

## **APPENDIX 1**

APPENDIX 1

SAMPLE OF LISTENING PRACTICE IN LANGUAGE LABORATORY

( ELEMENTARY LEVEL )

I. TEACHER'S HAND-OUT

A. Practice in Listening to English Sound : [ʃ]

Examples: <u>sh</u> in	<u>sh</u> e	<u>Ch</u> icago
<u>sh</u> ip	<u>sh</u> ort	<u>sh</u> arp
Eng <u>sh</u>	Span <u>sh</u>	Patric <u>sh</u> a

\* Is Patricia English?

No. She's Spanish.

\* Is she in Washington?

No. She's in Chicago.

\* Is she tall or short?

She's short.

B. You will hear ten pairs of words. If the pair has the same pronunciation then circle 'S' (the same), if the pair has different pronunciation, then circle 'D' (different).

- |                     |                       |
|---------------------|-----------------------|
| 1. fish - face (D)  | 6. rush - rush (S)    |
| 2. match - mash (D) | 7. shall - sell (D)   |
| 3. dash - dash (S)  | 8. shake - shake (S)  |
| 4. shame - same (D) | 9. shine - shine (S)  |
| 5. sure - sir (D)   | 10. share - chair (D) |

C. Reading Passage

My name is David Horgan. I live with my family at 257 Kennedy Street. We live in an apartment. There are five rooms in our apartment: three bedrooms, a kitchen, and a living room. I have one brother and two sisters. My father is a salesman. He sells cars. My mother is a bookkeeper. She works in a drugstore. My brother and my sisters and I are students. My brother is in elementary school. My sisters go to high school and I go to City College. I study English, psychology, history, and chemistry. I study very hard. In the evening, I work in a garage. I make forty-five dollars a week.

Comprehension Questions :

1. What is the boy's name?

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2. Who does he live with?

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3. Where does he live?

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4. What does his father do?

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5. Where does his mother work?

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6. Who goes to high school?

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7. Where does David study?

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8. What does he study?

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9. How does he study?

-----  
10. Where does he work?  
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D. Multiple Choice Exercises

1. big : A. not small
2. sad : B. sorrowful
3. ship : D. a large sea-going vessel
4. thin : D. not fat
5. ball : C. round object used in games

E. Filling in the omitted words

Every year students in many countries learn English. Some of these students are young children. Others are teenagers. Many are adults. Some learn at school, others study by themselves. A few learn English just by hearing the language, in films, on television, in the office, or among their friends. But not many are lucky enough to do that. Most people must work hard to learn another language.

Learning another language! Learning English! Why do all these people want to learn English? It is difficult to answer that question. Many boys and girls learn English at school because it is one of their subjects. They study their own language, and mathematics, and English.

f. Dictation

1. After the vacation, Catherine felt tired and bored.
2. They didn't discuss Italian arts but Italian politics.
3. We were at the photography exhibition.
4. The food was delicious and the vegetables were fresh.
5. The restaurant was fantastic.
6. Victor is buying his girl friend a red ribbon.
7. The television station repeated the program on Sunday afternoon.
8. The French restaurant was excellent, but it was expensive.
9. They studied their guide book.
10. Susan sometimes goes to the beach with her friend.

## II. STUDENT'S HAND-OUT

A. THE SAME AS THE TEACHER'S

B. INSTRUCTION: THE SAME AS THE TEACHER'S

- |          |           |
|----------|-----------|
| 1. S - D | 6. S - D  |
| 2. S - D | 7. S - D  |
| 3. S - D | 8. S - D  |
| 4. S - D | 9. S - D  |
| 5. S - D | 10. S - D |

c. Answer these questions in complete sentences

1. What is the boy's name?

-----

2. Who does he live with?

-----

3. Where does he live?

-----

4. What does his father do?

-----

5. Where does his mother work?

-----

6. Who goes to high school?

-----

7. Where does David study?

-----

8. What does he study?

-----

9. How does he study?

-----

10. Where does he work?

-----

D. Put a cross that shows the best meaning of the word you hear.

1. A. not small

B. something made for carrying things from one

place to another

- C. type of farm animal
  - D. ask for something
2. A. the past form of 'sit'
- B. sorrowful
  - C. a number of things of the same kind
  - D. a building for storing things
3. A. figure, outward form
- B. cause to move or tremble
  - C. a thin slice of apple, potato, etc.
  - D. a large sea-going vessel
4. A. the part of the face below the mouth
- B. can
  - C. any material object
  - D. not fat
5. A. cause water to become so hot
- B. a vertical structure made of stone or brick
  - C. round object used in games
  - D. a deep, round dish

K. Fill in the omitted words

Every year students in many \_\_\_\_\_ learn English. Some of these students are \_\_\_\_\_  
\_\_\_\_\_. Others are \_\_\_\_\_. Many are \_\_\_\_\_  
\_\_\_\_\_. Some learn at school, others study \_\_\_\_\_  
\_\_\_\_\_. A few learn English just by \_\_\_\_\_

....., in films, on television, \_\_\_\_\_  
....., or among their friends. But not  
many are \_\_\_\_\_ to do that. Most  
people must \_\_\_\_\_ to learn another  
language.

Learning another \_\_\_\_\_! Learning English!  
Why do all these people want \_\_\_\_\_?  
It is difficult to answer that \_\_\_\_\_. Many  
boys and girls learn English at school because  
it is \_\_\_\_\_. They study \_\_\_\_\_  
\_\_\_\_\_, and mathematics, and English.

F. Dictation

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

III. TEACHING-LEARNING ACTIVITIES

PART A : The teacher asks the students to listen

twice to the recorded material on the tape; the students listen only.

PART B : The teacher asks the students to listen to ten minimal pairs recorded, and later they should circle the letter 'S' in their hand-out if the sounds they hear are the same, or 'D' if the sounds are different. The students listen carefully to each item which is read twice, and then circle 'S' or 'D'.

PART C : The teacher asks the students to listen carefully as the recorded passage is being played once. Then the teacher explains the meaning of any words or expressions that may not be clear to the class. Afterwards the students can listen again to the passage, with pause after each sentence. Then they can answer the comprehension questions printed in their hand-outs. The teacher may check the answers directly after the end of PART C, or before the end of the lesson.

PART D : The teacher asks the students to listen to five words stated / recorded, twice or three times, and then the students may put a cross on one of the options (A, B, C, or

D) that best shows the meaning of the word they hear.

PART E : A recorded passage is read completely. First, it is read in normal speed. Second, there is a pause after each sentence. Third, the passage is read in normal speed again. While listening to the passage, starting from the second playback, the students should write down the omitted words / phrases to complete the passage.

PART F : The text (consisting of ten items) is played three times, as what has been done in PART E, and the students should write down the sentences they hear.

IV. TIME ALLOCATION : 60 MINUTES.

## **APPENDIX 2**

## APPENDIX 2

### SAMPLE OF SPEAKING PRACTICE IN LANGUAGE LABORATORY

( ELEMENTARY LEVEL )

#### I. TEACHER'S HAND-OUT

##### A. Pronunciation Practice on English Sound : [ θ ]



friction between tongue and upper teeth, voiceless

think	Kathleen	thirsty	mouth
three	Elizabeth	theater	tooth
thirteen	Ethel	Thursday	month
thirty	Martha	thanks	Kenneth

\* Kathleen's birthday is next Thursday.

She's going to be thirteen.

\* Elizabeth and Martha aren't home.

They're studying math at Ethel's.

\* When did Kenneth go to the theater?

Last month, I think.

\* Are there thirty-two teeth in your mouth?

I think there are only thirty.

##### B. Conversation : Seeing a friend unexpectedly.



Beth : What were you doing at the courthouse yesterday?

Eve : I was waiting for my uncle.

Beth : What was he doing there?

Eve : He was working. He's a lawyer. Were you there, too?

Beth : Yes, I was.

Eve : What were you doing there?

Beth : I was getting a driver's license.

### C. Adaptation

Construct two-line dialogues like the model, using the cues.

1.a. you / courthouse?

*What were you doing at the courthouse?  
waiting for my uncle.*

*I was waiting for my uncle.*

b. he / post office?

*What was he doing at the post office?  
buying stamps.*

*He was buying stamps.*

c. they / bus station?

*What were they doing at the bus station?  
waiting for Jean.*

*They were waiting for Jean.*

d. you / police station?

*What were you doing at the police station?*

*looking for my wallet.*

*I was looking for my wallet.*

e. she / library?

*What was she doing at the library?*

*reading a magazine.*

*She was reading a magazine.*

2.a. your uncle / there?

*What was your uncle doing there?*

*working / lawyer.*

*He was working. He's a lawyer.*

b. your aunt / at the hospital?

*What was your aunt doing at the hospital?*

*working / doctor.*

*She was working. She's a doctor.*

c. your cousins / on the boat.

*What were your cousins doing on the boat?*

*fishing / fishermen.*

*They were fishing. They're fishermen.*

d. your brothers / at the store?

*What were your brothers doing at the store?*

*selling books / salesmen.*

*They were selling books. They're salesmen.*

e. your sister / at the game?

*What was your sister doing at the game?*

taking pictures / photographer.

*She was taking pictures. She's a photographer.*

#### D. Conversation

##### 1.1 At the chemist

Jerry : I want some toothpaste, please.  
Assistant: Yes. Would you like *Glisten* or *Model*?  
Jerry : *Glisten*, please.  
Assistant: A large tube or a small one?  
Jerry : How much is the large one?  
Assistant: Three dollars.  
Jerry : And what does a small tube cost?  
Assistant: A dollar seventy-five.  
Jerry : I'll have a large one, please.

##### 1.2 At the post office

Anne : I want to send this letter to America, please. How much does it cost?  
Assistant: Twenty five cents. Anything else?  
Anne : Yes, three air letter sheets, please. What do they cost?  
Assistant: Twenty cents.  
Anne : Each?  
Assistant: That's right. Twenty cents each.  
Anne : So how much is that altogether?  
Assistant: Eighty-five cents altogether.  
Anne : Thank you.

#### E. Dialogue Exploitation

Peter: Let's buy Antonio a book for his birthday.

Maria: Good idea. How about a biography?

Peter: Well, I think he only likes police stories.

Maria: Umm, how about magazines instead?

Peter: No, he usually reads them at the library.

Maria: I know he likes sports.

Peter: Then how about a book on baseball?

Maria: I can't decide.

Peter: Let's just give him a card.

Maria: OK, I agree with you.

## II. STUDENT'S HAND-OUT

PART A AND PART B ARE THE SAME AS THE TEACHER'S.

### C. Adaptation :

The same as the teacher's, but the answers (printed in italics) are omitted, except the answers to number 1 (for 1.a and 1.b) since they are used as the examples.

### D. Conversation :

Exactly the same as the teacher's, but Jerry's part in 1.1 and Assistant's part in 1.2 are omitted, so as to give the students opportunity to take part in those conversations.

### E. Dialogue Exploitation :

The same as the teacher's.

## III. TEACHING-LEARNING ACTIVITIES

PART A : The teacher explains to the students how to articulate sound [  $\theta$  ], using the provided facial diagram. He should tell them to put the tip of their tongue between their teeth and then pronounce [  $\theta$  ]. After that he can

ask his students to repeat after the recorded words in the list, and later the sentences.

PART B : First, the teacher should lead his students to understand the meaning of the words and phrases in the conversation. Afterwards the students are asked to repeat each sentence uttered by the native speakers using normal speed, and pronounce them as naturally as possible with good intonation, stress, and rhythm. While repeating, the students record their voices on tape. The provided intonation lines guide the students to use the expected intonation. After that, they can compare their utterances with the native speakers' by playing the cassette back. Finally, the teacher may ask the students to memorize the conversation, as a step to enter PART C.

PART C : Having memorized the conversation, the students are ready to adapt parts of it to other situations, forming short dialogues. Each short conversation consists of a question followed by an answer or two related statements. So the students must read the

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cassette, through which the students can check their own and compare their utterances with those of the native speakers'. If their answers are still incorrect, they can rewind their tape and re-record their correct answers without being afraid of losing the native speaker's voice, because the recorded native speaker's voice cannot be erased by the students' tape recorder.

PART D : First, the teacher asks the students to listen carefully to the conversations, twice. Then he should ask them to repeat the utterances spoken by the speakers in those conversations. Finally, the students are given a chance to speak as one of the speakers, in this case they should speak as Jerry (in 1.1) and as the assistant (in 1.2).

PART E : The teacher asks several pairs of students to read the dialogue, so as to give clear description on pronunciation, including the

intonation, stress, and rhythm. Then he asks the students to memorize the dialogue. Afterwards, he can ask several pairs of students to come in front of the class and dramatize the dialogue. Finally, he asks them to modify the dialogue, little by little, starting from the underlined words. This activity is preferably done in a classroom.

IV. TIME ALLOCATION : 60 MINUTES.

