# Appendices

(UDUS

#### LESSON PLAN

School's Name	: SMA N 1 JEKULO
Subject	: English
Aspect/ Skill	: Listening
Class / Semester	: XI / IPS
Meeting	: 1 <sup>st</sup>
Time Allotment	: 2 x 45 minutes
Standard of Competition	: <b>2. Listening</b> : To comprehend the meaning of formal interpersonal and transactional conversational sustained in daily life context.
Basic Competence	: <b>1.1</b> To respond the meaning transactional conversation (to get the thing done) and interpersonal (socialization) formally and sustained accurately, fluently and acceptably using oral language mood in daily life context and involving expressing felling pain.
Indicators	<ol> <li>Listening to the text being played through speakers.</li> <li>Identifying the word synonyms, the word meaning.</li> <li>Finding detailed information in the text to answer the assignments.</li> </ol>

# A. Learning Objectives :

After learning the material students are able;

- 1. Listen to the text being played through speakers.
- 2. Identifying the word synonyms, the word meaning.
- 3. Finding detailed information in the text to answer the assignments.

# **B.** Learning Material :

- > News is divided into two (2) forms: spoken and written
- > News in spoken form such as breaking news; gossip news
- > News in written form such as magazine, tabloid, newspaper

# C. Method of Learning

- ESA (Engage, Study and Active)
- GTM (Grammar Translation Method
- Discussion
- -Individual work

## **D. Learning Procedures**

	ENGAGE (45 Minutes)			
No	Teacher's	Students	List of Guidance	Times (minutes)
1.	<ul><li>Teacher asks question about global warming by saying:</li><li>Do you know what shrinking fish is?</li></ul>	Students listen and give response to the teacher by replaying: Yes, we do/ no we don't	Handout warm- ups: the students walk around the class and talk to others students about shrinking fish.	10
2.	Teacher asks to the students to fulfill the table by discussing the topic with their partners. - Well, look at the table. What would be the most difficult thing?	Students give response to the teacher and the table.	Handout Warm-ups: Down the mine This will recall the student's knowledge upon the previous knowledge.	15
3.	Teacherdividesstudents to act beingpro and cont about	Students debate about the topics in pairs and	Mining This will recall the student's	10

	mining being banned.	change partners.	knowledge upon	
	Still working in pairs,	I believe that	the previous	
	one of you strongly	mining should be	knowledge.	
	believes that mining	banned because		
	should be banned and	it is dangerous.		
	another believes the			
	opposite.			
4.	. Before listening		Handout	
	teacher ask student's		Before listening:	10
	to do some exercises	Students do the	True/ false	
	from the handout	exercises (true-	<mark>synon</mark> ym match	
	including true-false,	false, synonym		
	synonym match by	match)	AkI.	
	reading the headline		100.	
	first.		- Un	
		ΓUDY ( <mark>15</mark> Minutes		
No	Teacher's Activities	Student's	List of Guidance	Time
110		Activities		
	Teacher plays the	Students give	Play the mp3	
	recorded.	response to the	file.	5
	First, I will play the	teacher and then	7	
1.	recorder and you listen	listen carefully		1.0
1.	carefully. Just listen	and silently to		18
	don't take any action	the recorder.		
	before I ask you.	Yes, we do.		11
	Do you understand?	100, 110 00.		
	Teacher plays the	$\leq (0)$	Handout:	1
	recorder once again		Listening- (the	5
	while students fill the	1 The	exercise given to	
	gaps.		the students)	
	Now, I give you the	Students listen to		
2.	article and fill the gaps	the recorder and	CER I	
	while I play the	fill the gaps.	1000	
	recording.			
	Remember to pay			
	attention to the			
	recording carefully.			
		<u><u><u></u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>	TT 1 /	
3.	Teacher plays the	Student's listen	Handout:	

	times in order to recheck student's answers. Well, I play once again for you to check answers.	answers.	exercise given to the students)	
		ctivate (30 Minutes	·	
No	Teacher's	Student's	List of Guidance	Time
1.	Teacher asks student's to find the meaning and related information about climate and change. What does mine mean? The students may look at in dictionary or other resources to find the mining.	Students listen to teacher instruction and then look the words in dictionary or rather sources.	Handout After listening: Words search	10
2.	Teacher asks students to discuss the article. Okay, let's now discuss the article Ask your friend about the info in the article.	students discuss about the article	Handout After listening: Words search	10
3.	Teacher asks to students to compare their answer of filling the gaps. I play the record and the students to check your answer	The students give response to the teacher.	After listening" Gap fill	10

# E. LEARNING MEDIA AND RESOURCES

:

1.Media : students worksheet/ book, laptop, speakers, white board

2.Resources

Global warming to shrink fish by 24% – 1st October, 2012

More free lessons at www.BreakingNewsEnglish.com - Copyright Sean Banville 2012.

http://www.BreakingNewsEnglish.com/1210/121001-fish.html.

## **F. ASSESMENT**

- 1. True/ false
- 2. Synonym match
- 3. Fill in gaps
  - Score: (4) true false
    - (5) Synonym match

While listening: Fill Gap

Score:  $\frac{4+5+FillGap}{3}$ 

Kudus, October 2<sup>nd</sup>, 2013 The Practitioner

Kristanti Rahayu Wulandari NIM. 200932066

·		、
Nama	:	ì
1		1
i		
1		- i
i		- !
Kelas	:	į
		/

#### **STUDENT'S WORKSHEET**

Global warming to shrink fish by 24%

#### WARM-UPS

- 1. Shrinking fish
- 2. Chart: size / shrinking / a quarter / global warming / species / tropical / oxygen / migrate /surprised / decrease / body size / puzzle / overfishing / pollution / greenhouse gas.

UDUS

3.

	How worried?	What to do about it?
Fish stocks	9400	
Water		7
weather		
Drought	00	
Pollution		

4. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).

- a. A report says all fish will shrink by 24 per cent by within decades.  $$T\,/\,F$$
- b. Researchers did tests on more than 600 different types of fish. T / F
- c. Scientists say fish sizes will change most will be in the Polar Regions. T / F

d. The research predicts many fish will relocate outside of tropical areas. T / F

e. The head researcher was not surprised at the figures in his research.  $T\,/\,F$ 

# 5. **SYNONYM MATCH:** Match the following synonyms from the article.

1. shrinking	a. relocate
2 coming	b. probable
3. extensive	c. approaching
4. likely	d. problem
5. migrate	e. diminishing
6. decrease	f. react
7. respond	g. worrying
8. puzzle	h. large-scale
9. concerning	i. strategies
10. policies	j. drop

#### WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

The size of fish in the oceans is (1) . A new report from the University of British Columbia in Canada states fish may shrink by as (2) as a quarter in the coming decades because of global warming. The research team conducted (3) \_\_\_\_\_\_ tests on the effect of rising ocean temperatures on the size and number of over 600 (4) \_\_\_\_\_ of fish around the world. They concluded that most fish are (5) to shrink in size by 14-24 per cent by the year 2050. The biggest changes will be seen in tropical (6) \_\_\_\_\_. The scientists said there is less oxygen in warmer water so fish cannot grow at the (7) \_\_\_\_\_\_ they should. They added that many fish will migrate to cooler waters (8) \_\_\_\_\_ the tropics. Lead researcher Professor William Cheung said: "We were surprised to see such a large (9) \_\_\_\_\_\_ in fish size. Marine fish are generally known to (10) \_\_\_\_\_\_ to climate change through changing distribution and seasonality. But the unexpectedly big (11) that climate change could have on body size suggests that we may be missing a big (12) of the puzzle of understanding climate change effects in the ocean." He added that human activities such as (13) \_\_\_\_\_ and pollution will worsen the problem: "Our work shows a very (14) future for the oceans and so it is very important to reduce greenhouse gas (15) and develop better fish management policies to adapt to these changes," he said.

Piece	concerning	respond	overfishing	decrease
Emissions	effect	extensive	regions	outside
Species	Shrinking	rate	much	likely

# AFTER LISTENING

Word search



KEY:

#### TRUE / FALSE:

a. Fb.Tc.Fd.Te.F

#### **SYNONYM MATCH:**

1. shrinking	a. diminishing
2 coming	b. approaching
3. extensive	c. large-scale
4. likely	d. probable
5. migrate	e. relocate
6. decrease	f. drop
7. respond	g. react
8. puzzle	h. problem
9. concerning	i. worrying
10. policies	j. strategies
110	
CADEUL	

#### GAP FILL:

#### Global warming to shrink fish by 24%

The size of fish in the oceans is (1) **shrinking**. A new report from the University of British Columbia in Canada states fish may shrink by as (2) **much** as a quarter in the coming decades because of global warming. The research team conducted (3) **extensive** tests on the effect of rising ocean temperatures on the size and number of over 600 (4) **species** of fish around the world. They concluded that

most fish are (5) **likely** to shrink in size by 14-24 per cent by the year 2050. The biggest changes will be seen in tropical (6) **regions**. The scientists said there is less oxygen in warmer water so fish cannot grow at the (7) **rate** they should. They added that many fish will migrate to cooler waters (8) **outside** the tropics. Lead researcher Professor William Cheung said: "We were surprised to see such a large (9) **decrease** in fish size. Marine fish are generally known to (10) **respond** to climate change through changing distribution and seasonality. But the unexpectedly big (11) **effect** that climate change could have on body size suggests that we may be missing a big (12) **piece** of the puzzle of understanding climate change effects in the ocean." He added that human activities such as (13) **overfishing** and pollution will worsen the problem: "Our work shows a very (14) **concerning** future for the oceans and so it is very important to reduce greenhouse gas (15) **emissions** and develop better fish management policies to adapt to these changes," he said.



#### LESSON PLAN

School's Name	: SMA N 1 JEKULO
Subject	: English
Aspect/ Skill	: Listening
Class / Semester	: XI / IPS
Meeting	: 2 <sup>nd</sup>
Time Allotment	: 2 x 45 minutes
Standard of Competition	: <b>2. Listening</b> : To comprehend the meaning of formal interpersonal and transactional conversational sustained in daily life context.
Basic Competence	: <b>1.1</b> To respond the meaning transactional conversation (to get the thing done) and interpersonal (socialization) formally and sustained accurately, fluently and acceptably using oral language mood in daily life context and involving expressing felling pain.
Indicators	<ol> <li>Listening to the text being played through speakers.</li> <li>Identifying the word synonyms, the word meaning.</li> <li>Finding detailed information in the text</li> </ol>
	to answer the assignments.

# G. Learning Objectives :

After learning the material students are able;

- 4. Listen to the text being played through speakers.
- 5. Identifying the word synonyms, the word meaning.
- 6. Finding detailed information in the text to answer the assignments.

# H. Learning Material :

- News is divided into two (2) forms: spoken and written
- > News in spoken form such as breaking news; gossip news
- > News in written form such as magazine, tabloid, newspaper

# I. Method of Learning

- ESA (Engage, Study and Active)
- GTM (Grammar Translation Method
- Discussion
- -Individual work

#### J. Learning Procedures

	ENGAGE (45 Minutes)				
No	Teacher's	Students	List of Guidance	Times (minutes)	
5.	Teacher asks question about mount Fuji by saying: - Do you know what is mount Fuji?	Students listen and give response to the teacher by replaying: Yes, we do/ no we don't	Handout warm- ups: the students walk around the class and talk to others students about mount Fuji.	10	
6.	Teacher asks to the students to fulfill the table by discussing the topic with their partners. - Well, look at the table. What would be the most difficult thing?	Students give response to the teacher and the table.	Handout Warm-ups: Down the mine This will recall the student's knowledge upon the previous knowledge.	15	
7.	Teacher divides	Students debate	Mining		

	students to act being pro and cont about mining being banned. Still working in pairs, one of you strongly believes that mining should be banned and another believes the opposite.	about the topics in pairs and change partners. I believe that mining should be banned because it is dangerous.	This will recall the student's knowledge upon the previous knowledge.	10
8	teacher ask student's to do some exercises from the handout including true-false, synonym match by reading the headline first.	Students do the exercises (true- false, synonym match)	Handout Before listening: True/ false synonym match	10
	S'.	ΓUDY (15 Minutes	;)	
No	Teacher's Activities	Student's Activities	List of Guidance	Time
1.	Teacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?	Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.	Play the mp3 file.	5
2.	Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.	Students listen to the recorder and fill the gaps.	Handout: Listening- (the exercise given to the students)	5

3.	Teacher plays the record for the third times in order to recheck student's answers. Well, I play once again for you to check answers.	Student's listen and check the answers.	Handout: Listening- (the exercise given to the students)	5
		ctivate (30 Minutes		
No	Teacher's	Student's	List of Guidance	Time
1.	Teacher asks student's to find the meaning and related information about world and heritage. What does mine mean? The students may look at in dictionary or other resources to find the mining.	Students listen to teacher instruction and then look the words in dictionary or rather sources.	Handout After listening: Words search	10
2.	Teacher asks students to discuss the article. Okay, let's now discuss the article Ask your friend about the info in the article.	students discuss about the article	Handout After listening: Words search	10
3.	Teacher asks to students to compare their answer of filling the gaps. I play the record and the students to check your answer	The students give response to the teacher.	After listening" Gap fill	10

# K. LEARNING MEDIA AND RESOURCES

:

3.Media : students worksheet/ book, laptop, speakers, white board

4.Resources

Global warming to shrink fish by 24% – 1st October, 2012

More free lessons at www.BreakingNewsEnglish.com - Copyright Sean Banville 2012.

http://www.BreakingNewsEnglish.com/1210/121001-fish.html.

## L. ASSESMENT

- 4. True/ false
- 5. Synonym match
- 6. Fill in gaps

Score: (4) true false

(5) Synonym match

While listening: Fill Gap

Score:  $\frac{4+5+FillGap}{3}$ 

Kudus, October 2<sup>nd</sup>, 2013

The Practitioner

A KUDUS

<u>Kristanti Rahayu Wulandari</u> NIM. 200932066

,		、
Nama	:	\ 
1	-	i
!		1
		ļ
!		1
l Kelas	:	1
N.		,

#### STUDENT'S WORKSHEET

## Mount Fuji to be World Heritage site

#### WARM-UPS

1. Mount Fuji

2. Chart: heritage / famous mountains / religion and art / volcano / 1,000 years / wash away sin/ tourist destinations / rising sun / last summer / environmental problems / hikers

3.

	Why?	How to preserve heritage
Mountain		
River		
Building		
Museum		
Park		

4. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).

a. Mt. Fuji will become a World Heritage site in 2014. T / F

- b. The U.N. made Mt. Fuji a World Heritage site because of its beauty. T / F
- c. Mount Fuji has been sacred in Egypt for over 1,000 years. T / F
- d. People believe going up and down Fuji helps wash away sins. T / F
- e. Over 3.18 million people visited Mt. Fuji last year. T / F
- 5. SYNONYM MATCH: Match the following synonyms from the article.

1. mountain	
2 status	121.
3. sacred	
4. climb	
5. sins	
6. <mark>major</mark>	
7. popular	
8. r <mark>esidents</mark>	
9. litter	
10. limit	

a. well-liked
b. peak
c. important
d. control
e. holy
f. garbage
g. wrongdoing
h. position
i. citizens
j. scale

#### WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

Japan's Mount Fuji will (1) \_\_\_\_\_\_ a World Heritage Site in June. The United Nations (U.N.) decided on April the 30th to give the famous mountain UNESCO World Heritage (2) \_\_\_\_\_\_. The U.N. team that made the (3) \_\_\_\_\_\_ said Fuji was very important to Japanese religion and art. They also said that the 3,776-meter-high (4) \_\_\_\_\_\_ was important outside of Japan too. Fuji-san (as Japanese people call it) has been a (5) \_\_\_\_\_\_ mountain for more than 1,000 years. Priests say that when

you climb it, you move from the "(6) \_\_\_\_\_\_ world" at the bottom, to the "world of gods, Buddha and death" at the top. They believe people can (7) \_\_\_\_\_\_ away their sins by (8) \_\_\_\_\_\_ to the top and coming back down again. Mount Fuji is a (9) \_\_\_\_\_\_ tourist destination. It is very popular with hikers, who want to see the rising sun from its (10) \_\_\_\_\_\_. More than 318,000 hikers visited the mountain last summer, with up to 15,000 people climbing (11) \_\_\_\_\_\_ day. Local residents are now worried the World Heritage status will mean more visitors. That (12) \_\_\_\_\_\_\_ there will be more litter and environmental problems. The local government may ask people to pay to climb the mountain to help (13) \_\_\_\_\_\_\_ its beauty. Governor Shomei Yokouchi said: "It's likely we'll ask mountain climbers to help (14) \_\_\_\_\_\_\_ with keeping the mountain clean." Another (15) \_\_\_\_\_\_\_ being talked about is to limit the daily number of hikers allowed to the top.

	Sacred	<i>climbing</i>	status	volcano
C	<u>Become</u>	everyday	decision	wash
	Financiall means	peak idea	preserve each	Major

#### AFTER LISTENING

World	Heritage
	00

#### KEY:

#### **TRUE / FALSE**

a F b F c T d T e F

#### SYNONYM MATCH

1. mountain	a. peak
2 status	b. position
3. sacred	c. holy
4. climb	d. control
5. sins	e. wrongdoing
6. major	f. important
7. popula <mark>r</mark>	g. well-liked
8. residents	h. citizens
9. litter	i. g <mark>arba</mark> ge
10. limit	j. scale

#### GAP FILL

# Mount Fuji to be World Heritage site

Japan's Mount Fuji will **become** a World Heritage Site in June. The United Nations (U.N.) decided on April the 30th to give the famous mountain UNESCO World Heritage **status**. The U.N. team that made the **decision** said Fuji was very important to Japanese religion and art. They also said that the 3,776-meter-high **volcano** was important outside of Japan too. Fuji-san (as Japanese people call it) has been a **sacred** mountain for more than 1,000 years. Priests say that when you

climb it, you move from the "**everyday** world" at the bottom, to the "world of gods, Buddha and death" at the top. They believe people can **wash** away their sins by **climbing** to the top and coming back down again.

Mount Fuji is a **major** tourist destination. It is very popular with hikers, who want to see the rising sun from its **peak**. More than 318,000 hikers visited the mountain last summer, with up to 15,000 people climbing **each** day. Local residents are now worried the World Heritage status will mean more visitors. That **means** there will be more litter and environmental problems. The local government may ask people to pay to climb the mountain to help **preserve** its beauty. Governor Shomei Yokouchi said: "It's likely we'll ask mountain climbers to help financially with keeping the mountain clean." Another **idea** being talked about is to limit the daily number of hikers allowed to the top.



## LESSON PLAN

School's Name	: SMA N 1 JEKULO	
Subject	: English	
Aspect/ Skill	: Listening	
Class / Semester	: XI / IPS	
Meeting	: 3 <sup>rd</sup>	
Time Allotment	: 2 x 45 minutes	
Standard of Competition	: <b>2. Listening</b> : To comprehend the meaning of formal interpersonal and transactional conversational sustained in daily life context.	
Basic Competence	: <b>1.1</b> To respond the meaning transactional conversation (to get the thing done) and interpersonal (socialization) formally and sustained accurately, fluently and acceptably using oral language mood in daily life context and involving expressing felling pain.	
Indicators	<ol> <li>Listening to the text being played through speakers.</li> <li>Identifying the word synonyms, the word meaning.</li> <li>Finding detailed information in the text to answer the assignments.</li> </ol>	

# A. Learning Objectives :

After learning the material students are able;

- 1. Listen to the text being played through speakers.
- 2. Identifying the word synonyms, the word meaning.
- 3. Finding detailed information in the text to answer the assignments.
- **B.** Learning Material :

- > News is divided into two (2) forms: spoken and written
- > News in spoken form such as breaking news; gossip news
- > News in written form such as magazine, tabloid, newspaper

# C. Method of Learning

- ESA (Engage, Study and Active)
- GTM (Grammar Translation Method
- Discussion
- -Individual work

# **D.** Learning Procedures

	ENGAGE (45 Minutes)				
No	Teacher's	Students	List of Guidance	Times (minutes)	
9.	A IN A		- CP	Contraction of the local division of the loc	
1	Teacher asks question	Students listen	Handout warm-	10	
1.0	about organic food by	and give	ups:	- 7.0	
	saying:	response to the	the students walk	10	
1	- Do you know what	teacher by	around the class		
- 1	shrinking fish is?	replaying:	and talk to others		
- 1	< /	Yes, we do/ no	students about		
- 1		we don't	shrinking fish.	1.0	
		ST S ( )		18	
10.	Teacher asks to the	Students give	Handout		
	students to fulfill the	response to the	Warm-ups:	15	
	table by discussing	teacher and the	Down the mine	1	
	the topic with their	table.	This will recall	/	
	partners.		the student's		
	- Well, look at the	and the	knowledge upon		
	table. What would		the previous		
	be t <mark>he most</mark>	00	knowledge.		
	difficult thing?		0		
			and the second		
11.	Teacher divides	Students debate	Mining		
	students to act being	about the topics	This will recall	10	
	pro and cont about	in pairs and	the student's		

mining being banned.       change partners.       knowledge upon         Still working in pairs, one of you strongly believes that mining should be banned and another believes the opposite.       I believe that mining should be banned because       knowledge upon         12       Before       listening teacher ask student's to do some exercises from the handout including true-false, synonym match by reading the headline first.       Handout Before listening: True/ false synonym match       10         Teacher's Activities         Students do the exercises (true- false, synonym match)         No         Teacher's Activities         Student's Activities         List of Guidance response to the teacher and you listen carefully. Just listen don't take any action before I ask you. Do you understand?       Students give response to the the recorder. Yes, we do.       Play the mp3 file.       5         2.       Teacher plays the recorde once again while students fill the gaps.       Students listen to the recorder and the recorder and the recorder and the recorder and while lay the recording. Remember to pay attention to the recording.       Student's listen the recorder and the students)       5			-1	1	
one of you strongly believes that mining should be banned and another believes the opposite.mining should be banned because it is dangerous.knowledge.12Before teacher ask student's to do some exercises from the handout including true-false, frist.Handout Before listening: True/ false synonym match by match)Handout Before listening: True/ false synonym match10NoTeacher's Activities First.Student's ActivitiesList of Guidance Play the mp3 file.TimeNoTeacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Student's ActivitiesHandout: Listening- (the exercise given to the recorder and the students fill the gaps.5Now, I give you the article and fill the gaps. while I play the recording. Remember to pay attention to the recording carefully.Student's listen the recorder and the recorder and fill the gaps.Student's listen the article and fill the gaps.Student's listen the recorder and the recorder and the recorder and the recorder and the recorder and the students fill the gaps.Student's listen the recorder and the recorder and the student's listen53Teacher plays the recording carefully.Student's listenHandout:		mining being banned.	change partners.	knowledge upon	
believes that mining should be banned and another believes the opposite.banned because it is dangerous.12Before teacher ask student's to do some exercises from the handout including true-false, frist.Handout Before listening: True/ false synonym match by reading the headline first.1010Teacher's ActivitiesStudents do the exercises (true- false, synonym match)Image: true false synonym matchNoTeacher's ActivitiesStudent's ActivitiesList of Guidance file.Teacher plays the recorded.Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.Play the mp3 file.Teacher plays the recorder once again while students fill the gaps.Students listen to the recorder and the recorder and the recorder and the recorder and while students fill the gaps.Student's listen the recorder and the recorder and the recorder and the recorder and while I play the recording. Remember to pay attention to the recording carefully.Student's listen the recorder and the recorder and the recorder and the recorder and the recorder and while I play the recording carefully.Student's listen the recorder and the recorder and while I play the recording carefully.Student's listen3Teacher plays theStudent's listenHandout:				-	
should be banned and another believes the opposite.it is dangerous.Handout Before listening: True/ false synonym match form the handout including true-false, false, synonym match first.Handout Before listening: True/ false synonym match10True/ false exercises (true- false, synonym match first.10True/ false exercises (true- false, synonym matchStudents do the exercises (true- false, synonym matchTrue/ false exercises (true- false, synonym matchStudent's ManchTeacher's ActivitiesStudent's Give recorded.First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Student's listen carefully and silently to the recorder. Yes, we do.Handout: Listening- (the exercise given to the recorder. Yes, we do.2.Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Student's listen to the recorder and the recorder and the students)53Teacher plays the recording carefully.Student's listenHandout:			-	knowledge.	
another believes the opposite.another opposite.Handout Before listening: True/ false synonym matchHandout Before listening: True/ false synonym match12.Before listening teacher ask student's to do some exercises including true-false, synonym match by reading the headline first.Students do the exercises (true- false, synonym match)True/ false synonym matchNoTeacher's ActivitiesStudent's ActivitiesList of Guidance file.TimeNoTeacher plays the recorded.Students give response to the teacher and then listen carefully and 't take any action before I ask you. Do you understand?Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.Handout: Listening- (the exercise given to the students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Student's listen the recorder and the recorder and the recorder and the recorder and fill the gaps.Student's listen to the recorder and the		Ũ			
opposite.Handout12.Beforelistening teacher ask student's to do some exercises from the handout including true-false, synonym match by reading the headline first.Handout Before listening: True/ false synonym match10NoTeacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students give response to the listen carefully and silently to the recorder. Yes, we do.Play the mp3 file.57Teacher plays the recorded. First, I will play the recorded and before I ask you. Do you understand?Students give response to the listen carefully and silently to the recorder. Yes, we do.Play the mp3 file.510Teacher plays the recorder and fill the gaps. while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Student's listen the recorder and the			it is dangerous.		
12       Before listening teacher ask student's to do some exercises from the handout including true-false, synonym match by reading the headline first.       Handout Before listening: True/ false synonym match false, synonym match first.         No       Teacher's Activities       Students do the Activities       Ist of Guidance false, synonym match false, synonym match false, synonym match filte.       Time         No       Teacher's Activities       Student's Activities       Student's give response to the teacher and then listen carefully and silently to the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?       Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.       Handout: Listening- (the exercise given to the teacher and then listen carefully and silently to the recorder. Yes, we do.       5         2.       Teacher plays the recorder and fill the gaps. Now, I give you the article and fill the gaps. Now, I give you the recorder and while students fill the gaps. Remember to pay attention to the recorder and while J play the recording. Remember to pay attention to the recorder and fill the gaps.       Students listen to the recorder and then fill the gaps. Fill the gaps. Fill the gaps. Fill the recording carefully.       Students listen to the recorder and fill the gaps. F		another believes the			
teacher ask student's to do some exercisesStudents do the reading the headline first.Before listening: True/ false synonym match including true-false, false, synonym match)10NoTeacher's ActivitiesStudent's ActivitiesList of Guidance file.Time/ file.NoTeacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students give response to the teacher once again while students fill the gaps.Play the mp3 file.510Teacher plays the recorder. Yes, we do.Final stening: the recorder and the recorder. Yes, we do.Student's file.510Teacher plays the recorder and you listen carefully.Students give response to the the recorder. Yes, we do.Play the mp3 file.510Teacher plays the recorder once again while students fill the gaps.Students listen to the recorder and the recorder and the recorder and the recorder and while I play the recording. Remember to pay attention to the recording carefully.Student's listen the recorder and the recorder and while I play the recording.Student's listen the recorder and the re		opposite.			
teacher ask student's to do some exercisesStudents do the reading the headline first.Before listening: True/ false synonym match including true-false, false, synonym match)10NoTeacher's ActivitiesStudent's ActivitiesList of Guidance file.Time/ file.NoTeacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students give response to the teacher once again while students fill the gaps.Play the mp3 file.510Teacher plays the recorder. Yes, we do.Final stening: the recorder and the recorder. Yes, we do.Student's file.510Teacher plays the recorder and you listen carefully.Students give response to the the recorder. Yes, we do.Play the mp3 file.510Teacher plays the recorder once again while students fill the gaps.Students listen to the recorder and the recorder and the recorder and the recorder and while I play the recording. Remember to pay attention to the recording carefully.Student's listen the recorder and the recorder and while I play the recording.Student's listen the recorder and the re					
to do some exercises from the handout including true-false, synonym match by reading the headline first.Students do the exercises (true- false, synonym match match)True/ false synonym match including true-false, false, synonym match false, synonym match match)NoTeacher's ActivitiesStudent's ActivitiesList of Guidance file.Time file.NoTeacher plays the recorded.Student's response to the teacher and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.Play the mp3 file.5Teacher plays the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Handout: Listening- (the exercise given to the recorder and the recorder and while students fill the gaps.Handout: listen carefully and silently to the recorder and the recorder and while students fill the gaps.Students listen to the recorder and the recorder and the recorder and the recorder and while I play the recording. Remember to pay attention to the recording carefully.Student's listen the recorder and the recorder and while I play the recording.Student's listen the recorder and the recorder	1	2. Before listening		Handout	
from the handout including true-false, synonym match by reading the headline first.exercises (true- false, synonym match)synonym match false, synonym match)NoTeacher's ActivitiesStudent's ActivitiesList of Guidance file.TimeNoTeacher plays the recorded.Student's give response to the teacher and then listen carefully. Just listen on't take any action before I ask you. Do you understand?Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.Play the mp3 file.5Teacher plays the recorded and you listen carefully. Just listen adon't take any action before I ask you. Do you understand?Handout: Listening- (the gaps. Now, I give you theHandout: Listening- (the students fill the gaps.2.Teacher plays the recording. Remember to pay attention to the recording carefully.Student's listen the recorder and fill the gaps. student's listenHandout:3Teacher plays theStudent's listenI		teacher ask student's		Before listening:	10
including true-false, synonym match by reading the headline first.false, synonym match by match)false, synonym match)NoTeacher's ActivitiesStudent's ActivitiesList of Guidance file.TimeNoTeacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.Play the mp3 file.5Teacher plays the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students listen to the recorder. Yes, we do.Handout: Listening- (the exercise given to the students)2.Teacher plays the recording. Remember to pay attention to the recording carefully.Student's listen the recorder and fill the gaps. Student's listenHandout:3Teacher plays theStudent's listenHandout:		to do some exercises	Students do the	True/ false	
including true-false, synonym match by reading the headline first.false, synonym match by match)false, synonym match)false, synonym match)NoTeacher's ActivitiesStudent's ActivitiesList of Guidance file.TimeNoTeacher plays the recorded.Student's give response to the teacher and then listen carefully.Play the mp3 file.51.Teacher plays the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students give response to the teacher and then listen carefully and silently to the recorder.Play the mp3 file.5Teacher plays the recorder once again while students fill the gaps.Yes, we do.Handout:52.Teacher plays the recording. Remember to pay attention to the recording carefully.Student's listen to the recorder and the recorder and fill the gaps.Handout:13Teacher plays theStudent's listenI13Teacher plays theStudent's listenI14Fill the gaps.I115Fill the gaps.I116Fill the gaps.I117Teacher plays theStudent's listenI11Teacher plays theStudent's listenI11Teacher plays theStudent's listenI11Teacher plays theStudent's listenI11Teache		from the handout	exercises (true-	synonym match	
synonym match by reading the headline first.match)match)NoTeacher's ActivitiesStudent's ActivitiesList of Guidance fileTime ActivitiesNoTeacher's ActivitiesStudent's ActivitiesPlay the mp3 file.Time1.Teacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.Play the mp3 file.57Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gapsHandout: Listening- (the exercise given to the recorder and the recorder and the recorder and the recorder and the recorder and the recorder and while I play the recording. Remember to pay attention to the recording carefully.Student's listen the recorder and the record		including true-false,	false, synonym		
reading the headline first.reading the headline first.student's ActivitiesList of Guidance ImmediateTimeNoTeacher's ActivitiesStudent's ActivitiesList of Guidance ImmediateTimeNoTeacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students give response to the listen carefully and silently to the recorder. Yes, we do.Play the mp3 file.5Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps.Students listen to the recorder and the recorder and fill the gaps.Handout: Listening- (the the students)2.Remember to pay attention to the recording. Remember to pay attention to the recording carefully.Student's listen the recorder and the recorder and			A DEAL OF THE PARTY	A.K.	
first.Student's ActivitiesList of GuidanceTimeNoTeacher's ActivitiesStudent's ActivitiesList of GuidanceTimeTeacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.Play the mp3 file.5Teacher plays the recorder once again while students fill the gaps.Yes, we do.Handout: Listening- (the exercise given to the recorder and the recorder and the recorder and the recorder and while I play the recording. Remember to pay attention to the recording carefully.Student's listen the recorder and the record				Un	
STUDY (15 Minutes)NoTeacher's ActivitiesStudent's ActivitiesList of GuidanceTimeNoTeacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students recorder. Yes, we do.Play the mp3 file.5Teacher plays the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students listen the recorder. Yes, we do.Handout: Listening- (the exercise given to the students)2.Teacher plays the recording. Remember to pay attention to the recording carefully.Student's listen fill the gaps.Handout: Listening- (the exercise given to the students)3.Teacher plays the recording carefully.Student's listen fill the gaps.Handout:				-0/10	
NoTeacher's ActivitiesStudent's ActivitiesList of GuidanceTimeNoTeacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.Play the mp3 file.5Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Student's listen fill the gaps.Handout: Listening- (the exercise given to the students)3Teacher plays the recording carefully.Student's listenHandout:	1		<b>FUDY (15 Minutes</b>	;)	
NoActivitiesPlay the mp3 file.Teacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.Play the mp3 file.5Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Student's listen fill the gaps.Handout: Listening- (the the students)2.Teacher plays the recording. Remember to pay attention to the recording carefully.Student's listen fill the gaps.Handout:					Time
Teacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.Play the mp3 file.5Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Student's listen to the recorder and the recorder and fill the gaps.Handout: Listening- (the exercise given to the students)2.article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Student's listen the student's listen53.Teacher plays theStudent's listenHandout:	No		and the second se		
recorded.Studentsgive response to the teacher and then listen carefully. Just listen don't take any action before I ask you. Do you understand?file.5Teacher plays the recorder once again while students fill the gaps.Teacher plays the the recorder and students listen to the recorder and the students)Handout: testen to the students)52.article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Student's listen the student's listen the recorder and the recorder and the recorder and the recorder and the students)53.Teacher plays the student's listenStudent's listen the student's listen1		Teacher plays the	10000	Play the mp3	
First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?response to the teacher and then listen carefully and silently to the recorder. Yes, we do.Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Handout: Listening- (the the students)2.Remember to pay attention to the recording carefully.Student's listen to fill the gaps.3Teacher plays the the recorder and the recorder and the recorder and fill the gaps.4Teacher plays the students fill the gaps.5Student's listen to fill the gaps.6Fill the gaps.7Teacher plays the7Student's listen8Handout:			Students give		5
1.recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?teacher and then listen carefully and silently to the recorder. Yes, we do.Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Handout: Listening- (the students listen to the recorder and fill the gaps.2.Teacher plays the recording. Remember to pay attention to the recording carefully.Student's listen Handout:3Teacher plays the			response to the	inc.	
1.carefully. Just listen don't take any action before I ask you. Do you understand?listen carefully to the recorder. Yes, we do.Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Handout: Listening- (the exercise given to the students)2.Teacher plays the recording. Remember to pay attention to the recording carefully.Student's listen Handout:3Teacher plays the Student's listenHandout:			teacher and then		
don't take any action before I ask you. Do you understand?and shently to the recorder. Yes, we do.Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Handout: Listening- (the exercise given to the students)2.Teacher plays the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Student's listen the student's listen3Teacher plays theStudent's listen	1.		listen carefully		
before I ask you. Do you understand?the recorder. Yes, we do.Yes, we do.Teacher plays the recorder once again while students fill the gaps.Handout: Listening- (the students)Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Student's listen Handout:Teacher plays the gaps.Student's listenParticle and fill the gapsStudent's listen Handout:Particle and fill the gapsHandout: He recorder and Fill the gaps.Particle and fill the gapsHe recorder and He recorder and He fill the gaps.Particle and fill the gapsHe recorder and He recorder and He recorder and He recorder and He recorder and He recording.Remember to pay attention to the recording carefully.Student's listenHandout:Handout:			and silently to	1111	
Do you understand?Yes, we do.Teacher plays the recorder once again while students fill the gaps.Handout: Listening- (the exercise given to the students)Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Student's listenTeacher plays theStudent's listenStudent's listenHandout:Teacher plays theStudent's listen			the recorder.		
Teacher plays the recorder once again while students fill the gaps. Now, I give you theHandout: Listening- (the exercise given to the students)2.Article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Student's listen3Teacher plays theStudent's listen			Yes, we do.		
recorder once again while students fill the gaps.Listening- (the exercise given to the students)5Now, I give you the article and fill the gaps while I play the recording.Students listen to the recorder and fill the gaps.1Remember to pay attention to the recording carefully.Student's listen1Teacher plays theStudent's listenHandout:			10	Handout:	
while students fill the gaps.exercise given to the students)2.Now, I give you the article and fill the gaps while I play the recording.Students listen to the recorder and fill the gaps.2.Remember to pay attention to the recording carefully.Fudent's listen3Teacher plays theStudent's listen					5
gaps.Students listen to2.article and fill the gapswhile I play the recording.fill the gaps.Remember to pay attention to the recording carefully.Fudent's listen3Teacher plays the					5
Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.Students listen to the recorder and fill the gaps.3Teacher plays theStudent's listen					
2.article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.the recorder and fill the gaps.3Teacher plays theStudent's listen		• •		the students)	
while I play the fill the gaps. recording. Remember to pay attention to the recording carefully. 3 Teacher plays the Student's listen Handout:					
recording. Remember to pay attention to the recording carefully. Teacher plays the Student's listen Handout:	2.			and the second	
Remember to pay attention to the recording carefully.Remember to pay attention to the recording carefully.3Teacher plays theStudent's listen			fill the gaps.		
attention to the recording carefully.     Image: student's listen and student's listen a		•			
recording carefully.     Handout:       3     Teacher plays the     Student's listen					
3 Teacher plays the Student's listen Handout:		attention to the			
		recording carefully.			
record for the third and check the Listening- (the 5	3	Teacher plays the	Student's listen	Handout:	
	5.	record for the third	and check the	Listening- (the	5

	times in order to recheck student's answers. Well, I play once again for you to check answers.	answers.	exercise given to the students)	
		ctivate (30 Minutes		
No	Teacher's	Student's	List of Guidance	Time
1.	Teacher asks student's to find the meaning and related information about climate and change. What does mine mean? The students may look at in dictionary or other resources to find the mining.	Students listen to teacher instruction and then look the words in dictionary or rather sources.	Handout After listening: Words search	10
2.	Teacher asks students to discuss the article. Okay, let's now discuss the article Ask your friend about the info in the article.	students discuss about the article	Handout After listening: Words search	10
3.	Teacher asks to students to compare their answer of filling the gaps. I play the record and the students to check your answer	The students give response to the teacher.	After listening" Gap fill	10

# E. LEARNING MEDIA AND RESOURCES

:

5.Media : students worksheet/ book, laptop, speakers, white board

6.Resources

Global warming to shrink fish by 24% – 1st October, 2012

More free lessons at www.BreakingNewsEnglish.com - Copyright Sean Banville 2012.

http://www.BreakingNewsEnglish.com/1210/121001-fish.html.

## **F. ASSESMENT**

- 7. True/ false
- 8. Synonym match
- 9. Fill in gaps
  - Score: (4) true false
    - (5) Synonym match

While listening: Fill Gap

Score:  $\frac{4+5+FillGap}{3}$ 

Kudus, October 2<sup>nd</sup>, 2013

The Practitioner

Kristanti Rahayu Wulandari NIM. 200932066



#### STUDENT'S WORKSHEET

#### **Organic food no more nutritious**

#### WARM-UPS

5. Organic food

6. Chart: scientists / organic food / vitamin / health benefits / fruit / vegetables / dairy products/ revise / shopping choices / pesticides / conventional foods / evidence / health

7.

	Why goog?	Why Bad?
Organic		
Fast	0	
Spicy		
British		
Dairy		2

8. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).

a. Scientists have found that non-organic food is no longer nutritious. T / F

b. The article suggests people shouldn't waste money on organic food.

T / F

c. Research says vitamin content in organic/non-organic food is the same. T / F

d. The researcher said there was more phosphorus in non-organic food. T / F

e. The researcher said people should think more about pesticides.

T / F

5. SYNONYM MATCH: Match the following synonyms from the article.

1. revealed	a. made up
2 contain	b. opt
3. choose	c. a little
4. produce	d. change
5. slightly	e. food
6. review	f. permissible
7. revise	g. announced
8. allowable	h. evaluation
9. Overwhelming	i. have
10.Accounted for	j. compelling

## WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

Scientists have (1)	that organic and	non-organic food contain
pretty much the same amounts an	d (2)	of vitamins and other
nutrients. This might be surprisin	g (3)	for those of us who
choose to buy organic believing it t	o be healthier. Re	searchers from America's

Stanford University (4) \_\_\_\_\_\_ that there might not be any extra health benefits to buying organic, thus people might be

(5) \_\_\_\_\_\_ off saving their money and buying non-organic produce. Lead researcher Dr Crystal Smith-Spangle said there was no difference in the vitamin (6) \_\_\_\_\_\_ in fruit, vegetables, meat and (7) \_\_\_\_\_\_ products in organically and conventionally-produced food. She said the only difference was (8) \_\_\_\_\_\_ more phosphorus in the organic products.

Dr Smith-Spangle's (9) \_\_\_\_\_ of over 200 different reports on organic food suggests people should perhaps (10) \_\_\_\_\_ their shopping choices, based on the

(11) \_\_\_\_\_\_ of pesticides. Smith Spangler said both organic and conventional foods rarely exceeded the allowable (12) \_\_\_\_\_\_ for pesticides in the USA. She said the evidence wasn't too clear on whether the difference in pesticides would have an (13) \_\_\_\_\_\_ on health. She concluded by saying consumers should know there is overwhelming evidence that eating fruit and vegetables is good for your health, so people should eat more fresh (14) \_\_\_\_\_\_, whether it is organic or conventional. Organic foods (15) \_\_\_\_\_\_ for \$31 billion in sales in the USA last year, up from \$3.6 billion in 1997.

Conclud <mark>ed</mark>	content	news	slightly
Revealed	Better	kinds	<mark>da</mark> iry
Limits	revise	produce	review
accounted	Levels	effect	/

#### AFTER LISTENING

Word search



KEY:

#### **TRUE / FALSE:**

a. F b. T c. T d. F e. T

#### SYNONYM MATCH:

1. revealed	a. announced
2 contain	b. have
3. choose	c. opt
4. produce	d. food
5. slightly	e. a little
6. review	f. evaluation
7. revise	g. change
8. allowa <mark>ble</mark>	h. permissible
9. overwhelming	i. compelling
10. accounted for	j. made up
GAP FILL:	TA JOBE

Allerton

#### Organic food no more nutritious

Scientists have (1) **revealed** that organic and non-organic food contain pretty much the same amounts and (2) **kinds** of vitamins and other nutrients. This might be surprising (3) **news** for those of us who choose to buy organic believing it to be healthier. Researchers from America's Stanford University (4) **concluded** that there might not be any extra health benefits to buying organic, thus people might be (5) **better** off saving their money and buying non-organic produce. Lead researcher Dr Crystal Smith-Spangle said there was no difference in the vitamin (6) **content** in fruit, vegetables, meat and (7) **dairy** products in organically- and conventionally-produced food. She said the only difference was (8) **slightly** more phosphorus in the organic products.

Dr Smith-Spangle's (9) **review** of over 200 different reports on organic food suggests people should perhaps (10) **revise** their shopping choices, based on the (11) **levels** of pesticides. Smith Spangler said both organic and conventional foods rarely exceeded the allowable (12) **limits** for pesticides in the USA. She said the evidence wasn't too clear on whether the difference in pesticides would have an (13) **effect** on health. She concluded by saying consumers should know there is overwhelming evidence that eating fruit and vegetables is good for your health, so people should eat more fresh (14) **produce**, whether it is organic or conventional. Organic foods (15) **accounted** for \$31 billion in sales in the USA last year, up from \$3.6 billion in 1997.

#### LESSON PLAN

School's Name	: SMA N 1 JEKULO
Subject	: English
Aspect/ Skill	: Listening
Class / Semester	: XI / IPS
Meeting	: 4 <sup>th</sup>
Time Allotment	: 2 x 45 minutes

Standard of Competition : **2. Listening** : To comprehend the meaning of formal interpersonal and transactional

:

of formal interpersonal and transactional conversational sustained in daily life context.

Basic Competence : 1.1 To respond the meaning transactional conversation (to get the thing done) and interpersonal (socialization) formally and sustained accurately, fluently and acceptably using oral language mood in daily life context and involving expressing felling pain.

Indicators

1. Listening to the text being played through speakers.

- 2. Identifying the word synonyms, the word meaning.
- 3. Finding detailed information in the text to answer the assignments.

# A. Learning Objectives :

After learning the material students are able;

- 1. Listen to the text being played through speakers.
- 2. Identifying the word synonyms, the word meaning.
- 3. Finding detailed information in the text to answer the assignments.

# **B.** Learning Material :

- News is divided into two (2) forms: spoken and written
- > News in spoken form such as breaking news; gossip news
- > News in written form such as magazine, tabloid, newspaper

## C. Method of Learning

- ESA (Engage, Study and Active)
- GTM (Grammar Translation Method
- Discussion
- -Individual work

ENGAGE (45 Minutes)				
No	Teacher's	Students	List of Gui <mark>dance</mark>	Times (minutes)
1.	Teacher asks question about China by saying: - Do you know what is China country	Students listen and give response to the teacher by replaying: Yes, we do/ no we don't	Handout warm- ups: the students walk around the class and talk to others students about shrinking fish.	10

# **D.** Learning Procedures

2.	Teacher asks to the students to fulfill the table by discussing the topic with their partners. - Well, look at the table. What would be the most difficult thing?	Students give response to the teacher and the table.	Handout Warm-ups: Down the mine This will recall the student's knowledge upon the previous knowledge.	15
3.	Teacher divides students to act being pro and cont about mining being banned. Still working in pairs, one of you strongly believes that mining should be banned and another believes the opposite.	Students debate about the topics in pairs and change partners. I believe that mining should be banned because it is dangerous.	Mining This will recall the student's knowledge upon the previous knowledge.	10
4.	teacher ask student's to do some exercises from the handout including true-false, synonym match by reading the headline first.	exercises (true- false, synonym match)	7	10
STUDY (15 Minutes)				
No	Teacher's Activities	Student's Activities	List of Guidance	Time
1.	Teacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen	Students give response to the teacher and then listen carefully and silently to	Play the mp3 file.	5

	don't take any action	the recorder.		
	before I ask you.	Yes, we do.		
	Do you understand?			
	Teacher plays the recorder once again while students fill the		Handout: Listening- (the exercise given to	5
2.	gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.	Students listen to the recorder and fill the gaps.	the students)	
3.	Teacher plays the record for the third times in order to recheck student's answers. Well, I play once again for you to check answers.	Student's listen and check the answers.	Handout: Listening- (the exercise given to the students)	5
	A	ctivate (30 Minutes	5)	
No	Teacher's	Student's	List of Guidance	Time
1.	Teacher asks student's to find the meaning and related information about climate and change. What does mine mean? The students may look at in dictionary or other resources to find the mining.	Students listen to teacher instruction and then look the words in dictionary or rather sources.	Handout After listening: Words search	10
2.	Teacher asks students to discuss the article. Okay, let's now discuss the article Ask your friend about the info in the article.	students discuss about the article	Handout After listening: Words search	10

3.	Teacher asks to students to compare their answer of filling the gaps. I play the record and the students to check your answer	The students give response to the teacher.	After listening" Gap fill	10
----	--	--	------------------------------	----

# E. LEARNING MEDIA AND RESOURCES

7.Media : students worksheet/book, laptop, speakers, white board

8.Resources

Global warming to shrink fish by 24% – 1st October, 2012

More free lessons at www.BreakingNewsEnglish.com - Copyright Sean Banville 2012.

http://www.BreakingNewsEnglish.com/1210/121001-fish.html.

#### F. ASSESMENT

- 10. True/ false
- 11. Synonym match
- 12. Fill in gaps
  - Score: (4) true false

(5) Synonym match

While listening: Fill Gap

Score:  $\frac{4+5+FillGap}{3}$ 

Kudus, October 2<sup>nd</sup>, 2013

The Practitioner

Kristanti Rahayu Wulandari NIM. 200932066

KUDUS

_			 、
í	Nama		N N
1	Numu	•	i
i i			
1			i
i i			
1	Kelas	:	i
ί.			;
<u>`</u> .			 /

#### **STUDENT'S WORKSHEET**

China's Leadership change begins

#### WARM-UPS

A. China

B. Chart: Communist Party / new leader / important issues / economic miracle / the past decade / corruption / the next decade / a changing world / aim higher / work harder / harmony

MURIA KUDI

N A P	Now	In ten years
Economy		
Environment		2
Culture		
Language		
Food		

- C. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).
- a. China's deputy president opened the Communist Party meeting. T / F

b. The meeting will continue for the next seven days.

T/F

- c. The biggest topic to be discussed at the meeting is the economy. T/F
- d. China's economy is growing 6 times faster than that of most countries. T/F
- e. President Hu Jintao is trying to avoid talking about corruption. T / F
- 5. SYNONYM MATCH: Match the following synonyms from the article.

1. choose	a. concerned
2 rule	b. wonder
3. unlike	c. balance
4. miracle	d. be in power
5. worried	e. get rid of
6. corruption	f. manage
7. remove	g. select
8. handle	h. work toward
9. aim	i. dishonesty
10. harmony	j. different from

# WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

China's President Hu Jintao (1) \_\_\_\_\_\_ the Chinese Communist Party meeting on Wednesday in Beijing. The president and his team will (2) \_ the new leaders that will rule China for the next ten years. China selects its leaders, (3) \_\_\_\_\_ many other countries, which elect them. The meeting will last for a week and will look at many (4)

\_\_\_\_\_\_\_ that are important in China today. Perhaps the biggest (5) \_\_\_\_\_\_\_ at the meeting will be the economy. Ten years ago, China's economy was not so big. However, an economic (6) \_\_\_\_\_\_ in the past decade means the country is now the second biggest economy in the world. Its leaders are a little (7) \_\_\_\_\_\_ though, because the economy is slowing down. It is still (8) \_\_\_\_\_\_ 6 times faster than the rest of the world.

One of the big (9) \_\_\_\_\_\_ that was talked about in the meeting was corruption. Mr Hu Jintao said the Party must work hard in the next (10) \_\_\_\_\_\_ to remove corruption from Chinese society. He warned that the Party could die if corruption continued. He said: "If we fail to handle this issue well, it could [be the (11) \_\_\_\_\_\_ of] the party, and even cause the collapse of the party and the fall of the (12) \_\_\_\_\_\_." Mr Hu told Party members at the Great Hall of the People in Beijing that China had to change because of a (13) \_\_\_\_\_\_ world. He said: "We must (14)

higher and work harder and continue to [go after] development in a scientific way." He added the Party should "promote social (15) \_\_\_\_\_\_ and improve the people's lives.

Topic	worried	choose	issues
Growing	Opened	miracle	unlike
harmony	end	Changing	
messages			
decade	aim	state	

# AFTER LISTENING



KEY:

#### **TRUE / FALSE:**

aF bT cT dT eF

#### SYNONYM MATCH

1. choose	a. select
2 rule	b. be in power
3. unlike	c. different from
4. miracle	d. wonder
5. worried	e. concerned
6. corruption	f. dishonesty
7. remove	g. get rid of
8. handle	h. manage
9. aim	i. work toward
10. harmony	j. balance
GAP FILL:	

# China's Leadership change begins

China's President Hu Jintao **opened** the Chinese Communist Party meeting on Wednesday in Beijing. The president and his team will **choose** the new leaders that will rule China for the next ten years. China selects its leaders, **unlike** many other countries, which elect them. The meeting will last for a week and will look at many **issues** that are important in China today. Perhaps the biggest **topic** at the meeting will be the economy. Ten years ago, China's economy was not so big. However, an economic **miracle** in the past decade means the country is now the second biggest economy in the world. Its leaders are a little **worried** though, because the economy is slowing down. It is still **growing** 6 times faster than the rest of the world.

One of the big **messages** that was talked about in the meeting was corruption. Mr Hu Jintao said the Party must work hard in the next **decade** to remove corruption from Chinese society. He warned that the Party could die if corruption continued. He said: "If we fail to handle this issue well, it could [be the **end** of] the party, and even cause the collapse of the party and the fall of the **state**." Mr Hu told Party members at the Great Hall of the People in Beijing that China had to change because of a **changing** world. He said: "We must aim higher and work harder and continue to [go after] development in a scientific way." He added the Party should "promote social **harmony** and improve the people's lives".



#### LESSON PLAN

School's Name	: SMA N 1 JEKULO
Subject	: English
Aspect/ Skill	: Listening
Class / Semester	: XI / IPS
Meeting	: 5 <sup>th</sup>
Time Allotment	: 2 x 45 minutes

Standard of Competition

: **2. Listening** : To comprehend the meaning of formal interpersonal and transactional conversational sustained in daily life context.

Basic Competence : 1.1 To respond the meaning transactional conversation (to get the thing done) and interpersonal (socialization) formally and sustained accurately, fluently and acceptably using oral language mood in daily life context and involving expressing felling pain.

Indicators

- 1. Listening to the text being played through speakers.
- 2. Identifying the word synonyms, the word meaning.
- 3. Finding detailed information in the text to answer the assignments.

#### A. Learning Objectives :

After learning the material students are able;

:

- 1. Listen to the text being played through speakers.
- 2. Identifying the word synonyms, the word meaning.
- 3. Finding detailed information in the text to answer the assignments.

# **B.** Learning Material :

- News is divided into two (2) forms: spoken and written
- > News in spoken form such as breaking news; gossip news
- > News in written form such as magazine, tabloid, newspaper

# C. Method of Learning

- ESA (Engage, Study and Active)
- GTM (Grammar Translation Method
- Discussion
- -Individual work

	ENGAGE (45 Minutes)					
No	Teacher's	Students	List of Guidance	Times (minutes)		
13.		8 8 1		18		
	Teacher asks question	Students listen	Handout warm-	10		
	about Barack Obama	and give	ups:	11		
	by say <mark>ing:</mark>	response to the	the students walk	1		
	- Do <mark>you know who</mark>	teacher by	around the class	1		
	is Ba <mark>rack Ob</mark> ama?	replaying:	and talk to others	· · · · ·		
		Yes, we do/ no	students about			
		we don't	mount Fuji.			
		00				

## **D. Learning Procedures**

14	<ul> <li>Teacher asks to the students to fulfill the table by discussing the topic with their partners.</li> <li>Well, look at the table. What's about America President?</li> </ul>	Students give response to the teacher and the table.	Handout Warm-ups: Down the mine This will recall the student's knowledge upon the previous knowledge.	15		
15	Teacher divides students to act being pro and cont about mining being banned. Still working in pairs, one of you strongly believes that mining should be banned and another believes the opposite.	Students debate about the topics in pairs and change partners. I believe that mining should be banned because it is dangerous.	Mining This will recall the student's knowledge upon the previous knowledge.	10		
16	Before listening teacher ask student's to do some exercises from the handout including true-false, synonym match by reading the headline first.	false, synonym match)	7	10		
	STUDY (15 Minutes)					
No	Teacher's Activities	Student's Activities	List of Guidance	Time		
1.	Teacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen	Students give response to the teacher and then listen carefully and silently to	Play the mp3 file.	5		

	don't take any action	the recorder.		
	before I ask you.	Yes, we do.		
	Do you understand?	,		
	Teacher plays the		Handout:	
	recorder once again		Listening- (the	5
	while students fill the		exercise given to	
	gaps.		the students)	
	Now, I give you the	Students listen to		
2.	article and fill the gaps	the recorder and		
	while I play the	fill the gaps.		
	recording.		and the second s	
	Remember to pay	1000 A 2000		
	attention to the	JUM 2AT		
	recording carefully.	INO mun	A.K.	
<u> </u>	Teacher plays the		Handout:	
	record for the third	A165 Th.	Listening- (the	5
1	times in order to	G4 1 42 1 4	exercise given to	
	recheck student's	Student's listen	the students)	
3.	answers.	and check the	1	
	Well, I play once again	answers.		
	for you to check	100000		
	answers.	200000	1	
	A	ctivate (30 Minutes	s)	1.8
No	Teacher's	Student's	List of Guidance	Time
	Teacher asks student's	E A DI	Handout	
	to find the meaning and	Students listen to	After listening:	10
	related information	teacher	Words search	//
	about wo <mark>rld and</mark>	instruction and		1
1	heritage.	then look the		
1.	What does mine mean?	words in		
	The students may look			
	at in dictionary or other	dictionary or		
	resources to find the	rather sources.		
	mining.		Contractory of Contractory	
	Teacher asks students to			
	discuss the article.		Handout	10
2	Okay, let's now discuss	students discuss	After listening:	
2.	the article	about the article	Words search	
	Ask your friend about			
1				

3.	Teacher asks to students to compare their answer of filling the gaps. I play the record and the students to check your answer	The students give response to the teacher.	After listening" Gap fill	10
----	--	--	------------------------------	----

# E. LEARNING MEDIA AND RESOURCES

9.Media : students worksheet/book, laptop, speakers, white board

10. Resources

Global warming to shrink fish by 24% – 1st October, 2012

:

More free lessons at www.BreakingNewsEnglish.com - Copyright Sean Banville 2012.

http://www.BreakingNewsEnglish.com/1210/121001-fish.html.

#### F. ASSESMENT

- 4. True/ false
- 5. Synonym match
- 6. Fill in gaps

Score: (4) true false

(5) Synonym match

While listening: Fill Gap

Score:  $\frac{4+5+FillGap}{}$ 3

Kudus, October 2<sup>nd</sup>, 2013

The Practitioner

Kristanti Rahayu Wulandari NIM. 200932066

KUDUS

# Nama : Kelas :

## STUDENT'S WORKSHEET

#### America re-elects President Barack Obama

#### WARM-UPS

- 1. Mount Fuji
- 2. Chart: Americans / voted / contests / challenge / opponent / nail-biting / campaign / victory / election / complained / negative ads / policy promises / against the odds / majority
- 3.

	Current problem	Your advice
The economy	TC & ST	
Healthcare	10 m	
Gun control		1
Immigration		
Iran	00	

- 4. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).
  - a. The election was one of the closest in U.S. history.  $$T\/\ F$$
  - b. Mitt Romney asked Americans to pray Obama re-ignites. T / F
  - c. Most opinion polls predicted Obama would win.  $T\,/\,F$

d. The winner needed 270 electoral votes to secure victory.	T / F
---	-------

e. Americans ensured dozens of advertisements every night.  $\hfill T\ /\ F$ 

5. **SYNONYM MATCH:** Match the following synonyms from the article.

a. rival
b. guarantee
c. complicated
d. put up with
e. sitting
f. excessively
g. bulk
h. tense
i. belief
j. hinged on

#### WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

Americans voted to re-elect (1) \_\_\_\_\_\_ president Barack Obama on Tuesday in one of the closest contests in U.S. history. President Obama (2) \_\_\_\_\_\_\_ off the challenge of Republican opponent Mitt Romney, who asked the nation to pray for Mr Obama in his goal to (3) \_\_\_\_\_\_ the American economy. It was a nail-(4) \_\_\_\_\_\_ finish to what was a long, exhausting, (5) \_\_\_\_\_\_ and expensive election campaign. Pre-election polls and TV stations said either man could have won the presidency. It all (6) \_\_\_\_\_\_\_ on several swing states, the winner of which would (7) \_\_\_\_\_\_ the 270 electoral votes needed to guarantee (8) \_\_\_\_\_\_. Once the state of Ohio went to the Democrats, Obama knew he had another four years in the White House. Many Americans felt (9) \_\_\_\_\_\_ that the election has now been decided. They had to (10) \_\_\_\_\_\_ dozens of nightly advertisements in what was the most expensive campaign in history. Most voters complained that the ads were (11) \_\_\_\_\_\_ negative and simply attacked the other side rather than (12) \_\_\_\_\_\_ policy promises. Despite the poor state of the American economy, voters once again put their

(13) \_\_\_\_\_\_ in Mr Obama. Many believe Obama won against all the (14) \_\_\_\_\_\_. Thomas L Friedman of the New York Times wrote: "No one can know for sure what complex emotional (15) \_\_\_\_\_\_ tipped this election Obama's way...It came down to a majority of Americans believing that...Obama was trying his hardest to fix what ails the country."

Depended <mark>bitter</mark>	saw	victory
Incumbent biting	re-ignite	secure
Odds Faith	endure	relief
overly	chemistry	outlining

#### AFTER LISTENING

World	Heritage
	00

#### KEY:

#### TRUE / FALSE

a T b F c F d T e F

#### SYNONYM MATCH

1. incumbent a. sitting 2 opponent b. rival 3. nail-biting c. tense 4. depended on d. hinged on 5. secure e. guarantee 6. endure f. put up with 7. overly g. excessively 8. faith h. belief 9. complex i. complicated 10. majority j. bulk

#### GAP FILL

#### America re-elects President Barack Obama

Americans voted to re-elect **incumbent** president Barack Obama on Tuesday in one of the closest contests in U.S. history. President Obama **saw** off the challenge of Republican opponent Mitt Romney, who asked the nation to pray for Mr Obama in his goal to **re-ignite** the American economy. It was a nail-**biting** finish to what was a long, exhausting, **bitter** and expensive election campaign. Preelection polls and TV stations said either man could have won the presidency. It all **depended** on several swing states, the winner of which would **secure** the 270 electoral votes needed to guarantee **victory**. Once the state of Ohio went to the Democrats, Obama knew he had another four years in the White House.

Many Americans felt **relief** that the election has now been decided. They had to **endure** dozens of nightly advertisements in what was the most expensive campaign in history. Most voters complained that the ads were **overly** negative and simply attacked the other side rather than **outlining** policy promises. Despite the poor state of the American economy, voters once again put their **faith** in Mr Obama. Many believe Obama won against all the **odds**. Thomas L Friedman of the New York Times wrote: "No one can know for sure what complex emotional **chemistry** tipped this election Obama's way...It came down to a majority of Americans believing that...Obama was trying his hardest to fix what ails the country."



#### LESSON PLAN

School's Name	: SMA N 1 JEKULO
Subject	: English
Aspect/ Skill	: Listening
Class / Semester	: XI / IPS
Meeting	: 6 <sup>th</sup>
Time Allotment	: 2 x 45 minutes

Standard of Competition

: **2. Listening** : To comprehend the meaning of formal interpersonal and transactional conversational sustained in daily life context.

Basic Competence : 1.1 To respond the meaning transactional conversation (to get the thing done) and interpersonal (socialization) formally and sustained accurately, fluently and acceptably using oral language mood in daily life context and involving expressing felling pain.

:

Indicators

1. Listening to the text being played through speakers.

- 2. Identifying the word synonyms, the word meaning.
- 3. Finding detailed information in the text to answer the assignments.

#### A. Learning Objectives :

After learning the material students are able;

- 1. Listen to the text being played through speakers.
- 2. Identifying the word synonyms, the word meaning.
- 3. Finding detailed information in the text to answer the assignments.

# **B.** Learning Material :

- News is divided into two (2) forms: spoken and written
- > News in spoken form such as breaking news; gossip news
- > News in written form such as magazine, tabloid, newspaper

# C. Method of Learning

- ESA (Engage, Study and Active)
- GTM (Grammar Translation Method
- Discussion
- -Individual work

No	Teacher's	Students	List of Guidance	Times (minutes)
abc say - ]	acher asks question out Chocolate by ing: Do you know what is chocolate? Do you like chocolate?	Students listen and give response to the teacher by replaying: Yes, we do/ no we don't	Handout warm- ups: the students walk around the class and talk to others students about shrinking fish.	10

# **D. Learning Procedures**

18	<ul> <li>Teacher asks to the students to fulfill the table by discussing the topic with their partners.</li> <li>Well, look at the table. Are the chocolate healthy?</li> </ul>	Students give response to the teacher and the table.	Handout Warm-ups: Down the mine This will recall the student's knowledge upon the previous knowledge.	15
19	Teacher divides students to act being pro and cont about mining being banned. Still working in pairs, one of you strongly believes that mining should be banned and another believes the opposite.	Students debate about the topics in pairs and change partners. I believe that mining should be banned because it is dangerous.	Mining This will recall the student's knowledge upon the previous knowledge.	10
20	Before listening teacher ask student's to do some exercises from the handout including true-false, synonym match by reading the headline first.	false, synonym match)	7	10
		<b>FUDY (15 Minutes</b>		
No	Teacher's Activities	Student's Activities	List of Guidance	Time
1.	Teacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen	Students give response to the teacher and then listen carefully and silently to	Play the mp3 file.	5

	don't take any action	the recorder.		
	before I ask you.	Yes, we do.		
	Do you understand?	,		
	Teacher plays the		Handout:	
	recorder once again		Listening- (the	5
	while students fill the		exercise given to	
	gaps.		the students)	
	Now, I give you the	Students listen to		
2.	article and fill the gaps	the recorder and		
	while I play the	fill the gaps.		
	recording.	ini une gapo.	and the second s	
	Remember to pay			
	attention to the	ALC MUD		
	recording carefully.	THO MUN	14	
	Teacher plays the		Handout:	
	record for the third		Listening- (the	5
1	times in order to	1000	exercise given to	
	recheck student's	Student's listen	the students)	
3.	answers.	and check the		
	Well, I play once again	answers.	11	10
	for you to check	100000		
	answers.		6	1.8
1	A	ctivate (30 Minutes	5)	18
No	Teacher's	Student's	List of Guidance	Time
	Teacher asks student's	E E VI	Handout	1.8
	to find the meaning and	Cto danta l'atan ta	After listening:	10
	related information	Students listen to	Words search	//
	about climate and	teacher		1
1	change.	instruction and		
1.	What does mine mean?	then look the		
	The students may look	words in		
	at in dictionary or other	dictionary or		
	resources to find the	rather sources.		
	mining.		8	
	Teacher asks students to			
	discuss the article.		Handout	10
2	Okay, let's now discuss	students discuss	After listening:	
2.	the article	about the article	Words search	
	Ask your friend about			
	the info in the article.			
	•			

3.	Teacher asks to students to compare their answer of filling the gaps. I play the record and the students to check your answer	The students give response to the teacher.	After listening" Gap fill	10
----	--	--	------------------------------	----

#### **E. LEARNING MEDIA AND RESOURCES**

Media : students worksheet/ book, laptop, speakers, white 11. board

12.

Resources :

Global warming to shrink fish by 24% – 1st October, 2012

More free lessons at www.BreakingNewsEnglish.com - Copyright Sean Banville 2012.

http://www.BreakingNewsEnglish.com/1210/121001-fish.html.

# F. ASSESMENT

- 13. True/ false
- 14. Synonym match
- 15. Fill in gaps

Score: (4) true false

(5) Synonym match

While listening: Fill Gap

Score: 
$$\frac{4+5+FillGap}{2}$$

Kudus, October 2<sup>nd</sup>, 2013

The Practitioner

Kristanti Rahayu Wulandari NIM. 200932066 A KUDUS



## STUDENT'S WORKSHEET

## Chocolate is good for your heart

#### WARM-UPS

1. Chocolate

2. Chart: studies / fantastic news / research / diet / heart attacks / milk chocolate / risks /

suffering a stroke / nutrition / blood pressure / weight gain / calories / sweets / snack

	Good (why)	Bad (why)
Chocolate	9201	
Television		7 /
Fast food		
Coffee/ cola	00	
Gossip		

3. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).

a. The article says German chocolate is the healthiest in the world. T / F

b. A study looked at 20,000 people over an eight-year period. T / F

c. Researchers followed people who were on a chocolate diet. T / F

d. Researchers found white chocolate helped reduce heart attacks. T / F

e. Chocolate cut the chances of strokes more than heart attacks.

T / F

5. SYNONYM MATCH: Match the following synonyms from the article.

	1. found	a. chance
	2 fantastic	b. experiencing
	3. extensive	c. cut
٦	4. risk	d. volumes
	5. exhibits	e. discovered
	6. reduced	f. wide-ranging
	7. suffering	g. mixtures
	8. co <mark>mpounds</mark>	h. wonderful
	9. amounts	i. if possible
	10. preferably	j. shows

#### WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

A study \_\_\_\_\_\_ out in Germany has found that chocolate may be good for your heart. This is \_\_\_\_\_\_ news for all chocolate \_\_\_\_\_\_.

The extensive research was conducted over eight years. The research team followed the chocolate-eating

\_\_\_\_\_\_ and health of almost 20,000 people. They compared how much chocolate was in their \_\_\_\_\_\_ to the number of heart attacks and strokes people had. Lead researcher Brian Buijsse said: "The good news is that chocolate is not as bad as we used to think, and may even lower the \_\_\_\_\_\_ of heart disease and stroke." Mr Buijsse said his team found that dark chocolate was the healthiest \_\_\_\_\_\_ to eat: "Dark chocolate exhibits the \_\_\_\_\_\_ effects, milk chocolate fewer, and white chocolate no effects," he said.

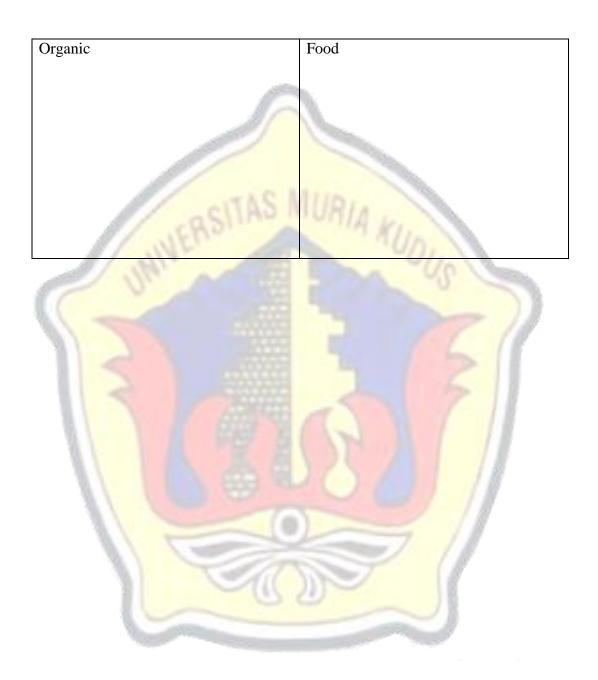
The German study showed that people who ate the most chocolate (at \_\_\_\_\_\_\_ one bar per week) reduced their risk of having a heart attack by 27 per cent. The risk of suffering a stroke was \_\_\_\_\_\_ by as much as 48 per cent. Nutrition \_\_\_\_\_\_\_ believe that natural compounds in chocolate called flavonols are good for our heart. Flavonols also help reduce blood \_\_\_\_\_\_. They are found in cocoa beans so dark chocolate (which has more cocoa) \_\_\_\_\_\_ more of them than milk chocolate (which has more fat). Buijsse warns people not to \_\_\_\_\_\_ eat lots of chocolate: "Eating higher amounts will most likely result in weight \_\_\_\_\_\_. If people start eating small amounts of chocolate, it should replace something else preferably other high-calorie sweets or snacks."

- T A

Diet	lovers	kind	carried
Greatest	habits	fantastic	risk
Suddenly	cut	pressure	Experts
least	gain	contains	

# AFTER LISTENING

Word search



KEY:

#### **TRUE / FALSE:**

a. Fb. Tc. Fd. Fe. T

#### SYNONYM MATCH:

1. found	a. discovered
2 fantastic	b. wonderful
3. extensive	c. wide-ranging
4. risk	d. chance
5. exhibits	e. shows
6. reduced	f. cut
7. suffe <mark>ring</mark>	g. experiencing
8. compo <mark>unds</mark>	h. mixtures
9. amounts	i. volumes
10. preferably	j. if possible
	TE ALLALI
	# 2001/

Allera

## GAP FILL:

## Chocolate is good for your heart

A study **carried** out in Germany has found that chocolate may be good for your heart. This is **fantastic** news for all chocolate **lovers**. The extensive research was conducted over eight years. The research team followed the chocolate-eating **habits** and health of almost 20,000 people. They compared how much chocolate was in their **diet** to the number of heart attacks and strokes people had. Lead researcher Brian Buijsse said: "The good news is that chocolate is not as bad as we used to think, and may even lower the **risk** of heart disease and stroke." Mr Buijsse said his team found that dark chocolate was the healthiest **kind** to eat: "Dark chocolate exhibits the **greatest** effects, milk chocolate fewer, and white

chocolate no effects," he said. The German study showed that people who ate the most chocolate (at **least** one bar per week) reduced their risk of having a heart attack by 27 per cent. The risk of suffering a stroke was **cut** by as much as 48 per cent. Nutrition **experts** believe that natural compounds in chocolate called flavonols are good for our heart. Flavonols also help reduce blood **pressure**. They are found in cocoa beans so dark chocolate (which has more cocoa) **contains** more of them than milk chocolate (which has more fat). Buijsse warns people not to **suddenly** eat lots of chocolate: "Eating higher amounts will most likely result in weight **gain**. If people start eating small amounts of chocolate, it should replace something **else**, preferably other high calorie sweets or snacks."



	PEMERINTAH KABUPATEN KUDUS	124
~ KUDUS ~	DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA	BOW WHENDAM AND THE ST
	SMA N 1 JEKULO	SMA 1 JERULO
~	Jl. Raya Kudus-Pati Km 10 No. 34 JekuloKudus, (0291) 433930 Fax. (0291) 4246065	
	Website : www.sman1jekulo-kudus.sch.id , Email : sman1jekulokudus@yahoo.co.id	
Form-AKD.1-	SILABUS	
12		

Sekolah

•

SMA N I Jekulo Kudus

Kelas / Semester

: Bahasa Inggris

XI BHS

Mata Pelajaran

Standar Kompetensi : 1. Listening & Speaking : Memahami & mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (Sustained) dalam konteks kehidupan sehari-hari.

Kompotensi	Materi	VV	Sinkronisasi antar SK/KD	Sink <mark>ronisasi</mark> antar mata	Indikator	3	Penilaian	_		
Dasar	Pembelajaran	Kegiatan Pembelajaran	人間	pelajaran	Pencapaian	Jenis	Bentuk	Contoh instrumen	Alok asi Wakt u	Sumber/Bahan /Alat
<ol> <li>Merespo n dan mengun gkapkan makna dalam percaka pan transaks</li> </ol>	1. Genre: Report Eg. whale, kanguru , snake , temple 2. Langua ge function:Expressing	<ol> <li>Listening to a report text</li> <li>Identifying the meaning of words in the text</li> <li>Replying the questions given orally</li> <li>Telling the report material to their friend or teacher</li> </ol>	<ol> <li>Description text</li> <li>Explanation text</li> </ol>	<ol> <li>Indonesian language</li> <li>Biology</li> <li>History</li> </ol>	1.     To       identify the     meaning of       words inthereport     text       2.     To       get     informationfrom       the report text     3.       3.     To       tell the report text	1. Individual 2. group	1.oral questions	<ol> <li>Please         <ol> <li>Please</li> <li>Iisten to your</li> <li>teacher.</li> <li>He/she</li> <li>wants toread</li> <li>a report text.</li> </ol> </li> <li>Answer         <ol> <li>thequestions</li> <li>based on the</li> </ol> </li> </ol>	13 jp	1.Books 2.Cassette 3.Teacher'voice

ional (to	giving suggestion Eg. A:		briefly						text you've	
grt	Eg. A:	5.	briefly Listening to the						heard.	
things	You'd		dialoge.			Contract of Contra				
done)	better	6.	Identifying the			1000			- Whatis the	
dan	do it		sentences used						text about ?	
interpers onal	now.	7.	to express							
onai (bersosi	B: Yes,	1.	Using these expressions in				Sec.		3.Tell your	
alisasi)r	l'll do		thier dialogues1	1	$\infty MIII$	100			partner	
esmi	Express		uner dialogues i	CIII - CIII	AC ITUT	10			about a thing	
dan	ing			(R31"	-	11 111.			that you've	
berlanjut	warning			. Il Fin					heard	
(sustain	, eg. A:		111	-110 -			11.		nouru	
ed)	Don't				States - Ballion	-	(O)	and the second s		
secara	forget to				100		-0	and the second se		
akurat, lancar,	bring an	1		×	Charles Barry					
dan	umbrell				1000					
berterim	a with	1			00003					
a yang	you. B.I	1					- / ·	101		
menggu					0000					
nakan	won't				0000	Line and				
ragam	Express			and the second second	1. Sec. 1.					
bahasa	ing			200	0000	A COLOR				
lisan dalam	givingp				1000			18		
kontek	ermissi			2071				1.0		
kehidup	on. Eg			Long Long				1.8		
an	A: You									
sehari-	may go.									
hari dan	B: You			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	100	1		88		
melibatk	are the			200				10		
an	best					-	/ /	11		
tindak tutur:	dad.						1. 1.	V		
memberi								1		
nasihat,										
melaran							1 10			
g,					1	The I				
memberi										
ijin dan					00		1 10			
memaha										
mi										

			All and a second				
makna							
teks							
fungsion		100		Sec.			
al				100			
pendek				and the second se			
berbentu							
k: report							1



Standar Kompetensi: 2. Reading & Writing Memahami, mengungkapkan makna teks functional pendek dan esei pendek dalam bentuk report dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompotensi Dasar	Materi Pembelajaran	.cRS	Sinkronisasi antar SK/KD	Sinkronisasi antar	Indikator Pencapaian	Penilaian				
		Kegiatan Pembelajaran	antar SK/KD	mata pelajaran	OUS	Jenis	Bentuk	Contoh instrumen	Aloka si Waktu	Sumber/Ba han /Alat
<ol> <li>Merespon dan mengungkapkan makna dalam text berbentuk report, banner, invitation dalam konteks kehidupan sehari-hari.</li> <li>Merespon dan mengungkapkan makna dalam text dengan menggunakan tata bahasa yangbenar</li> </ol>	1.       A report text         Eg. Dolphin ,mangos, etc.       2.         2.       Banner text or         picture of a nation       Eg.Garuda         3.       Invitation.eg. an         invitation letter       Noun phrase eg. Clever         students       5.         5.       Simple present         tense eg. The stars are in the sky	<ol> <li>Read the report text</li> <li>Answer the questions</li> <li>Identify the generic structure of report tex.</li> <li>Write a simple report text.</li> <li>Read theexample of a banner</li> <li>Answer the questions</li> <li>Find banner from other countries</li> <li>Read the example of a invitation</li> <li>Answer the questions</li> <li>Make an invitation themselves</li> </ol>	<ol> <li>Descripti on</li> <li>Explanati on</li> <li>Listening</li> <li>Speaking</li> </ol>	<ol> <li>Indonesian language</li> <li>Javanese language</li> <li>Civic</li> <li>Geography</li> </ol>	<ol> <li>To get informatiions from thereport text</li> <li>To write a report text as the example</li> <li>To get some banners</li> <li>To make an invitation freely</li> </ol>	1. individually 2. in pairing	1. essey 2. multiple choice writtenly	<ol> <li>What is the main idea of paragraph 2</li> <li>Make aninvitation for your friends because next week you will have your birthday party</li> <li>Which one is Indonesian's banner</li> <li>Bhinneka Tunggal Ika</li> <li>Orta Recens Guam Pura Nites</li> <li>C.For the Queen the Law and the People</li> <li>Peace and</li> </ol>	11 jp	1.Books 2.Newspap er 3.Inteernet 4. Some special paper



~ KUDUS ~	PEMERINTAH KABUPATEN KUDUS	~	]
	DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA	and the second states for the second states	
	SMA N 1 JEKULO	SMAT JERULO	
	Jl. Raya Kudus-Pati Km 10 No. 34 JekuloKudus, (0291) 433930 Fax. (0291) 4246065		
	Website : www.sman1jekulo-kudus.sch.id , Email : sman1jekulokudus@yahoo.co.id		
Form-AKD.1-	SILABUS		
12			

Sekolah		SMA N I Jekulo Kudus
Kelas / Semester	1:	XI BHS
Mata Pelajaran	160	Bahasa Inggris
Chan day Kawashara		teries 8 Caralina Manakari 8 maranalarkar utahar dalam ara

Standar Kompetensi : 1. Listening & Speaking : Memahami & mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (Sustained) dalam konteks kehidupan sehari-hari.

Kompotensi Dasar	Materi Pembelajar an	Kegiatan Pembelajaran		-		Sinkronisasi antar SK/KD	Sinkronisasi antar mata pelajaran	Indikator Pencapaian		Penilaian	Contoh	Alokasi	Sumber/B ahan
			11		12	KIE	Jenis	Bentuk	en	Waktu	/Alat		
<ol> <li>Merespon dan mengungkapk an makna dalam percakapan transaksional (to grt things done) dan interpersonal (bersosialisasi )resmi dan</li> </ol>	1. Genre: Narrati ve Eg. Siti Nurbay a, Tamra the island Language functio	ta 9. la 9. la 10. r 10. R 10. R	istening o a harrative ext dentifying he neaning of words n the text Replying he questions given	1.Recount text 2.Spoof text 3.Anecdote.	1.Indonesian language 2.Antrophology 3.Art and culture	<ol> <li>To identify the meaning of words inthe narrative text</li> <li>To get informationfrom the narrative text</li> <li>To tell the narrative text</li> </ol>	<ol> <li>Individual</li> <li>group</li> </ol>	1.oral questions	1. Please listen to your teacher. He/she wants toread an interesti ng	13 jp	1.Books 2.Cassette 3.Teacher, voice		

						All and a second se				
berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam kontek kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan menyesal. sakit dan bahagia memahami makna teks fungsional pendek berbentuk: narrative.	n:Expre ssing feeling reliefEg . A: 1 feel so relieve d. B: I can see that 3. Express ing of pain, eg. A: Ouch. It hurts so much B. Oh, you poor thing 4. Express ingfeeli ng of pleasur e. Eg A:I'm so pleased . B: I'm glad you like it.	the sentences used to express	UNIT OF	IF	RSITA	MURIA	KUS C	5 MAN	story. 2. Answer the questio ns based on the text you've heard. - Whatis the text about ? 3.Tell your partner about the main charact er in the story that you've heard.	
	you like			7			7~	$\langle$		

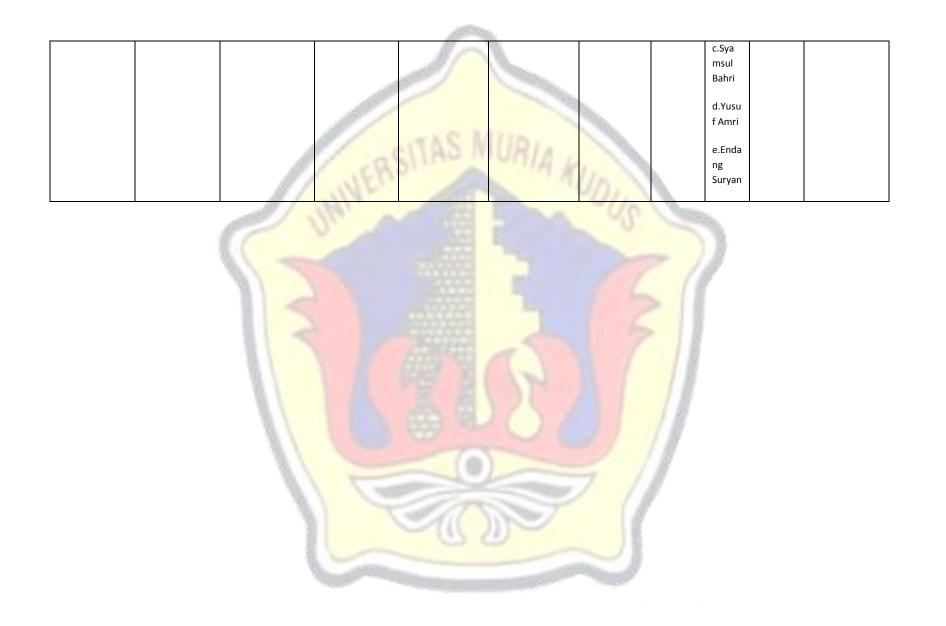
		0			
		100			

Standar Kompetensi: 2. Reading & Writing Memahami, mengungkapkan makna teks functional pendek dan esei pendek dalam bentuk report dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

100700-0

Kompotensi	Materi			Sinkronisasi		Sinkronisasi	Indikator	UDUO	Penilaian			
Dasar	Pembelajaran	200	egiatan belajaran	an	itar SK/KD	antar mata pelajaran	Pencapaian	Jenis	Bentuk	Conto h instru men	Alokasi Waktu	Sumber/Bahan /Alat
<ol> <li>Merespon dan mengungka pkan makna dalam text berbentuk narrative, announcem ent. Poster dalam konteks kehidupan sehari-hari.</li> <li>Merespon dan mengungka pkan makna dalam text dengan</li> </ol>	<ul> <li>6. A narrative text eg.</li> <li>Siti Nurbaya, Malin Kundang, etc</li> <li>7. An announce ment text eg. An announce ment from the school.</li> <li>8. Poster eg.some posters of popular stars</li> <li>9. Noun</li> </ul>	12. Ar qu 13. Id ge stu na te 14. W sir yo kn 15. Re th of te fo	ead the arrative ext nswer the uestions lentify the eneric cructure of arrative ext. //rite a mple story ou have nown. ead heexample f a short ext in the porm of nnounceme	5. 6. 7. 8.	Recount Spoof Listening Speaking	<ol> <li>Indonesian language</li> <li>Javanese language</li> <li>Anthropology</li> <li>History</li> </ol>	<ol> <li>To get informatiions from the narrative text</li> <li>To write a narrative text as the example</li> <li>To get some posters of some famous peoples</li> <li>To make an announcement</li> </ol>	<ol> <li>individually</li> <li>in pairing</li> </ol>	1. essey 2. multiple choice writtenly	<ol> <li>What         <ul> <li>What             </li> <li>s the             main             </li> <li>idea of             paragr             </li> <li>aph 2</li></ul></li></ol>	14 jp	1.Books 2.Newspaper 3.Inteernet

					1000					
menggunak	clause eg.I	16.	Answer the			10.			e next	
an tata	don't		questions			100			week	
bahasa yang	know		See some			Contraction of the local division of the loc			you	
benar	what you		posters of						will	
benui	men.		somepopula				he and the second se		clean	
	10. Past		r stars.				Contract of Contract		your	
	tense eg. Last night I		Try to give						classro	
	went to		some information		A1303 B	(IRIA			om for	
	Ramayana		of the star.	1 . 0	ALLON I	VOLD L			the	
	mall to	19.	Answer the	( ED			14		class	
	buy T-shirt		questions		100		JAL			
				A 1 4	100000	and the second s	VIIn	10	cleanli	
		1			1000	FILL PARTY	- S. F.	123	ness	
		6		V	24	1			2	
		1.1		1	10000	-			3.	
								P. 1	Who is	
						and the second s	1.1	1	the	
		- 1			80000				main	
		- 1				and the second second			charac	
		- 1			and a second second second				ters in	
						· · · · · · · · · · · · · · · · · · ·			the Siti	
					CONSTRUCT	-	18-	1.05	Nurba	
					Contrast the			1.0	ya	
					100 K			1.8	roman	
					1 2 2			1.11	?	
					100			1.85		
					ACC 181			1 18	a.Datu	
					100			1.11	k	
								100	Marin	
					100			11	ggih	
				-			7 /	F		
									b.Bagi	
					AT.		· ( //		ndo	
							1		Sulaim	
					-				an	
			1	No. of Concession, No.						



~ KUDUS ~	PEMERINTAH KABUPATEN KUDUS	
	DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA	BUT HERINGAN ALLO
	SMA N 1 JEKULO	SMA 1 JEKULO
	Jl. Raya Kudus-Pati Km 10 No. 34 JekuloKudus, (0291) 433930 Fax. (0291) 4246065	
	Website : www.sman1jekulo-kudus.sch.id , Email : sman1jekulokudus@yahoo.co.id	
Form-AKD.1-	SILABUS	
12		

WERSTAS MURIA KUD

Sekolah		SMA N I Jekulo Kudus	
Kelas / Semester	:	XI BHS	
Mata Pelajaran	5:1	Bahasa Inggris	
Standar Kompotonsi	· 1 Liste	taning & Speaking : Mamahami & mangungkankan makna dalam perca	kanan

Standar Kompetensi : 1. Listening & Speaking : Memahami & mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (Sustained) dalam konteks kehidupan sehari-hari.

Kompotensi Dasar	Materi Pembelajaran	Kegiatan	Sinkronis asi antar	Sinkronisasi antar mata	Indikator Pencapaian	0	Penilaia	n		
Dasar	remselajaran	Pembelajar an	SK/KD	pelajaran	Pencapatan	Jenis	Bentuk	Contoh instrumen	Alokasi Waktu	Sumber/Bahan /Alat
			U	N N		1	J			

		15.	Listeni		1.Indonesian	1.To identify the	5. Individual	1.oral guestions	1. Please listen to	13 jp	1.Books
			ng to a		language	meaning of words	6. group		your teacher. He/she	16	
1. Merespon	1.Genre: Analytical		analyti		0.00	inthe analytical			wants to tell you		2.Cassette
dan	Exposition		cal		2.Sociology	exposition text	and the second second		something interesting.		
mengungkapka	eg.Smoking is		exposit ion		3.Art and		100				3.Teacher'
n makna dalam	dangerous for		text		culture	2.To get	-	b	2. Answer		
percakapan	health.	16.	Identif		4.Biology	informationfrom			thequestions based		voice
transaksional			ying			the analytical	1.1		on the text you've		
(to grt things			the			exposition texf	PI Mar		heard.		
done) dan			meani	1			1 300				
nterpersonal	2.Language		ng of words	-114		3.To tell the	~	11	- Whatis the text		
(bersosialisasi)r	function:Expressing		in the	100		reasonablereasons		00	about ?		
esmi dan	giving opinion		text	S.		1.4.4		0			
berlanjut		17.	Replyin	-		1001			3.Tell your partner		
(sustained)	Eg. A: I think It's		g the			1001		and the second s	about the suitable		
secara akurat,	good. B: I thinl so.		questi	Hortatory					argument of sleeping		
lancar, dan	Expressing Asking	1	ons	exposition		144 M			is nessarry		
berterima yang	for opinion eg. A:		given orally								
menggunakan	What do you think	18.									
ragam bahasa	of the new comer ?	10.	the	C		0000	a strange	~	1		
lisan dalam	B. I think he has a		analyti					18-1			
kontek	good personality.		cal	1				11	0		
kehidupan	good personanty.		exposit			6 .			8		
sehari-hari dan	Expressing		ion materi								
nelibatkan	satisfaction. Eg A: I		al to					1 / 3			
indak tutur:	like your service. B:		their				1.0	/ / //			
memberikan	, I'm glad you like it.		friend					1 1 1			
pendapat,	Expressing		or			10	-	1 11			
menanyakan	dissatisfaction. Eg.		teache	1				1 11			
pendapat	A: H this		r hutaflu	1 7							
orang lain,	restaurant because	19.	briefly Listeni			Company of the second					
menyatakan	the meal is too hot.	19.	ng to				1	1			
buas. Dan			the	3				18			
idak			dialoge			00		18			
buasmemaham				1		_					

i makna teks	:	20.	Identif								
fungsional			ying				h				
pendek			the		and the second second		100	1 m			
berbentuk:			senten		100		_	Sec. 1			
analytical			ces					and the second second			
			used					0.00			
exposition.			to						b		
			expres		1.50	$\sim MI$	In.		and the second s		
			S		CUIR	O MIL	5755	1			
			Using	1	10.31	-		4 111			
			these	1.	100			1 11/10			
			expres		×	657		· · · /			
			sions	160.		1000 - 6			10		
			in thier	111	A. (19)	Sector Sec		10 M	MI.	and the second s	
			dialogu	0		1000 E					
			es1								



Standar Kompetensi: 2. Reading & Writing Memahami, mengungkapkan makna teks functional pendek dan esei pendek dalam bentuk analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompotensi Dasar	Materi Pembelajaran		Sinkronisas i antar	Sinkronisasi antar	Indikator		Penilaian			
Dasar		Kegiatan Pembelajaran	SK/KD	mata pelajaran	Pencapaian	Jenis	Bentuk	Contoh instrumen		Sumber/Ba han /Alat
<ol> <li>Merespon dan mengungkapk an makna dalam text berbentuk analytical exposition, advertisement dan pamphlet dalam konteks kehidupan sehari-hari.</li> <li>Merespon dan mengungkapk an makna dalam text dengan menggunakan tata bahasa yang benar</li> </ol>	<ol> <li>An analytical exposition eg. Sleeping is necessary for humanbeing</li> <li>An advertisement eg. Looking for tiger.</li> <li>Pamphlet eg.some pamphlet of organization and companies.</li> <li>Modals eg. You should nutritious food for your health.</li> <li>Present tense eg. We have exerciise everyday.</li> </ol>	<ol> <li>Read the analytical exposition text</li> <li>Answer the questions</li> <li>Identify the generic structure of analytical exposition text.</li> <li>Write an analytical exposition you have known.</li> <li>Read theexample of a short text in the form of advertisement</li> <li>Answer the questions</li> <li>Read some pamphlet of some pamphlets.</li> <li>Answer the questions</li> </ol>	istening	<ul> <li>1.Indonesian language</li> <li>2.Javanese language</li> <li>3.Biology</li> <li>4.History</li> </ul>	<ol> <li>To get informatiions from the analytical exposition text</li> <li>To write an anlytical text as the example</li> <li>To get some pamphlet of some organization or company</li> <li>To make an advertisement</li> </ol>	1. individually 2. in pairing	1. essey 2. multiple choice writtenly	<ol> <li>What is the main idea of paragraph 2 ?</li> <li>Write a simple advertisement of a company in your town eg. Djarum etc</li> <li>Why should people eat nutritious food ?</li> <li>The bod yis goo d</li> <li>The bon e</li> </ol>	14 jp	1.Books 2.Newspap er 3.Inteernet



KUDUS S	PEMERINTAH KABUPATEN KUDUS	~
	DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA	and the second second
	SMA N 1 JEKULO	SMA I TERULO
	Jl. Raya Kudus-Pati Km 10 No. 34 JekuloKudus, (0291) 433930 Fax. (0291) 4246065	
	Website : www.sman1jekulo-kudus.sch.id , Email : sman1jekulokudus@yahoo.co.id	
Form-AKD.1- 12	SILABUS	

Sekolah	:	SMA N I Jekulo Kudus
Kelas / Semester	:	XI BHS
Mata Pelajaran	:	Bahasa Inggris
Standar Kompetensi	1 List	ening & Speaking - Memahami & mengungkankar

Standar Kompetensi : 1. Listening & Speaking : Memahami & mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (Sustained) dalam konteks kehidupan sehari-hari.

Kompotensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Sinkroni sasi antar	Sinkronisasi antar mata	Indikator Pencapaian	Per	nilaian		
		Regiatan Peniberajaran	SK/KD	pelajaran	2		Contoh instrumen	Alokasi Waktu	Sumbe r/Baha

	-				1		1
			Jenis	Bentuk			n /Alat
<ol> <li>Merespon dan mengungkapkan makna dalam percakapan transaksional (to grt things done) dan interpersonal (bersosialisasi)resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam kontek kehidupan sehari- hari dan melibatkan tindak tutur: menyatakan perasaan cinta dan sedih memahami makna teks fungsional pendek berbentuk: narrative.</li> <li>Genre: Narrative. Eg Some fable texts: The lior and the mouse etc</li> <li>Language function:Expr ssing feeling of love</li> <li>Eg. A: I love you.</li> <li>Expressing feeling of sadness. Eg. A: let me be alone. B: Don't be sad, it wii happen to anyone.</li> </ol>	<ul> <li>23. Identifying the meaning of words in the text</li> <li>24. Replying the questions given orally</li> <li>25. Telling the narrative material to their friend or teacher briefly</li> </ul>	1.Indonesian language         2.Sociology         3.Art and culture         4.History	1. To identify the meaning of words inthe narrative text       7. Individual         2. To get informationfrom the narrative text.       3To tell the place.         Time.event that happened.       1000 minutes and the place.	1.oral questions	<ol> <li>Please listen to your teacher. He/she wants to read an interestingstory.</li> <li>Answer thequestions based on the text you've heard.</li> <li>Whatis the text about ?</li> <li>Tell your friend about the characteristic of the characters</li> </ol>	8 jp	1.Book s 2.Cass ette 3.Teac her' voice



Standar Kompetensi: 2. Reading & Writing Memahami, mengungkapkan makna teks functional pendek dan esei pendek dalam bentuk narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompotensi Dasar	Materi Pembelajaran	FRS	Sinkronisa si antar	Sinkronisasi antar	Indikator		Peni	laian		
		Kegiatan Pembelajaran	SK/KD	mata pelajaran Pencapaian	Pencapaian	Jenis	Bentuk	Contoh instrumen	Alokasi Waktu	Sumber/Ba han /Alat
mengungkapkan makna dalam text berbentuk narrative, advertisement, banner dalam konteks kehidupan	<ol> <li>A narrative text. Eg. The monkey and the crocodiles</li> <li>An advertisement eg. Big sale in Ramayana mall.</li> <li>Bannereg.some countries.</li> <li>Modals eg. You should nutritious food for your health.</li> <li>Past tense eg. We had exerciise last Friday.</li> <li>Complex sentence eg. I want to be a doctor because lwant to cure people from illness.</li> </ol>	<ol> <li>Read the narrative text</li> <li>Answer the questions</li> <li>Identify the generic structure of narrative text.</li> <li>Write a narrative text you have known.</li> <li>Read theexample of a short text in the form of advertisement</li> <li>Answer the questions</li> <li>Read some banners of some countries</li> <li>Answer the questions</li> </ol>	12. Hort ator y exp ositi on text 13. Liste ning 14. Spe akin g	<ul> <li>1.Indonesian language</li> <li>2.Javanese language</li> <li>3.Sociology</li> <li>4.History</li> </ul>	<ol> <li>To get informatiions from the narrative text</li> <li>To write a narrative text as the example given.</li> <li>To get some banners of some countries</li> <li>To make an advertisement</li> </ol>	1. individually 2. in pairing	1. essey 2. multiple choice writtenly	<ol> <li>What is the main idea of paragraph 3 ?</li> <li>Write a simple advertisement of a company in your town eg. Java Gold or Nescafe etc</li> <li>Which statement is right based on the text ?</li> <li>a.</li> <li>b.</li> <li>c.</li> <li>d.</li> <li>e.</li> </ol>	12 jp	1.Books 2.Newspap er 3.Inteernet



Pre-test task

## STUDENT'S WORKSHEET

Global warming to shrink fish by 24%

## WARM-UPS

- 1. Shrinking fish
- 2. Chart: size / shrinking / a quarter / global warming / species / tropical / oxygen / migrate /surprised / decrease / body size / puzzle / overfishing / pollution / greenhouse gas.
- 3.

110	How worried?	What to do about it?
Fish stocks		7. /
Water		
weather		S
Drought		
Pollution		

- 4. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).
  - a. A report says all fish will shrink by 24 per cent by within decades.  $$T\,/\,F$$
  - b. Researchers did tests on more than 600 different types of fish.  $$T\,/\,F$$
  - c. Scientists say fish sizes will change most will be in the Polar Regions.  $T\,/\,F$
  - d. The research predicts many fish will relocate outside of tropical areas. T / F
  - e. The head researcher was not surprised at the figures in his research. T / F

## 5. **SYNONYM MATCH:** Match the following synonyms from the article.

1. shrinking	a. relocate
2 coming	b. probable
3. extensive	c. approaching
4. likely	d. problem
5. migrate	e. diminishing
6. decrease	f. react
7. respond	g. worrying
8. puzzle	h. large-scale
9. concerning	i. strategies
10. policies	j. drop

#### WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

The size of fish in the oceans is (1) . A new report from the University of British Columbia in Canada states fish may shrink by as (2) as a quarter in the coming decades because of global warming. The research team conducted (3) \_\_\_\_\_\_ tests on the effect of rising ocean temperatures on the size and number of over 600 (4) \_\_\_\_\_ of fish around the world. They concluded that most fish are (5) to shrink in size by 14-24 per cent by the year 2050. The biggest changes will be seen in tropical (6) \_\_\_\_\_. The scientists said there is less oxygen in warmer water so fish cannot grow at the (7) \_\_\_\_\_\_ they should. They added that many fish will migrate to cooler waters (8) \_\_\_\_\_ the tropics. Lead researcher Professor William Cheung said: "We were surprised to see such a large (9) \_\_\_\_\_\_ in fish size. Marine fish are generally known to (10) \_\_\_\_\_\_ to climate change through changing distribution and seasonality. But the unexpectedly big (11) that climate change could have on body size suggests that we may be missing a big (12) of the puzzle of understanding climate change effects in the ocean." He added that human activities such as (13) \_\_\_\_\_ and pollution will worsen the problem: "Our work shows a very (14) future for the oceans and so it is very important to reduce greenhouse gas (15) \_\_\_\_\_ and develop better fish management policies to adapt to these changes," he said.

Piece	concerning	respond	overfishing	decrease
Emissions	effect	extensive	regions	outside
species				

Shrinking

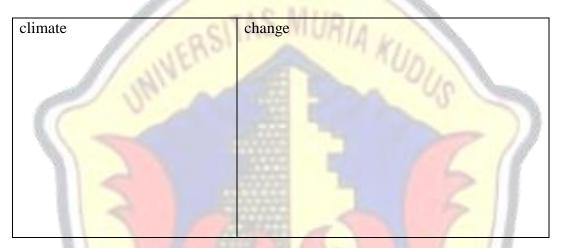
rate

much

likely

## AFTER LISTENING

Word search





,·		、
Nama	:	- Y
1		į
1		l l
Kelas	:	
``		/

Post-test task

KUDUS

## STUDENT'S WORKSHEET

Chocolate is good for your heart

## WARM-UPS

- 1. Chocolate
- 2. Chart: studies / fantastic news / research / diet / heart attacks / milk chocolate / risks /

suffering a stroke / nutrition / blood pressure / weight gain / calories / sweets / snack

1100	Good (why)	Bad (why)
Chocolate		7 /
Television		
Fast food	00	
Coffee/ cola		
Gossip		

3. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).

a. The article says German chocolate is the healthiest in the world. T / F

b. A study looked at 20,000 people over an eight-year period. T / F

c. Researchers followed people who were on a chocolate diet.

T/F

d. Researchers found white chocolate helped reduce heart attacks.

T / F

e. Chocolate cut the chances of strokes more than heart attacks. T / F

## 5. **SYNONYM MATCH:** Match the following synonyms from the article.

1. found	a. chance
2 fantastic	b. experiencing
3. extensive	c. cut
4. risk	d. volumes
5. exhibits	e. discovered
6. reduced	f. wide-ranging
7. suff <mark>ering</mark>	g. mixtures
8. compounds	h. wonderful
9. amounts	i. if possible
10. preferab <mark>ly</mark>	j. shows

## WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

A study \_\_\_\_\_\_ out in Germany has found that chocolate may be good for your heart. This is \_\_\_\_\_\_ news for all chocolate \_\_\_\_\_\_. The extensive research was conducted over eight years. The research team followed the chocolate-eating

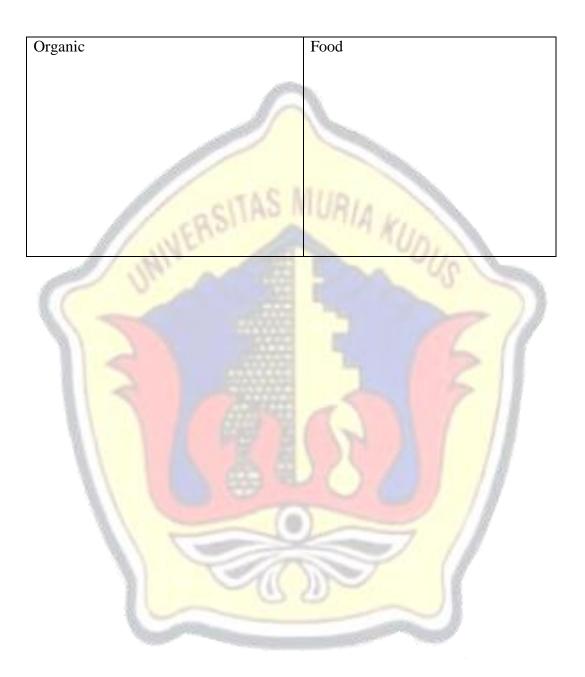
\_\_\_\_\_\_ and health of almost 20,000 people. They compared how much chocolate was in their \_\_\_\_\_\_ to the number of heart attacks and strokes people had. Lead researcher Brian Buijsse said: "The good news is that chocolate is not as bad as we used to think, and may even lower the \_\_\_\_\_\_ of heart disease and stroke." Mr Buijsse said his team found that dark chocolate was the healthiest \_\_\_\_\_\_ to eat: "Dark chocolate exhibits the \_\_\_\_\_\_ effects, milk chocolate fewer, and white chocolate no effects," he said.

The German study showed that people who ate the most chocolate (at \_\_\_\_\_\_\_ one bar per week) reduced their risk of having a heart attack by 27 per cent. The risk of suffering a stroke was \_\_\_\_\_\_ by as much as 48 per cent. Nutrition \_\_\_\_\_\_\_ believe that natural compounds in chocolate called flavonols are good for our heart. Flavonols also help reduce blood \_\_\_\_\_\_. They are found in cocoa beans so dark chocolate (which has more cocoa) \_\_\_\_\_\_ more of them than milk chocolate (which has more fat). Buijsse warns people not to \_\_\_\_\_\_ eat lots of chocolate: "Eating higher amounts will most likely result in weight \_\_\_\_\_\_. If people start eating small amounts of chocolate, it should replace something else preferably other high-calorie sweets or snacks."

Diet	lovers	kind	carried
Greatest	habits	fantastic	risk
Suddenly Experts	cut	pressure	
least	gain	contains	

## AFTER LISTENING

Word search



Appendix 4

## The Data of Pre-Test and Post-Test of Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014

 Table 1. The Score of Listening Skill Test Pre-Test and Post-Test

Sample	Score	Score	Sample	Score	Score
Code	(Pre-Test)	(Post-Test)	Code	(Pre-Test)	(Post-Test)
1	58	62	21	55	68
2	63	90	22	68	74
3	52	85	23	50	70
4	75	90	24	82	86
5	60	68	25	68	74
6	55	75	26	70	92
7	59	80	27	85	90
8	60	72	28	60	66
9	<mark>60</mark>	78	29	65	74
10	78	80	30	72	78
11	48	68	31	62	74
12	63	70	32	60	60
13	58	64	33	70	80
14	66	85	34	85	92

15	70	88	35	80	82
16	85	90	36	86	94
17	68	78	37	68	78
18	60	72	38	48	68
19	70	74	39	70	76
20	62	72	40	60	72

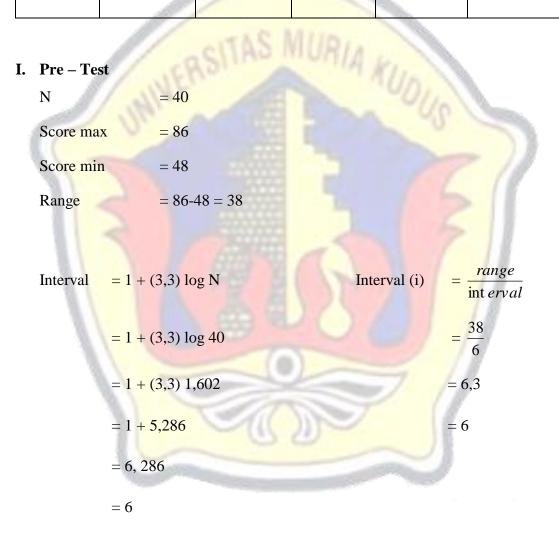


Table 2. The calculation of Mean and Standard Deviation Before Being Taught byUsing Breaking News.

Score	X	F	fx	x <sup>1</sup>	fx <sup>1</sup>	x <sup>12</sup>	fx <sup>12</sup>
48-53	50,5	4	202	-2	-8	4	16
54-59	56,5	5	282,5	-1	-5	1	5
60-65	62,5	11	687,5	0	0	0	0
66-71	68,5	10	68 <mark>5</mark>	1	10	1	10
72-77	74,5	2	149	2	4	4	8
78-83	80,5	3	241,5	3	9	9	27
84-89	86,5	5	432,5	4	20	16	80
	(MI)	-			-	15	
TOTAL	479,5	40	2677	7	30	35	146

1. Mean

$$\bar{x} = \frac{\sum fx}{N}$$
$$= \frac{2677}{40}$$

= 66,93

2. Standard Deviation = 
$$i\sqrt{\left(\frac{\sum fx^2}{N}\right)} - \left(\frac{\sum fx^1}{N}\right)^2$$
  
=  $\sqrt[6]{\left(\frac{146}{40}\right) - \left(\frac{30}{40}\right)^2}$ 

$$= \sqrt[6]{3,65-0,56}$$

## Notes:

$\sum fx$ : The sum of frequency times mean result	
N : Number of sample	
I : Interval	
N : Number of sample	
F : Total of frequency before median interval minus	one
i : Interval	
SD : Standard Deviation	
	51
II. Post – Test	711
N = 40	
Score max = 94	
Score min = 94	
Range = $94 - 60 = 34$	1
Interval = $1 + (3,3) \log N$ Interval (i)	$= \frac{range}{\operatorname{int} erval}$
$= 1 + (3,3) \log 40$	$=\frac{34}{6}$
= 1 + 5,28	= 5,7
= 6,28	= 6
= 6	

Score	X	F	fx	x <sup>1</sup>	fx <sup>1</sup>	x <sup>12</sup>	fx <sup>12</sup>
60-64	62	3	186	-2	-6	4	12
65-69	67	5	320	-1	-5	1	5
70-74	72	11	792	0	0	0	0
75-79	77	6	462	1	6	1	6
80-84	82	4	328	2	8	4	20
85 <mark>-89</mark>	87	4	348	3	12	9	<mark>3</mark> 6
90-94	92	7	644	4	28	16	112
	5					2	
TOTAL	539	40	3080	7	39	35	191

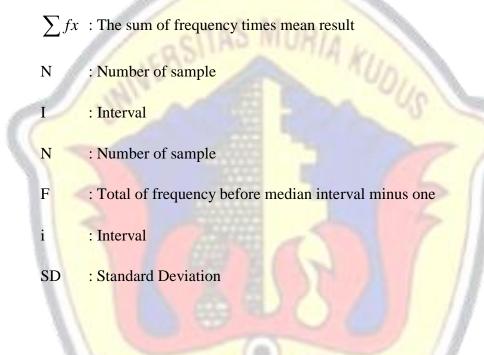
Table 2. The calculation of Mean and Standard Deviation After Being Taught byUsing Breaking News.



2. Standard Deviation = 
$$i \sqrt{\left(\frac{\sum fx^2}{N}\right)} - \left(\frac{\sum fx^1}{N}\right)^2$$

$$= \sqrt[6]{\left(\frac{191}{40}\right) - \left(\frac{39}{40}\right)^2}$$
$$= \sqrt[6]{4,77 - 0,95}$$
$$= 11,72$$

Notes:



Appendix 5

## **III. T-test Formula**

Table 4. The pre-test and post test score of Listening skill test of the eleventh
grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014

Sample Code	Pre-Test Score	Post-Test Score	Gain(d).(Post- test Pre-test)	x <sub>d</sub> (d-Md)	x <sup>2</sup> d
1	6	6	0	-1,125	1,2656
2	6	9	3	1,875	<mark>3,5</mark> 156
3	5	9	4	2,87 <mark>5</mark>	<mark>8</mark> ,2656
4	7	9	2	0,8 <mark>75</mark>	0,7656
5	6	7	1	-0,125	0,0156
6	5	7	2	0,875	0,7656
7	6	8	2	0,875	0,7656
8	6	7	1	-0,125	0,0156
9	6	8	2	0,875	0,7656
10	8	8	0	-1,125	1,2656
11	5	7	2	0,875	0,7656
12	6	7	1	-0,125	0,7656
13	6	6	0	-1,125	1,2656
14	7	8	1	-0,125	0,0156

15	7	9	2	0,875	0,7656
16	8	9	1	-0,125	0,0156
17	7	8	1	-0,125	0,0156
18	6	7	1	-0,125	0,0156
19	7	7	0	-1,125	1,2656
20	6	7		-0,125	0,0156
21	5	7	2	0,875	0,7656
22	7	7	0	-1,125	1,2656
23	5	7	2	0,875	0,7656
24	8	9	2	0,875	0,0156
25	7	7	1	-0,125	1,2656
26	7	9	0	-1,125	<mark>0,7</mark> 656
27	9	7	2	0,87 <mark>5</mark>	<mark>0</mark> ,7656
28	6	7	0	-1,125	0,0156
29	6	7	1	-0,125	0,0156
30	7	8	E1/(	-0,125	0,0156
31	6	7	1	-1,125	1,2656
32	6	6		-0,125	0,0156
33	7	8	0	-1,125	1,2656
34	8	9	00	-0,125	0,0156
35	8	8	0	-1,125	1,2656
36	9	9	0	-1,125	1,2656
37	7	8	1	-0,125	0,0156
38	5	7	2	0,875	0,7656

39	7	8	1	-0,125	0,0156
40	6	7	1	-0,125	0,0156
N = 40			$\sum d = 45$		$\sum x^2 d = 32,3734$
		_			

$$Md = \frac{\sum d}{N} = \frac{45}{40} = 1,125$$

$$t = \frac{Md}{\sqrt{\sum x^2 d}}$$

$$= \frac{1,125}{\sqrt{\frac{32,3734}{40}(40-1)}}$$

$$= \frac{1,125}{\sqrt{\frac{32,374}{1560}}}$$

$$= \frac{1,125}{\sqrt{0,0207}}$$

$$= \frac{1,125}{0,144}$$

= 7,81

The writer found the result of the t-test ( $t_o$ ) is 7.81 and the writer consulted in t-table with the level of significance 0.05. The number of degree of freedom (df) 39 from N-1. The writer has 40-1 = 39 degree of freedom. So, the level of significant 0.05 t-table is 2.02.

Based on the statement above that t-observation is higher than t-table. So, (Ho) is **denied** and (Ha) is **confirmed**. It can be concluded that in the level of significance 0,05 t-table is 2.02 or (7.81>2.02). Because t-test is higher than t-table, the writer concluded that there is a significant difference between the listening ability of the eleventh grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014 before and after being taught by using Breaking News.



Appendix 6

## The Pre-Test Score of Listening Skill Test of Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014.

Sample Code	Score	Sample Code	Score
1		21	
2	58	22	55
3	63	23	68
4	52	24	50
5	75	25	82
6	60	26	68
7	55	27	70
8	59	28	85
9	60	29	<u>60</u>
10	60	30	65
11	78	31	72
12	48	32	62
13	63	33	60
14	58	34	70
15	66	35	85
16	70	36	80
17	85	37	86
18	68	38	68
19	60	39	48

20	70	40	70
	62		60



# The Post – Test Score of Listening Skill Test of Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014.

Sample Code	Score	Sample Code	Score		
	ASITAS	MURIAN			
1	62	21	68		
2	90	22	74		
3	85	23	70		
4	90	24	86		
5	68	25	74		
6	75	26	92		
7	80	27	<mark>90</mark>		
8	72	28	66		
9	78	29	74		
10	80	30	78		
11	68	31	74		
12	70	32	60		
13	64	33	80		
14	85	34	92		
15	88	35	82		
16	90	36	94		

17	78	37	78
18	72	38	68
19	74	39	76
20	72	40	72

ASSESSMENT

## The Classification of the Ability of Listening

No.	Score	Grade
1.	90-100	Excellent
2.	89-76	Good
3.	75-60	Adequate
4.	59-30	Unacceptable
5.	29-5	Poor

1.1

## Appendix 8

Degree of	Value of "t" on the level significan		
freedom	5%	1%	
1	12,71	63,66	
2	4,30	9,92	
3	3,18	5,84	
4	2,78	4,60	
5	2,57	4,03	
6	2,45	3,71	
7	2,36	3,50	
8	2,31	3,36	
9	2,26	3,25	
10	2,23	3,17	
11	2,20	3,11	
12	2,18	3,06	
13	2,16	3,01	
14	2,14	2,98	
15	2,13	2,95	
16	2,12	2,92	
17	2,11	2,90	
18	2,10	2,88	
19	2,09	2,86	
20	2,09	2,84	
21	2,09	2,83	
22	2,08	2,82	
23	2,07	2,81	
24	2,07	2,80	
25	2,06	2,79	
26	2,06	2,78	
27	2,06	2,77	
28	2,05	2,76	
29	2,05	2,76	
30	2,04	2,75	
35	2,04	2,72	
40	2,03	2,71	
45	2,02	2,69	

## The Value of T- table for Any Number Degree of Freedom



50	2,02	2,68
60	2,01	2,65
70	2,00	2,65
80	1,99	2,64
90	1,99	2,63
100	1,98	2,63
125	1,98	2,62
150	1,98	2,61
200	1,97	2,60
300	1,97	2,59
400	1,97	2,59
500	1,96	2,59
1000	1,96	2,58

## Nama : Winarsih Kelas : XI- Bahasa No. Abs : 32 STUDENT'S WORKSHEET Global warming to shrink fish by 24%

#### WARM-UPS

Y. Shrinking fish

2. Chart: size / shrinking / a quarter / global warming / species / tropical / oxygen / migrate /surprised / decrease / body size / puzzle / overfishing / pollution / greenhouse

gas.

5

	How worried?	What to do about it?
Fish stocks		
Water		
weather		
Drought		
Pollution		

- 4. Before listening: TRUE / FALSE: Read the headline. Guess if a-e below are true (T) or false (F).
  - a. A report says all fish will shrink by 24 per cent by within decades. T /(F)
- b. Researchers did tests on more than 600 different types of fish.  $\widehat{(T)}$  F
- d. The research predicts many fish will relocate outside of tropical areas.  $\bigcirc$  F
- e. The head researcher was not surprised at the figures in his research. \$T/(F)\$
- 5. SYNONYM MATCH: Match the following synonyms from the article.

X. shrinking drop	a. relocate
2 coming approaching	b. probable
3. extensive : large-scale	c. approaching

d. problem e. diminishing f. react ~ g. worrying h. large-scale i. strategies j. drop ~

#### WHILE LISTENING

0

15

GAP FILL: Put the words into the gaps in the text.

The size of fish in the oceans is (1) \_ Jhrinling . A new report from the University of British Columbia in Canada states fish may shrink by as (2) much as a quarter in the coming decades because of global warming. The research team conducted (3) extensive tests on the effect of rising ocean temperatures on the size and number of over 600 (4) <u>species</u>  $\sqrt{}$  of fish around the world. They concluded that most fish are (5) likely U to shrink in size by 14-24 per cent by the year 2050. The biggest changes will be seen in tropical (6) \_\_\_\_\_\_. The scientists said there is less oxygen in warmer water so fish cannot grow at the (7) \_\_\_\_re te ~\_\_\_ they should. They added that many fish will migrate to cooler waters (8) <u>outside</u> the tropics. Lead researcher Professor William Cheung said: "We were surprised to see such a large (9) decrease in fish size. Marine fish are generally known to (10) respond to climate change through changing distribution and seasonality. But the unexpectedly big (11)  $\ell_{ff}ect$  that climate change could have on body size suggests that we may be missing a big (12) <u>piece</u>  $\mathcal{V}$  of the puzzle of understanding climate change effects in the ocean." He added that human activities such as (13) Overfishing and pollution will worsen the problem: "Our work shows a very (14) concerning future for the oceans and so it is very important to reduce greenhouse gas (15) emissions and develop better fish management policies to adapt to these changes," he said.

Piece .	concerning	respond	overfishing	decrease	
Emissions	effect_	extensive _	regions _	outside -	species
Shrinking	rate	much -	likely		

Nama : ÁNITA R Kelas : ×1 - BAHÁSA No. Abs : 01 50. STUDENT'S WORKSHEET Global warming to shrink fish by 24%

#### WARM-UPS

1. Shrinking fish

2. Chart: size / shrinking / a quarter / global warming / species / tropical / oxygen /

migrate /surprised / decrease / body size / puzzle / overfishing / pollution / greenhouse gas.

3.

2

4

	How worried?	What to do about it?
Fish stocks		
Water		
weather		
Drought		
Pollution		

- Before listening: TRUE / FALSE: Read the headline. Guess if a-e below are true (T) or false (F).
  - a A report says all fish will shrink by 24 per cent by within decades.b. Researchers did tests on more than 600 different types of fish.
    - (T) F DFons. T/Eeas. T/E
- c. Scientists say fish sizes will change most will be in the Polar Regions. T/EA. The research predicts many fish will relocate outside of tropical areas. T/E
  - neas. T/K
- e. The head researcher was not surprised at the figures in his research.
- 5. SYNONYM MATCH: Match the following synonyms from the article.

1. shrinking	drop	a. relocate
2 coming	approaching	b. probable
3. extensive	broad	c. approaching

4. likely problable	d. problem
5. migrate relocate	e. diminishing
6. decrease diministing	f. react
X. respond Gnswer	g. worrying
8. puzzle Stratigles	h. large-scale
9. concerning Worrying	i. strategies
10-policies problem	j. drop

#### WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

The size of fish in the oceans is (1) Shrinking . A new report from the University of British Columbia in Canada states fish may shrink by as (2) Mu ch as a quarter in the coming decades because of global warming. The research team conducted (3) e Mensive tests on the effect of rising ocean temperatures on the size and number of over 600 (4) 5 PECIES of fish around the world. They concluded that most fish are (5) Likely  $\checkmark$  to shrink in size by 14-24 per cent by the year 2050. The biggest changes will be seen in tropical (6) Fate . The scientists said there is less Out side they should. They oxygen in warmer water so fish cannot grow at the (\*)\_ added that many fish will migrate to cooler waters (8) regions the tropics. Lead researcher Professor William Cheung said: "We were surprised to see such a large (2) decre a feto Ffect in fish size. Marine fish are generally known to (19) climate change through changing distribution and seasonality. But the unexpectedly big (Th) respond that climate change could have on body size suggests that we may be of the puzzle of understanding climate change effects missing a big (12) Piece in the ocean." He added that human activities such as (13) Over fishing and pollution will worsen the problem: "Our work shows a very (14) Concerning future for the oceans and so it is very important to reduce greenhouse gas (15) Emisichs and develop better fish management policies to adapt to these changes," he said.

Piece	concerning	respond	overfishing	decrease	
Emissions	effect	extensive	regions	outside	species
Shrinking	rate	much	likely		

G



#### PEMERINTAH KABUPATEN KUDUS DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA

SMA 1 JEKULO JI. Raya Kudus - Pati KM.10 No. 34 Jekulo 🕿 (0291) 433930 Fax.(0291)4246065 Website: sman1jekulo-kudus.sch.id / E-mail: sman1jekulokudus@yahoo.co.id KUDUS 59382

> SURAT KETERANGAN Nomor: 420 / 1183 /14.07.4/2013

Yang bertanda tangan di bawah ini, Kepala SMA 1 Jekulo Kudus, dengan ini menerangkan bahwa :

N a m a	: KRISTANTI RAHAYU WULANDARI
NIM	: 2009-32-066
Progdi/Fakultas	: Pendidikan Bahasa Inggris / FKIP
Universitas	: Universitas Muria Kudus

Benar-benar telah mengadakan Penelitian di SMA 1 Jekulo Kudus pada tanggal 15 November s.d 4 Desember 2013. untuk penulisan skripsi dengan Judul "LISTENING ABILITY OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 JEKULO KUDUS BY USING BREAKING NEWS IN THE ACADEMIC YEAR 2013/2014".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

6 Desember 2013 TAH KKOUNY A 1 Jekulo Kudus SMA 1 JEKUL **DOKO SUTRISNO** D KAN PENDAUA IV/a NIP.19630506 198405 1 006

#### YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS UNIVERSITAS MURIA KUDUS

Kampus UMK Gondangmanis Bae Kudus PO BOX 53 Phone/ Fax. 0291-438229

#### KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan dibawah ini:

Nama	: Titis Sulityowati, SS, M.Pd
NIP/ NIS	: 198104022005012001
Jabatan	: Pembimbing I
Nama	: Drs. Muh. Syafei, M. Pd
NIP/ NIS	: 196204131988031002
Jabatan	: Pembimbing II

Menerangkan bahwa

Nama: Kristanti Rahayu WulandariNIM/ Semester: IXProgram Studi: Bahasa Ingris

Telah menyelesaikan bimbingan skripsi dengan judul "LISTENING ABILITY OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 JEKULO KUDUS TAUGHT BY USING BREAKING NEWS IN THE ACADEMIC YEAR 2013/ 2014".

Demikian surat keterangan ini dibuat sebagai syarat untuk mengajukan permohonan ujian terakhir.

Pembimbing II

Drs. Muh. Syafei, M. Pd NIP. 196204131988031002 Pembimbing I

Titis Sulitvowati, SS, M.Pd NIP. 198104022005012001

#### YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS UNIVERSITAS MURIA KUDUS Kampus UMK Gondangmanis Bae Kudus PO BOX 53 Phone/ Fax. 0291-438229

#### PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama	: Kristanti Rahayu Wulandari
NIM/Semester	: 2009 32 066/IX
Program Studi	: Pendidikan Bahasa Inggris

Mengajukan permohonan menempuh ujian skripsi.

Bersama ini kami lampirkan hal-hal sebagai berikut:

- 1. Surat pernyataan mahasiswa tentang orisinilitas skripsi.
- 2. Surat keterangan selesai bimbingan skripsi.
- 3. Naskah skripsi 4 eksemplar.
- 4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi.
- 5. Transkrip nilai yang telah lulus dengan IPK minimal 3,0.

Mengetahui, Ka Prodi Pendidikan Bahasa Ingg Kudus, January 2014

Pemohon

Ka. Prodi Pendidikan Bahasa Inggris

Kristanti Rahayu Wulandari NIM. 200932066

Diah Kurniati, S.Pd, M/Pd NIS. 0610701000001199

### YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS UNIVERSITAS MURIA KUDUS FAKULTAS KEGURUANDAN ILMU PENDIDIKAN Kampus Gondangmanis Bae Kudus PO. Box 53 Telp/ Fax. 0291-438229

### STATEMENT

I, Kristanti Rahayu Wulandari (NIM: 200932066) state that my skripsi entitled: LISTENING ABILITY OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 JEKULO KUDUS TAUGHT BY USING BREAKING NEWS IN THE ACADEMIC YEAR 2013/ 2014 is indeed the scientific work of mine, not that of others'. I just take some certain quotation from others' scientific woks as my references.

I am fully responsible for this statement.

Kudus, 2013

Kristanti Rahayu Wulandari 2009-32-066

#### **CURRICULUM VITAE**

The writer's name is Kristanti Rahayu Wulandari. The writer was born in Pati., June 29, 1991. The writer lived in Tegalombo 11/01, Dukuhseti, Pati.

The writer is the last child from Bpk. Sarjono and Ibu Suntari. The writer has one brother. The writer was graduated from SDN 05 Tegalombo at 2003. Then, the writer continued her study at SMP N 2 Dukuhseti Pati in 2006. After that, the writer entered SMA N 1 Tayu Pati and graduated in 2009. Then, the writer entered University of Muria Kudus. The writer is hanging on hope that she will have finished her study in the University by April in this year.

Thank you very much. The Writer,