

Listening for Main Ideas

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PENDAHULUAN

Modul ini merupakan modul pertama mata kuliah Listening III. Modul ini mendasari modul-modul yang selanjutnya (Modul 2 hingga Modul 9). Dalam modul pertama ini Anda berlatih mengidentifikasi gagasan pokok wacana lisan (*listening for main ideas*).

Bahan dalam modul ini mencakup lagu, humor, wacana populer, dan percakapan pendek mengenai masalah sosial dan masalah pendidikan.

Dengan mendengarkan wacana-wacana tersebut, Anda diharapkan dapat memiliki kemampuan sebagai berikut:

1. Mengidentifikasi tema
2. Memberi judul
3. Menemukan topik-topik percakapan

Untuk mencapai tujuan di atas, bahan dan latihan dalam modul ini disajikan dalam unman sebagai berikut:

Unit 1: Identifying Themes

Unit 2: Giving Titles

Unit 3: Finding Topics

Kemampuan mengidentifikasi gagasan pokok (*listening for main ideas*) wacana lisan yang ada dalam Modul I ini dan kemampuan mengidentifikasi informasi rinci dalam wacana lisan (*listening for details*) yang disampaikan dalam Modul 2 merupakan kemampuan dasar yang diperlukan untuk meningkatkan kemampuan menyimak lebih lanjut yang akan diberikan dalam modul-modul selanjutnya.

UNIT 1

Identifying Themes

In our daily life, we often hear or listen to English songs. The songs can be nursery rhymes, which are very simple such as *You are My Sunshine* and *Twinkle Twinkle Little Star*. They can also be popular songs such as *Immortality* and *Heal the World* which are sung by famous singers such as Celine Dion and Michael Jackson, respectively. All of these songs have themes. In this unit you will learn how to identify themes of songs, jokes, and other types of discourses.

Let's try to identify the theme of *Twinkle Twinkle Little Star*, a popular nursery rhyme. Turn on your tape recorder and listen to the song, and while you are listening it, read the lyric of the song provided below.

TWINKLE TWINKLE LITTLE STAR

Twinkle twinkle little star
 How I wonder what you are
 Up above the world so high
 Like a diamond in the sky
 Twinkle twinkle little star
 How I wonder what you are

The nursery rhyme tells about someone who admires the star that is twinkling and looks like a diamond. Thus, we can say that the theme of this song is admiration of a natural object (a star).

Of course you are very familiar with the song, but I believe that you still like the song very much, though. Again, turn on the tape recorder and listen to a song entitled *When I need you*. This song is originally sang by ..., but this time you will hear sing it for you.

In the following, you are given an excerpt of a song entitled *When I Need You*. Read the lyrics and try to mention the theme of the song:

WHEN I NEED YOU

When I need you
 I just close my eyes and I am with you
 And all that I so wanna give you

Is only a heart beat away.
 When I need love
 I hold out my hand and I touch love
 I never knew there was so much love
 Keeping me warm night and day

Can you guess which one of the following themes is suitable with the song by giving a tick in the provided space?

- a. — Peace
- b. — Love
- c. — Hobby
- d. — Daily Activity

Did you choose 'Love' (b) as the theme of the song? If you did, you are right. There are a lot more English songs that are available in the market. However, we cannot give you exercises on identifying themes on the basis of the recorded song materials as such songs are usually copyrighted. What we can do is to advise you to listen to any English songs, try to understand the messages in the songs, and identify the song themes. Or, if you are accustomed to listening to music, try to identify the themes on your own.

The next passages that you are going to listen to are of cultural themes and tourism. They are said to be cultural because they tell you about cultures of a group of communities. Besides, they can also be tourist attractions. The first passage is *Bau Nyale*, a new year ceremony held in Kuta Beach of Lombok. The second one is *Manusela National Park* which is located in Moluccas with its attractions. The last is *Mount Bromo and Kasodo* and its relation with Tengerese community in East Java.

BAU NYALE

Learn the following words that you will hear from the passage.

reincarnation	: a belief on transmigration of souls
prince	: a son of a king
princess	: a daughter of a king
robust	: strong
propose	: to offer marriage
plunge	: gone suddenly into water
clumps	: groups
unshakeable	: uninfluenced



Now listen to the passage *Bau Nyale* through the CD.

Activity 1

Listen to passage *Bau Nyale* once and match the information by filling the space with correct words or phrases.

- | | |
|-----------------------|---------------------|
| a. Sasak | e. Karekok |
| b. Nyale | f. New Year's party |
| c. Bau Nyale | g. Strange worms |
| d. Kuta Beach, Lombok | h. Dende |

- _____ 1. Annual traditional ceremony
 _____ 2. The place of the ceremony
 _____ 3. A kind of sea worms
 _____ 4. The name of the tribe
 _____ 5. The name of the king
 _____ 6. The king's daughter



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 1 .

Activity 2



Now listen to the passage *Bau Nyale* once again through the CD.

In this activity you have to listen through CD, but you have to stop at a specified part according to the instruction. Then choose the correct theme from the available options.

- 1) Listen from the beginning until you hear "... That is the fact."
 - A. Description of Ban Nyale
 - B. The history of Sasak tribe
 - C. Interesting places in Lombok
 - D. Kinds of sea worms

- 2) Listen from "According to the local belief ..."up to"..." which one she could choose."
 - A. A beautiful girl whose name is Dende Nyale

- B. The government of King Karekok
 - C. The early story of Ban Nyale
 - D. Reincarnation among the community
- 3) Listen from "One day dende went to ..." up to "... to welcome her on the New Year."
- A. The power of the king
 - B. The maids of Dende
 - C. Kuta beach and the sea
 - D. The death of Dende
- 4) Listen from: Very early in the morning ... "until you hear"...they loved Dende very much."
- A. The command of King Karekok
 - B. The search of Dende's signs
 - C. Habit of eating sea worms
 - D. Water, plants, and animals in the beach.
- 5) Listen to the last part until you hear "...unshakeable by today's modernization."
- A. Modernization in Lombok
 - B. The resistance of the tradition
 - C. The end of the king's order
 - D. Sasak tribe dislikes modernization



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 1 .

MANUSELA NATIONAL PARK

Study the following words that you will hear in the passage.

- spreading : extending
- enchanted : charming
- thriving : developing well
- elegant : showing beautiful, attractive performance
- promising : likely to succeed

Activity 3

Now listen turn on your CD Player.

Listen to MANUSELA NATIONAL PARK by part according to the instructions. Among the options in each number, determine the one which is not a part of information in the listening passage.

- 1) Listen the first part of the cassette until you hear "...and 18 hours by an ordinary boat."
 - A. Manusela National Park was officially opened in 1982.
 - B. It takes 2 hours by car to reach Manusela National Park.
 - C. Manusela National Park spread from the west to the east coast of Scram Island.
 - D. Manusela National Park has beautiful scenery.

- 2) Continue playing the cassette and stop when you hear "the only one thriving in the Moluccas and the Celebes."
 - A. Most visitors camp and take photos.
 - B. Manusela National Park has beautiful sea panorama.
 - C. Maleo bird is one kind of birds which live in Manusela National Park.
 - D. Maleo bird is not a tourist attraction.

- 3) Go on playing the cassette until you hear "..., and sometimes they do it at night."
 - A. The areas of Maleo to lay egg is getting smaller.
 - B. Maleo also lay eggs at night.
 - C. Sands are used by Maleo as a place to lay eggs.
 - D. Human beings often take the eggs of Maleo.

- 4) Listen to the last part of the passage until you hear "It can bring in thousands of dollars."
 - A. The price of cockatoo is expensive in the Moluccas.
 - B. Birds are a promising commodity in the Moluccas.
 - C. Moluccass are known as the Islands of birds.
 - D. Cockatoo is one of the most popular birds in the world.



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 1 .

Activity 4



Now listen to the passage MANUSELA NATIONAL PARK once again through the CD.

Listen to the passage once again and complete the blank space in the following with sentences you hear from the tape.

MANUSELA NATIONAL PARK

Manusela National Park, spreading from the north cost to the south of Seram island, was officially opened in 1982.

(1) _____ . The valleys are bordered by the Murke mountains in the south and Kobi mountain in the North.

(2) _____
By ferry boat, embarking from Rumahake, it takes two or three hours, and 18 hours by an ordinary motor boat. Besides having an enchanting panorama,

(3) _____
Most visitors here camp and take photos of the beautiful sea. But watching the Maleo birds lay their eggs is a different kind of enjoyment. Many tourists want to see the rare beautiful, elegant birds, the only one thriving in the Mollucas and the Celebes.

(4) _____
However, since humans often watch them, they no longer hide their eggs as secretly as before. Besides, as the place to give bird is getting smaller, they lay them everywhere possible, and sometimes they do it at night. Because of the birds,

(5) _____
Birds are a promising non oil and gas commodity in the Moluccas, No wonder that dealers come from some parts of the world for this kind of business.

(6) _____

One of the most popular birds in the world is the Cockatoo. The most expensive Cockatoo here is worth only Rp 30,000,00 In Jakarta it would sell for Rp 300.000,00 and overseas it can bring in thousands of dollars.



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 1 .

MOUNT BROMO AND KASODO

Learn the following words that you will hear in the passage.

- mystical : having spiritual power
 appraisal : judgment
 captivating : attractive
 crater : a round hole at the top of a volcano

Activity 5



Now listen to the passage Mount Bromo and Kasodo through the CD.

Listen to the passage about Mount Bromo and Kasodo from the tape twice and then do the following exercises.

Order the following themes according to the order of presentation that you hear from the text.

- A. Scenery around Mount Bromo
- B. The Thanks Giving Ceremony
- C. Two Attractions of Mount Bromo
- D. The Location and Routes E. When and How Kasodo is Held

1. Answer: _____, _____, _____, and _____,

Match the information in part A with the themes in part B below. Write the letters of Part A in the space given in Part B.

Part A.

- A. A lot of mountains around Bromo
- B. A part of national park
- C. Women cook special food

- D. The source of inspiration
- E. The captivating sunrise
- F. Ritual ceremony that has a mystical appraisal
- G. Election of a new supranatural leader
- H. Sang Hyang Widhi is Tengerese God
- I. The favorite route is passing Probolinggo
- J. Throwing gaming harvest into the crater

Part B

Answer:

- | | |
|-----------------------------------|-------|
| 2. Two attractions of Mount Bromo | _____ |
| 3. The location and route | _____ |
| 4. Scenery around Mount Bromo | _____ |
| 5. The Thanks Giving ceremony | _____ |
| 6. When and How Kasodo is Held | _____ |



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 1 .

Activity 6



Now listen to the passage Mount Bromo and Kasodo once again through the CD.

Answer the following Questions Briefly.

1. To whom does Bromo serve as source of inspiration?

2. Where is Mount Bromo located?

3. What is the name of the national park in which Mount Bromo is located?

4. Why do Tengerese hold Kasodo?

5. What is another event held during Kasodo?

6. How frequent is Kasodo held in a year?

7. On what date is Kasodo according to Tenggerese calendar?

8. What do the people do to prepare Kasodo?

9. At what time of the day do people pray?

10. Where do they throw the farming harvests?



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 1 .

Key to Activities

Activity 1

1. Ban Nyale
2. Kuta Beach, Lombok 3. Nyale
4. Sasak
5. Karekok 6. Dende

Activity 2

1. A
2. C
3. D
4. B
5. B

Activity 3

1. C
2. D
3. D
4. A

Activity 4

1. It has beautiful, tropical scenery.
2. It takes two hours by car from Ambon to reach it.

3. Manusela National Park has a rare type of bird.
4. A Maleo buries its eggs in holes in the sand.
5. Moluccas are known as the islands of birds.
6. They make money from the bird-selling business.

Activity 5

1. C,D,A,BandE
2. Dand F
3. Bandl
4. E and A
5. Gand H
6. 1 and C

Activity 6

1. Artists and photographers.
2. In East Java.
3. Bromo-Tengger-Semeru.
4. They want to ask God's blessing for their lives.
5. The election of a new supranatural leader.
6. Once a year.
7. On the 14th/15th of the 12th (Kasodo) month.
8. They decorate all houses and cook special food.
9. In the morning.
10. To the crater of Mount Bromo.



FORMATIVE TEST 1



Turn on your CD player

Listen to the passage entitled *An advantage of Reading* and then choose the best main idea of each of the following.

- A. *Gulliver's Travels*, *Huckleberry Finn*, *Native Son* and the work of Byron are examples of effective communication.

- B. Good literature helps us to have more experiences than we would if we did not read.
- C. People who read live more intensely than people who do not read.
- D. Effective communication helps us to know the feelings of people who are widely separated from us in space and time.

Check your answers with the Key to Formative Test which is provided at the end of this module, and score your answer. Then use the formula below to know your achievement or level of mastery in this module.

Formula:

$$\text{Level of mastery} = \frac{\text{The number of the reigh answer}}{\text{The number of the items}} \times 100\%$$

Level of mastery :	90 - 100% = very good
	80 - 89% = good
	70 - 79% = sufficient
	- < 70% = Insufficient

If your level of mastery reaches 80% or more, you can go on to the next unit. Good!. But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

UNIT 2

Giving Titles

In addition to identifying themes, another skill that you need to develop in listening passages is the ability to give titles to texts that you have heard. This unit trains you to give titles to some listening passages.

UNPLEASANT COINCIDENCE

Study the following words before you listen to the passage.

Absentmindedly : unconsciously

unpleasant : unhappy

homeward bus : bus to home direction

coincidence : the condition of being in the same position



Turn on your CD player and listen to the passage UNPLEASANT COINCIDENCE then answer Activity 1

Activity 1

Listen to the listening passage twice and then answer the following questions briefly.

- 1) How was the sun when Mrs. Grant left her house?

- 2) Did she bring an umbrella with her?

- 3) What did Mrs. Grant hear when she picked up an umbrella in front of her?

- 4) What did Mrs. Grant do after getting off the bus?

- 5) How many umbrellas did she buy?

- 6) Who did she meet in the homeward bus?

- 7) What did the woman say to her?

8) What did the woman think of her when the woman said that sentence?



Turn off your CD player

Now please check your answers in the key to activities in the end of unit 2.

Activity 2



Turn on your CD player and listen to the passage UNPLEASANT COINCIDENCE once again then answer Activity 2

Find words or expressions from the listening passage which have the same meaning as the italicized words. Then complete the incomplete sentence in each number.

1. a. The sun was shining quite brightly *when* Mrs. Grant *left home*.
b. The sun was shining quite brightly _____
Mrs. Grant _____ her _____
2. a. She *did not think it was necessary* to take an umbrella with her.
b. She _____ to take an umbrella with her.
3. a. *Soon it started raining*.
b. _____ it _____ rain.
4. a. It *was still raining* when the bus arrived at the market place.
b. It _____ when the bus arrived at the market-place.
5. a. Mrs. Grant absentmindedly took the umbrella that was hanging on the seat *before her*.
b. Mrs. Grant absentmindedly _____ the umbrella that was hanging on the _____ seat of her.
6. a. Mrs. Grant *went red* with embarrassment and *said she was sorry*.
b. Mrs. Grant _____ with embarrassment and _____
7. a. She tried to *take no notice of* the unpleasant look.
b. She tried to _____ the unpleasant look.
8. a. Mrs. Grant *went directly* to a shop *which would sell her an umbrella*.
b. Mrs. Grant _____ a shop where she _____ an umbrella.
9. a. She found a very pretty one and, because it was such a pretty *one*, decided to buy *one more* as a present for her daughter.

- b. She found a very pretty one and, because it was _____ pretty, decided to buy _____ s a present for her daughter.
10. a. She did the remainder of her shopping and lunched in a cafe.
b. She did the _____ of her shopping and _____ lunch in a cafe.



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 2.

MISUNDERSTANDING

Study the following words before listening to the cassette.

announced : informed

murmured : said in low voice

acquaintances : friends

foolish : stupid

M'sieur : Mister

appetite : desire to eat



Turn on your CD player and listen to the passage MISUNDERSTANDING then answer Activity 3

Activity 3

Listen to the tape twice and answer the following questions briefly.

1. How old was Mr. Phanourakis?
2. What was the nationality of Mr. Phanourakis?
3. Where would he go?
3. Who did Mr. Phanourakis meet when he ate lunch?
4. According to Mr. Phanourakis, what is the name of the Frenchman?
5. What did the Frenchman mean by saying 'Bon appetit'?
6. Why did Mr. Phanourakis think that he was foolish?
7. What did the Frenchman understand by the word 'Phanourakis'?



Turn off your CD player. Now please check your answers in the key to activities at the end of unit 2.

Activity 4



Turn on your CD player and listen to the passage MISUNDERSTANDING once again then answer Activity 4

Complete the blank in part (b) by finding words or expressions from the listening passage which have the same meaning as the italicized words.

1. a. Mr. Phanourakis was eighty-five years *of age* when he *left* his Greek mountain village *forever*.
b. Mr. Phanourakis was eighty-five years _____ when he _____ his Greek mountain village.
2. a. His sons had *been successful* in the restaurant business there.
b. His sons had _____ in the restaurant business there.
3. a. The old gentleman *did not know any* language *but Greek*.
b. The old gentleman knew _____ language _____
4. a. He *found his way around* the foreign ship *without difficulty*.
b. He _____ his way _____ about the foreign ship.
5. a. *The majority* of the others waited for the chief Steward to tell them *which were their tables*.
b. _____ of the others wanted for the chief Steward to tell them _____
6. a. A few moments *later* his table companion arrived and *sat down in* the other chair.
b. _____ a few moments his table companion arrived and _____ the other chair.
7. a. One of the ship's officers, who *knew* some Greek, asked the old gentleman if he had found *anyone he knew on the ship*.
b. One of the ship's officers, who _____ some Greek, asked the old gentleman if he had found any _____ on _____
8. a. '*I suppose he is* French. His name is Bonapetit or something of that sort.'
b. 'He _____ French. His name is Bonapetit or something _____
9. a. '*I was foolish not to understand*.
b. _____ was foolish of me to _____
10. a. 'The Frenchman *smiled back* at him.
b. 'The Frenchman _____ his smile.'



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 2.

A GOOD EXCUSE

Study the following words before listening to the CD.

charming : nice, good

reliable : can be trusted

excuse : apology



Turn on your CD player and listen to the passage A GOOD EXCUSE then answer Activity 5

Activity 5

Fill each of the numbered blank spaces in this passage with the word that you hear from the cassette.

A GOOD EXCUSE

Hadley was in a bad (1) _____ when he joined his friend, Blake, in the bar of the Hilton Hotel. 'A large whisky and soda, please,' he said to the waiter who (2) _____ him as he sat down. He put his head in his hands. 'Oh my God!' he said. 'What's the (3) _____?' asked Blake. Hadley breathed heavily a (4) _____ of _____ times before replying. 'The inefficiency of this country!' he said. 'Never in all my life have I seen anything (5) _____ it.'

'What's happened?'

'What *hasn't* happened! I've been here (6) _____ only eight days and fourteen things have gone wrong.'

'You get (7) _____ to it,' said Blake. 'I've been here for twenty years and things have been going wrong for me all the time. But they're charming people.'

'Oh, yes,' said Hadley. 'They're very charming, I'll (8) _____ you that. But how the country survives is something beyond my (9) _____. And how you (10) _____ up with it I'll never understand. The (11) _____ I finish my work and get (12) _____ the better. I'll go off my (13) _____ otherwise.'

'What has (14) _____ you this afternoon?' Blake asked.

'I have (15) _____ come from a dry-cleaner's,' said Hadley. 'It is said to be a reliable one. Six days ago, I took a light-grey suit to be cleaned. It (16) _____ promised for the following day, at a certain time. I went there at the time, and every day after that. The suit was (17) _____ given to me half an hour ago. And do you know what they have (18) _____ to it? They dyed it navy blue!' Hadley took a long drink from his glass.

(19) _____ the laughter, Blake asked: 'What was their excuse? They're good at excuses.'

'They didn't make an excuse,' said Hadley. 'They smiled very sweetly and said that navy blue will (20) _____ me much better than grey.'



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 2.

Activity 6



Turn on your CD player and listen to the passage

A GOOD EXCUSE once again then answer Activity 6

Answer the following questions briefly.

1. Who did Hadley join?

2. Where were they?

3. How long has Hadley been in the country?

4. How long has Blake been in the country?

5. How are the people of the country?

6. Where did Hadley go before going to the bar?

7. What was the color of the suit when Hadley sent it to the dry cleaner?

8. What was the color of the suit when Hadley took it?

9. Did the cleaners make an excuse?

10. What did they say to Hadley?



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 2.

Key to Activities

Activity 1

1. The sun was shining brightly.
2. No, she didn't.
3. She heard a cold voice said loudly. "That is mine, Madam!".
4. She went to a shop to buy an umbrella.
5. Two Umbrellas.
6. The same woman she met that morning.
7. She said, "You've had quite a good day, I see".
8. The woman thought that her work is stealing umbrellas.

Activity 2

1. The sun was shining quite brightly as Mrs. Grant left her house.
2. She saw no need to take an umbrella with her.
3. Before long it came on to rain.
4. It had no stopped when the bus arrived at the market place.
5. Mrs. Grant Absentmindedly picked-up the umbrella that was hanging on the seat in front of her.
6. Mrs. Grant blushed with embarrassment and apologised.
7. She tried to ignore the unpleasant look.
8. Mrs. Grant made straight for a shop where she could buy an umbrella.
9. She found a very pretty one and, because it was so pretty, decided to buy another as a present for her daughter.
10. She did the rest of her shopping and had lunch in a cafe.

Activity 3

1. Eighty-five years old.
2. He was a Greek.
3. To the United States.
4. A Frenchman.
5. Bonapetit.
6. He wanted to say 'Good appetite'.
7. Because he misunderstood what the Frenchman meant.
8. He thought that it meant 'Good appetite'.

Activity 4

1. Mr. Phanourakis was eighty-five years old when he said goodbye to his Greek mountain village.
2. His sons had *done well* in the restaurant business there.
3. The old gentleman knew no language *save his own*.
4. He *made* his way *easily* about the foreign ship.
5. Most of the others waited for the chief Steward to tell them where to sit.
6. *After* a few moments his table companion arrived and *took* the other chair.
7. One of the ship's officers, who spoke some Greek, asked the old gentleman if he had found any *acquaintances on board*.
8. He *must be* French. His name is Bonapetit of something *like that*.
9. "It was foolish of me to misunderstand".
10. 'The Frenchman returned his smile'.

Activity 5

1. mood
2. approached
3. matter
4. couple
5. like
6. for
7. used
8. grant
9. understanding
10. put
11. sooner
12. home

13. head
14. upset
15. just
16. was
17. finally
18. done
19. after
20. suit

Activity 6

1. His friend, Blake.
2. In he bar of the Hilton Hotel. 3. 8 days
4. 20 years.
5. They are charming.
6. He went to a dry-cleaner to take his suit.
7. Light-grey.
8. Navy blue.
9. No, they didn't.
10. Navy blue will suit Hadley much better than grey.



FORMATIVE TEST 2



Turn on your CD player and listen to the passage the Development of English while you answer the questions!

In this test you will listen to a text entitled The Development of English. Listen the passage from the beginning until you hear "... these arbitrary dates indicate."

I. Write the periods of the development of English in the following diagram.

	Starts		Ends
A. Old English	1.	to
B. Middle English	2.	to
C. Modem English	3.	to

Continue listening the passage until you hear "... without traditional training."

II. Complete the blank space with words you hear from the text.

There has never been a year when the language was not (1) _____, or at a time when it was (2) _____ with anything like complete uniformity. Nevertheless, the (3) _____ of the three periods are so (4) _____ that a person who knows both (5) _____ and Modern English well will find a (6) _____ deal of difficulty in reading some of the Middle English writings without additional training.

- III. Listen to the passage entitled The Development of English again and then choose the best main idea of each of the following sentences.
- The development of the English language falls into three reasonably distinct periods.
 - The development of Middle English took place from 1100-1475.
 - It is difficult to distinguish different developmental stages of the English language.
 - A speaker of Modern English would need training to read Middle English.

Check your answers with the Key to Formative Test which is provided at the end of this module, and score your answer. Then use the formula below to know your achievement or level of mastery in this module.

Formula:

$$\text{Level of mastery} = \frac{\text{The number of the reigh answer}}{\text{The number of the items}} \times 100\%$$

Level of mastery :	90 - 100% = very good
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	70 - 79% = sufficient
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If your level of mastery reaches 80% or more, you can go on to the next unit. Good!. But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

UNIT 3

Finding Topics

One of the skills in listening that is important to learn is to get the main idea of a piece of information. In this unit you will have practices in getting the main idea of a passage.

The main idea refers to a statement which summarizes a paragraph. For example, you hear a text as follows:

Scientists have found what causes eclipses. The moon travels around the earth. An eclipse of the sun is caused when the moon passes between us and the sun. An eclipse of the moon is caused when the moon travels into the earth's shadow.

The main idea of the passage is "As the moon travels around the earth, it causes an eclipse of the sun and an eclipse of the moon."

If you state that the main idea is "An eclipse of the sun occurs when the moon passes between the earth and the sun," your main idea will be too specific because it's only a part of the information.

It is too general then to say that the main idea is "Scientists have discovered what causes eclipses" because it does not cover the explanation. Furthermore, if you say, for example, "Looking at an eclipse of the sun is dangerous", this statement is irrelevant because the passage does not tell about the danger of the eclipses.

In the following you are going to listen to several minitalks.

ALTITUDE AND OXYGEN

Study the following words before listening to the passage.

altitude	: a height
respiratory	: pertaining to breathing
pressure	: compression
facilitate	: help



Turn on your CD player and listen to the passage the attitude and oxygen while you answer activity I unit 3.

Activity 1

Answer the following questions briefly.

1. Does air contain less oxygen in high altitude or at sea level?

2. What does the difference in the volume of oxygen affect?

3. What should a mountain climber use to have enough oxygen?

4. At what altitude does a plane need pressurized air?

5. What is the pressurized air for?



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 3.

Activity 2



Turn on your CD player and listen to the passage the attitude and oxygen once again while you answer activity 2.

Listen to the passage twice and decide whether each of the following sentences is the main idea, too specific, too general, or irrelevant.

1. Mountain climbers need tanks of oxygen to breathe normally.

- A. the main idea
- B. too specific
- C. too general
- D. irrelevant

2. Mountain climbers usually have large lung capacities.

- A. the main idea
- B. too specific
- C. too general
- D. irrelevant

3. At higher altitudes, where the air contains less oxygen, people need extra oxygen or pressurized air to breathe normally.
 - A. the main idea
 - B. too specific
 - C. too general
 - D. irrelevant

4. The air at higher altitude is usually colder.
 - A. the main idea
 - B. too specific
 - C. too general
 - D. irrelevant



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 3.

ENERGY

Study the following words before listening to the passage.

absorb	: suck up
radiant	: glowing, bright
synthesize	: combine by a synthesis
ultimate	: main
biotic	: relating to life



Turn on your CD player and listen to the passage ENERGY while you answer activity 3.

Activity 3

Listen to the passage and then complete the blank spaces with words that you hear from the text.

ENERGY

All the energy used by organisms is derived from the sun. Energy may be (1) _____ from one type to another, but (2) _____ is never created or destroyed. Plants (3) _____ the radiant energy in sunlight and

(4) _____ carbohydrates from carbon dioxide and water; (5) _____ also synthesize proteins and fats. The (6) _____ stored in these compounds is the (7) _____ source used by all animals. Energy (8) _____ underlie all physical and biotic processes (9) _____ the earth and determine the activities (10) _____ organisms.



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 3.

Activity 4



Turn on your CD player and listen to the passage ENERGY once again while you answer activity 3.

Listen to the passage twice and decide whether each of the following sentences is the main idea, too specific, too general, or irrelevant.

1. All organisms depend on the sun.
 - A. the main idea
 - B. too specific
 - C. too general
 - D. irrelevant

2. All energy used by organisms is derived from the sun.
 - A. the main idea
 - B. too specific
 - C. too general
 - D. irrelevant

3. Special characteristics of energy enable it to be available for organisms to consume.
 - A. the main idea
 - B. too specific
 - C. too general
 - D. irrelevant



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 3.

Activity 5



Turn on your CD player and listen to the the five minitalks. Rainbow, Winds, Fundails, Nitrogen, and Motion Pictures while you answer activity 5 unit 3.

Listen to minitalks. You will hear five minitalks. They are about *Rainbow*, *Winds*, *Sundials*, *Nitrogen*, and *Motion Pictures*. Select the answer which best describes the mom rTea of each of the minitalks.

1.
 - A. Rainbows are always pretty
 - B. Rainbows always appear in the sky in the opposite direction from the sun.
 - C. In the morning rainbows always appear in the western sky.
 - D. Rainbows always appear in a particular relationship to the sun.

2.
 - A. High winds cause damage.
 - B. Wind is simply air moving at various speed.
 - C. A gentle breeze is very refreshing in hot weather.
 - D. Gales are very fast moving winds.

3.
 - A. In the past sundials were used to tell time.
 - B. By using sundials, people used to tell the time of day bu the length or position of shadows.
 - C. Sundials look nice in gardens.
 - D. People use a lot of instruments to tell the time of day.

4.
 - A. All the nitrogen we breathe in we breathe out again. , fro
 - B. We cannot live in pure oxygen.
 - C. Besides lemon and sugar, good lemonade needs water.
 - D. Nitrogen is important because it dilutes oxygen so that the air is right for us.

5. A. Motion pictures are separate pictures shown to you so fast that no 7 break occurs between them.
 B. Motion pictures are a relatively new form of entertainment.
 C. Motion pictures are really separate pictures.
 D. Motion picture machine is used to move separate pictures.



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 3.

HOW TO PREVENT FORGETTING

Study the following words before listening to the passage.

Thoroughly : fully, well
 retained : remembered
 firmly : securely fixed

Activity 6



Turn on your CD player and listen to the passage How to Prevent Forgetting while you answer activity 6.

Complete the following text with phrases (two words) that you listen to CD.

HOW TO PREVENT FORGETTING

- a. One of the best way to prevent forgetting is to learn thoroughly. Information which is barely learned is (1) _____ . That is, material on which the hold is weak will be quickly forgotten. (2) _____ should be carried beyond (3) _____ , so that the facts, information, and ideas are (4) _____ and firmly retained. Just as one drives a stake (5) _____ so that it is firm, ties a rope with an extra knot, drives in an (6) _____ , and, in general, exercises extra care to prevent loosening, so, to prevent forgetting, the learner should study and review (7) _____ until it is firmly and thoroughly acquired.

- b. What is the main idea of the paragraph?
- A. Students should study and review material until it is thoroughly learned in order to prevent forgetting.
 - B. A stake must be driven deep so that it will be firm.
 - C. It helps if the students enjoy their work.
 - D. Students should study harder.



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 3.

PLEASURE AND PAIN

Study the following words before listening to the passage.

pleasure	: pleasantness
cordial	: warm, sincere
spoil	: destroy, ruin
eliminate	: set aside, ignore
unbelievably	: incredibly



Turn on your CD player and listen to the passage *Pleasure and Pain* while you answer activity 7.

Activity 7

Answer the following questions on the basis of the text that you are going to work.

1. What kind of person is usually sought?

2. What kind of person do they try to avoid?

3. Mention some activities to pursue pleasure.

4. When will the total amount of money spent for the pursuit of pleasure become unbelievably large.

5. What is the main idea of the passage that you have heard.

- A. An extraordinary amount of money is spent on entertainment.
- B. In almost all facets of life, people strive to achieve pleasure and eliminate pain.
- C. Reading books is a better leisure-time activity than going to the movies.
- D. Much of the success of boy-girl relationship depends on the amount of pleasure derived by the individuals involved.



Turn off your CD player

Now please check your answers in the key to activities at the end of unit 3.

Key to Activities

Activity 1

- 1. in high altitude.
- 2. the normal respiratory needs of men and animals.
- 3. a tank of oxygen.
- 4. above 3,000 meters.
- 5. to facilitate breathing.

Activity 2

- 1. B
- 2. D
- 3. A
- 4. D

Activity 3

- 1. transformed
- 2. it
- 3. absorb
- 4. produce
- 5. they
- 6. energy
- 7. ultimate
- 8. relations
- 9. on
- 10. of

Activity 4

1. C
2. B
3. A

Activity 5

1. D
2. B
3. B
4. D
5. A

Activity 6

- a.
 1. rapidly forgotten
 2. the learning
 3. this stage
 4. thoroughly understood
 5. so deep
 6. extra nail
 7. the material
- b.
 8. A

Activity 7

1. persons/people who are pleasant and cordial.
2. people who are unpleasant and whom we do not like.
3. motions pictures, concerts, ball games, horse races, hunting, motoring, and travelling.
4. When it is added by the amount spent for medical and dental treatment to eliminate pain.
5. B



FORMATIVE TEST 3



Turn on your CD player and listen to the passage The View of Thomas Robert Malthus and answer the questions!

Listen to the passage entitled The View of Thomas Robert Malthus and then choose the best main idea of each of the following.

- A. A hundred years ago, when there were only half as many inhabitants in Europe, experts shared the gloomy view of Thomas Robert Malthus.
- B. Three hundred years ago famine was a periodic experience which came so regularly that men accepted it as normal, like the successions of the seasons.
- C. Men tend to accept the economic conditions of their time as instances of economic laws.
- D. Malthus believed that the human population always increases faster than the food supply and misery and want and war are the inevitable consequences.

Feedback and Follow Up

Check your answers with the Key to Formative Test which is provided at the end of this module, and score your answer. Then use the formula below to know your achievement or level of mastery in this module.

Formula:

$$\text{Level of mastery} = \frac{\text{The number of the reigh answer}}{\text{The number of the items}} \times 100\%$$

Level of mastery :	90 - 100% = very good
	80 - 89% = good
	70 - 79% = sufficient
	- < 70% = Insufficient

If your level of mastery reaches 80% or more, you can go on to the next unit. Good!. But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

Key to Formative Tests

Formative Test 1

1. chenging
2. spoken
3. characteristics
4. different
5. old
6. good

Formative Test 2

I.

1. A.D 450 to 1100
2. 1100 to 1470
3. 1475 up to NOW

II.

1. changing
2. spoken
3. characteristics
4. different
5. old
6. good

III.

- A. the development of the english language
- B. the development of midde english
- C. development stages of the english language
- D. net draining to net middle english

Formative Test 3

- A. ekpert shaed the glong view of thomas
- B. three hundred years ago famie robert mal thus masa produc ekprience
- C. men tend to accept the economic conditius
- D. malthus believed that the human population always increases poster than the food suply

Scripts

UNIT 1 Activities 1 and 2

BAU NYALE

Bau nyale is an annual traditional ceremony held by the Sasak tribe at Kuta Beach, Lombok Island. Such a ceremony is not found at other places around Lombok. A *nyale* is a kind of sea worms that appears every year's end. Yet the strange thing is that such sea worms are found nowhere in Lombok. At the ceremony, a noisy group of people catch the *nyale*, and then they eat them together. So, do people from the Sasak tribe really eat worms? The answer is 'yes'. That is the fact.

According to the local belief a *nyale* is the reincarnation of a princess. Here is the story in brief

Once upon a time in South Lombok in Kuta, there lived a strong and robust king named King Karekok. He had only one daughter named Dende Nyale. She was very beautiful. Many princes propose her but she could not decide which one she should choose.

One day Dende went to Kuta Beach with her maids and she plunged into the sea. She left them a message. Those who wished to have her could come to Kuta Beach the coming year.

The news of Dende's death spread not only in Lombok but also in the neighboring kingdoms. The princes of those kingdoms came to Kuta Beach in Lombok to welcome her on the New Year.

Very early in the morning all people including King Karekok gathered in the beach. The King then instructed his commanders to keep watch and check everything on the beach - water, plants and animals - to see there was something strange. Finally, they found that the tide had brought in many clumps of sea worms. They caught and enjoyed them together as proof that they loved Dende very much.

Even now, many people from the Sasak tribe in Kuta Lombok still obey the king's order, unshakeable by today's modernization.

Activities 3 and 4**MANUSELA NATIONAL PARK**

Manusela National Park, spreading from the north coast to the south of Seram Island, was officially opened in 1982. It has beautiful, tropical scenery. The valleys are bordered by the Murke mountains in the south and Kobi mountain in the north. It takes two hours by car from Ambon to reach it. By ferry boat, embarking from Rumahake, it takes two or three hours, and 18 hours by an ordinary motor boat.

Besides having an enchanting panorama, Manusela National Park has a rare type of bird. Most visitors here camp and take photos of the beautiful sea. But watching the Maleo birds lay their eggs is a different kind of enjoyment. Many tourists want to see the rare beautiful, elegant birds, the only one thriving in the Mollucas and the Celebes.

A Maleo buries its eggs separately in holes in the sand. However, since humans often watch them, they no longer hide their eggs as secretly as before. Besides, as the place to give bird is getting smaller, they lay them everywhere possible, and sometimes they do it at night.

Because of the birds, Moluccas are known as the islands of birds. Birds are a promising non oil and gas commodity in the Moluccas. No wonder that dealers come from some parts of the world for this kind of business. They make money from the bird-selling business. One of the most popular birds in the world is the Cockatoo. The most expensive Cockatoo here is worth only Rp 30.000. In Jakarta it would sell for Rp 300.000 and overseas it can bring in thousands of dollars.

Activities 5 and 6**MOUNT BROW AND KASODO**

Mount Bromo has frequently been the source of inspiration to artists or photographers. They say, its natural beauty cannot be found at other places in this world. Besides that, Bromo is also known for the ritual ceremony Kasodo that has a mystical appraisal.

Mount Bromo is a part of Bromo-Tengger-Semeru National Park which is located in East Java. Visitors can reach it from various directions, either from Probolinggo, Pasuruan, Malang, or Lumajang. Up to the present time,

the favorite route is passing Probolinggo, and from there the desert and Mount Bromo can be reached.

Around the caldera of Tengger Mountains, visitors can enjoy the natural scenery and the desert which is surrounded by a lot of mountains, such as Mount Bathok, Mount Dinklik, Mount Pananjakan, the horses and the captivating sunrise.

Kasodo is a thanks giving ceremony from the community of Tengger, for asking God's blessing for their lives. During the ceremony, at the same time there is also an election of a new supranatural leader of Tengger. In Kasodo ceremony, people come together to Mount Bromo. They give offerings to God who they call Sang Hyang Widhi.

This Kasodo ritual is held once a year. In the calender of Tengger, the day falls on the 14th or 15th of the 12th month named Kasodo. The ceremony itself is always held in grand style. All people look happy, all houses are decorated. The women cook special food. As the morning sun penetrates the mist, the pople of Tengger start to pray and they take their turns to ask for blessings on a stage facing Mount Bromo. And then they throw farming harvests into the crater of Mount Bromo. It is worship to their God.

UNIT II

Activities 1 and 2

UNPLEASANT COINCIDENCE

The sun was shining quite brightly as Mrs. Grant left her house, and she saw no need to take an umbrella with her. She got on the bus to take her into the town and before long it came on to rain. It had not stopped when the bus arrived at the market-place half an hour later. Mrs. Grant stood up and absentmindedly picked up the umbrella that was hanging on the seat in front of her.

A cold voice said loudly: 'That is mine, Madam.'

Suddenly remembering that she had come out without her umbrella, Mrs. Grant blused with embarrassment and apolo-gised, trying at the same time to ignore the unpleasant look the owner of the umbrella was giving her.

When she got off the bus, Mrs. Grant made straight for a shop where she could buy an umbrella. She found a very pretty one and, because it was so

pretly, decided to buy another as a present for her daughter. She did the rest of her shopping and had lunch in cafe.

In the afternoon she got on the homeward bus with the two umbrellas under her arm, and sat down. Then she saw that, by a curious coincidence, she was sitting next to the woman who had made her feel so uncomfortable that morning.

This woman now looked at her, then at the umbrellas, and said, 'You've had quite a good day, I see.'

Activities 3 and 4

MISUNDERSTANDING

Mr. Phanourakis was eighty-five years old when he said goodbye to his Greek mountain village and took an American ship for the United States. His sons had done well in the restaurant business there and wanted him to spend his remaining years with them.

The old gentleman knew no language save his own but, with the dignified self-confidence of the Greek mountain villager, he made his way easily about the foreign ship. When the bell announced the serving of lunch on his first day on board he found the number of his table on the passenger-list outside the dining room and went straight to it while most of the others waited for the chief steward to tell them where to sit.

It was a small table for two. Mr. Phanourakis sat down. After a few moments his table companion arrived. 'Bon appetit', m'sicur,' he murmured politely, as he took the other chair.

Mr. Phanourakis looked at him quickly, and then smiled. 'Phanourakis,' he said carefully spacing out the Greek syllables.

During the afternoon one of the ship's officers, who spoke some Greek, asked the old gentleman if he had found any acquaintances on board.

Mr. Phanourakis shook his head. 'No,' he said, 'the only person I've met so far is my table companion. He must be French. His name is Bonapetit-or something like that.'

'That is not his name,' said the officer gently. 'It is a French expression that means "Good appetite".

'Oh,' said the old gentleman quietly. 'It was very foolish of me to misunderstand.'

At dinner time he found the Frenchman already at the table. He smiled shyly, sat down, and said carefully, 'Bon appetit, m'sieur.'

The Frenchman returned his smile, 'Phanourakis, m'sieur,' he said.

Activities 5 and 6

A GOOD EXCUSE

Hadley was in a bad mood when he joined his friend, Blake, in the bar of the Hilton Hotel. 'A large whisky and soda, please,' he said to the waiter who approached him as he sat down. He put his head in his hands. 'Oh my God!' he said.

'What's the matter?' asked Blake.

Hadley breathed heavily a couple of times before replying. 'The inefficiency of this country!' he said. 'Never in all my life have I seen anything like it.'

'What's happened?'

'What hasn't happened! I've been here for only eight days and fourteen things have gone wrong.'

'You get used to it,' said Blake. 'I've been here for twenty years and things have been going wrong for me all the time. But they're charming people.'

'Oh, yes,' said Hadley. 'They're very charming, I'll grant you that. But how the country survives is something beyond my understanding. And how you put up with it I'll never understand. The sooner I finish my work and get home the better. I'll go off my head otherwise.'

'What has upset you this afternoon?' Blake asked.

'I have just come from a dry-cleaner's,' said Hadley. 'It is said to be a reliable one. Six days ago, I took a light-grey suit to be cleaned. It was promised for the following day, at a certain time. I went there at the time, and every day after that. The suit was finally given to me half an hour ago. And do you know what they have done to it? They dyed it navy blue!' Hadley took a long drink from his glass.

After the laughter, Blake asked: 'What was their excuse? They're good at excuses.'

'They didn't make an excuse,' said Hadley. 'They smiled very sweetly and said that navy blue will suit me much better than grey.'

UNIT 3

Activities 1 and 2

ALTITUDE AND OXYGEN

The air at high altitudes has less pressure and a given volume contains less oxygen than at sea level. This affects the normal respiratory needs of men and animals. A mountain climber must use a tank of oxygen or a person in an airplane must use a face mask to obtain adequate oxygen. Planes operating above 3,000 meters usually have the air pressure inside raised to facilitate breathing.

Activities 3 and 4

ENERGY

All the energy used by organisms is derived from the sun. Energy may be transformed from one type to another, but it is never created or destroyed. Plants absorb the radiant energy in sunlight and produce carbohydrates from carbon dioxide and water; they also synthesize proteins and fats. The energy stored in these compounds is the ultimate source used by all animals. Energy relations underlie all physical and biotic processes on the earth and determine the activities of organisms.

Activity 5

RAINBOW

You might have noticed that when you see a rainbow you always have your back to the sun. In the morning, when the sun is in the eastern sky, rainbows always appear in the west. In the afternoon they are always in the eastern sky. Rainbows are always in the opposite direction from the sun.

WINDS

Winds are simply moving air. Of course, at some times the air moves faster than at other times. The wind may be only a gentle breeze; it may be a very strong breeze; it may be a gale.

SUNDIALS

People used to tell the time of day by shadows. They used sundials to do so. In some sundials it was the length of a shadow which told the time of day. In some sundials it was the position of the shadow. Some Sundials are still in use.

NITROGEN

Nitrogen is sometimes called a 'lazy' gas. There are not very interesting experiments that can be done with this gas. It is, however, important. We are not built to live in pure oxygen. The nitrogen weakens the oxygen so that the air is right for us. The nitrogen serves the same purpose in the air that water serves in lemonade. Lemonade made of pure lemon juice and sugar would be too strong to be pleasant. To keep the lemonade from being too strong, we add water.

MOTION PICTURES

Motion pictures are simply separate pictures that are shown to you so fast by means of a motion picture machine that you do not see any break between the separate pictures.

Activity 6

HOW TO PREVENT FORGETTING

One of the best way to prevent forgetting is to learn thoroughly. Information which is barely learned is rapidly forgotten. That is, material on which the hold is weak will be quickly forgotten. The learning should be carried beyond this stage, so that the facts, information, and ideas are thoroughly understood and firmly retained. just as one drives a stake so deep so that it is firm, ties a rope with an extra knot, drives in an extra nail, and, in general, exercises extra care to prevent loosening, so, to prevent forgetting, the learner should study and review the material until it is firmly and thoroughly acquired.

Activity 7**PLEASURE AND PAIN**

To a large extent our course through life is one in which we try to move in the path of pleasure and avoid pain. We seek out people who are pleasant and cordial, and we avoid those who are unpleasant and whom we do not like. Much of the boy-girl, man-woman relationship is determined by pleasure and happiness, and it is unhappiness and pain that spoil the relationship for many. People devote almost unlimited time and money seeking pleasure and happiness, so much so that the entertainment business is one of the biggest in the world. People spend billions for motion pictures, concerts, ball games, horse races, hunting, motoring, and travelling in the pursuit of pleasure. If we add to this amount to spent for medical and dental treatment to eliminate pain, the total become almost unbelievably large.

FORMATIVE TEST**1. AN ADVANTAGE OF READING**

In a very real sense, then, people who have read good literature have lived more than people who cannot or will not read. To have read Gulliver's Travels' is to have had the experience with Jonathan Swift, of turning sick at the stomach at the conduct of the human race; to read Huckleberry Finn is to feel what is like to drift down the Mississippi River on a raft; to have read Byron is to have suffered with him his rebellions and neuroses and to have enjoyed with him his nose-thumbling at society; to have read Native Son is to know how it feels to be frustrated in the particular way in which Negroes in Chicago are fivstrated. This is the great task that effective communication performs: it enables us to feel how others felt about life, even if they lived thousands of miles away and centuries ago. It is not true that "we have only one life to live"; if we can read, we can live as many more lives and as many kinds of lives as we wish.

2. THE DEVELOPMENT OF ENGLISH

The development of the English language falls into three reasonably distinct periods: old English, from about A.D. 450, when the first Germanic

tribes began to settle in England, until about 1100; Middle English, from about 1100 to about 1475; and Modern English, from about 1475 to the present. Of course the breaks were not as sudden and definite as these arbitrary dates indicate. There has never been a year when the language was not changing, or at a time when it was spoken with anything like complete uniformity. Nevertheless, the characteristics of the three periods are so different that a person who knows both Old and Modern English well will find a good deal of difficulty in reading some of the Middle English writings without additional training.

3. THE VIEW OF THOMAS ROBERT MALTHUS

A hundred years ago, when there were only half as many inhabitants in Europe, scientists shared the gloomy view of Thomas Robert Malthus. He believed that human population always increases faster than the food supply and that the misery and want and war are the inevitable consequences. Three hundred years ago, when the population was about the same as it had been for thousands of years, famine was a periodic experience which came so regularly that people accepted it as normal, like the succession of the seasons. "Seven famines and ten years of famine in a century" was the "law regulating scarcities" prior to 1600, and it was accepted in Malthus' day as some people now accept the "law of business cycles".

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