabulary
- B) A book on English grammar
- C) A book on English literature
- D) A book on English history

The best answer for those question is (B) *A book on English grammar.*

**Exercise 1** listen and complete the booking sheet according to the information from the audio

Conference booking sheet		The Møller Centre
Company: ARG		
Key contact: Natasha Peters		
<b>Conference details</b>	Meeting Room <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F	Scan me for the audio
Dates:	Additional Equipment:	
Number of people:		
<b>Accommodation</b>	<b>Catering</b>	
Single rooms: 32      Double rooms:	<input type="checkbox"/> Full-board <input type="checkbox"/> Half-board	
Requests/Special requirements:	Refreshment breaks: Times      am      pm	
	Additional information:	
<b>Training</b>		
Study Centre <input type="checkbox"/> Shelley <input type="checkbox"/> Byron <input type="checkbox"/> Keats <input type="checkbox"/> Wordsworth <input type="checkbox"/> Browning		

Source: <https://english-practice.net/listening-exercises-b2-requesting-services/>

## Exercise 2.

You will hear people talking in eight different situations. Listen and choose the correct answer.

1. You hear a man and a woman talking about a department store  
What is the woman's opinion of the store?  
A The prices are generally reasonable.  
B There is a wide range of items on sale.  
C Most of the assistants are very helpful.
  
2. You hear a woman asking a man questions in a city-centre street.  
She wants him to  
A take part in a survey.  
B give her directions to a bus stop.  
C use public transport more often.



Scan me for the audio

3. You hear part of a radio interview with a newspaper's science reporter.  
He thinks that it is
  - A less of a problem than some scientists say.
  - B not taken seriously enough by governments.
  - C now too late to stop it happening.
4. You hear a recorded message when you phone a hotel.  
What should you do if you want to stay there an extra night?
  - A press one
  - B press two
  - C press three
5. You hear two parents talking after watching their son play in a football match.  
What do they agree about?
  - A Their son was the best player in his team.
  - B The referee was unfair to their son's team.
  - C Their son's team should have won the game.
6. You hear a man talking on the radio about a castle by the sea.  
How does the speaker suggest visitors get to the castle?
  - A by car
  - B on foot
  - C by public transport
7. You hear a woman talking about her computer.  
Why couldn't she email her friend?
  - A Her computer wasn't online.
  - B A virus had damaged her computer.
  - C She couldn't remember her password.
8. You overhear a man leaving a message on an answering machine.  
Why is he phoning?
  - A to apologise for something he has done
  - B to ask the other person for some advice
  - C to thank the person for something they did

**Exercise 3** *Fill the gap*

- Roy : Hello Ann  
 Ann : Hi Roy. What are all those boxes you're carrying?  
 Roy : Oh, it's the order for our office. I picked them up downstairs.  
           \_\_\_\_\_ pushing fifteen for me?  
 Ann : Sure, no problem. Anything else?  
 Roy : \_\_\_\_\_ you grab the top box? I think it's \_\_\_\_\_ fall off.  
 Ann : Oh, there you go. Is that better?  
 Roy : Whew. Yeah, thanks. Hey, \_\_\_\_\_ you just hold the door while I get out?  
 Ann : OK, there you go.  
 Roy : Oh, thanks for your help. We can just leave them by the reception now.



*Scan me for the audio*

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## **Audio and Script**

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