

APPENDICES

Appendix A

Transliteration

Transliteration	English translation	Indonesian Translation
Qul huwal lazee ansha akum wa ja'ala lakumus sam'a wal absara wal af'idata qaleelam maa tashkuroon.	<i>"Say, "it is He who has produced you and made you hearing and vision and hearth; little are you grateful."</i>	Katakanlah: "Dialah Yang menciptakan kamu dan menjadikan bagi kamu pendengaran, penglihatan dan hati" (Tetapi) amat sedikit kamu bersyukur.

Appendix B

Audio transcript

Audio 1**Sciarium.com**

Number 1

Woman: *Have you seen the Doctor about your skin condition yet?*

Man: *Oh, it's not a problem anymore. I found an ointment that works just fine.*

What does the man imply?

Number 2

Man: *Need a ride home?*

Woman: *Thanks, but my apartment is just around the corner. Besides, I need the fresh air.*

What will the woman probably do?

Number 3

Man: I got my grades in the mail and there was a mistake in my mark for your course.

Woman: I know there was a problem with the computer system. It should be straightened out by next week.

What does the woman mean?

Number 4

Man: I thought the department store was open late from Tuesday through Friday night.

Woman: No. Just Thursdays and Fridays.

On what nights is the store open late?

Number 5

Woman: Excuse me, could you by any chance tell me where the dean's office is?

Man: I'm sorry, I'm just visiting a friend here.

What can be inferred about the man?

Number 6

Man: Are you sure this is what I ordered? This looks like chicken salad.

Woman: Oh, I'm sorry. You ordered the tuna salad, didn't you? I'll be right back with it.

What does the woman mean?

Number 7

Man: Oh, this headache. Do you have any aspirin? On the way back from the grocery store I went right past the pharmacy, but I forgot to pick them up.

Woman: Sorry, I don't. But there's another one just down the street that's open
24 hours.

What does the man suggest the woman do?

Number 8

Woman: Gary, what took you so long?

Man: Do you have any idea how hard it is to find this place?

Why was the man late?

Number 9.

Woman: *Joan, did you pick up your student identification card?*

Man: *No, I had Kathy get it for me.*

What happened to the card?

Number 10

Woman: *Will you be driving to school this year?*

Man: *Unfortunately, I can't afford a car yet.*

What does the man mean?

Number 11

Man: *So you're spending the holiday weekend in Washington DC.*

Woman: *Yes, my cousin lives there and he'll put me up.*

What does the woman mean?

Number 12

Man: *My wife and I would like to have you over for dinner on Friday.
Okay?*

Woman: *That's very kind of you, but I have theater tickets for that evening.*

What does the woman mean?

Number 13.

Man: *I don't think I'm ever going to find this article that Professor Fraser
told me about.*

Woman: *Go to the reference desk, someone they're can tell you how to track
it down.*

What does the woman suggest the man do?

Number 14.

Woman: *I'm confused about the requirements for this course. Do you know
what they are?*

Man: *It's sort of complicated, but I have a rough idea.*

What does the man mean?

Number 15.

Woman: *If you could only wait another five minutes, I'm sure the manager will be free to answer your questions.*

Man: *I'm sorry, but I just can't wait any longer. I have to get to class.*

How does the man feel?

Number 16.

Man: *Can you go over my notes with me? I'll never understand all these chemistry experiments.*

Woman: *You know, review sessions are being held every night this week. They're supposed to be good.*

What does the woman imply the man should do?

Number 17.

Woman: *Oh, hi, Mike. Good to see you. I'm setting up for my first solo show here and boy, arranging all these paintings is a much bigger job than I expected.*

Man: *Really? I'll be happy to give you a hand with it.*

What does the man mean?

Number 18.

Man: *I'm going to have to drop out some of the courses. I registered for 21 credits next semester.*

Woman: *You can't be serious. What are you trying to do, graduate early?*

What does the woman imply the man should do?

Number 19.

Woman: *I'm getting really stressed out. I just don't have the time to work on all three projects.*

Man: *You need to set priorities, just take the time to figure out what has to be done first.*

What does the man suggest the woman do?

Number 20.

Man: *You know, when I sit at the back of the classroom, I can't see the board unless I squint.*

Woman: *Well, you've been wearing those same glasses as long as I've known you. It might be time for a new pair.*

What does the woman imply?

Number 21.

Woman: *Has Alice decided on a major yet? I know she was thinking about American history.*

Man: *She has so many interests. As far as I know, she hasn't been able to make up her mind.*

What does the man say about Alice?

Number 22.

Woman: *You know, the days are getting longer now, now spring officially arrived last night.*

Man: *And none too soon. Now if only the temperature would cooperate I'm tired of wearing winter clothes*

What does the man imply?

Number 23

Woman: *I need a place to live next semester the ride back and forth to class this year was too much*

Man: *Did you check out the south dorm, the rooms are pretty small but it's close to everything*

What does the man suggest the woman do?

Number 24

Woman: *I lend sally twenty dollars two weeks ago and she still hasn't paid me back.*

Man: *She has a reputation for that kind of think.*

What does the man mean?

Number 25

Woman: *I haven't seen you on the tennis court recently that was practically your second home and*

Man: *Well with all my new responsibilities of the admissions office, you know campus tour stuff like that. I haven't had time to do anything else.*

What does the man mean?

Number 26

Woman: *It looks as though i'm not gonna have to take marketing 101*

Man: *That's great, i guess your work experience is really paying off*

What does the man imply?

Number 27

Man: *Have you been to the health center for your immunization yet*

Woman: *I have an appointment at the clinic to take care of it this afternoon*

What does the woman mean?

Number 28

Man: *Accounting as a career, i never took an interest in*

Woman: *I can see why, arithmetic was never your strength*

What does the woman tell the man?

Number 29

Man: *Our library has the most extensive collection of anthropology books of any university*

Woman: *Not to mention journals*

What does the woman mean?

Number 30

Man: *I hear your brother got you to fix his closet*

Woman: *He wouldn't take no for an answer, anyway it didn't take me very long*

What does the woman mean?

LONG DIALOGUE

1st Long Dialogue

Man: *oh that hurts*

Woman: *what happened did you cut yourself?*

Man: *yes on the edge of this paper how can such a little cut hurt so much i'm not even bleeding but my finger really hurts*

Woman: *you know i read something about that it turns out that a little cut on a finger can hurt a lot more than a big cut somewhere else*

Man: *why, that doesn't make any sense*

Woman: *actually it does they are more nerve endings in your hands than almost anywhere else in the body and it's the nerve endings that allow you to feel pain*

Man: *I guess that's true*

Woman: *also a little cut like yours won't damage the nerve endings just irritate them if they were damaged you'd feel less pain but the wound could be more serious*

Man: *so i suppose i should be happy my finger hurt so much*

Woman: *right now go get yourself a bandage*

Man: *why you just told me it's not serious*

Woman: *it's not but it does seem to be bothering you, putting a bandage over the cut will keep the skin from drying and will help keep the skin together*

if the skin stays together the nerve endings won't be exposed and the cut will hurt less

Number 31

How did the man cut himself?

Number 32

What surprised the man?

Number 33

According to the woman what determines how painful a cut is?

Number 34

What advice does the woman give the man?

Number 35

What will the man probably do about the cut on his finger?

2nd Long Dialogue

Woman: *Today's guest on science update is David brown, doctor brown you and your team have found bacteria far below the earth's surface you must be thrilled about your discovery*

Man: *Well yes, it's very exciting. For a long time we'd suspected the presence of such organisms but we lacked substantial evidence*

Woman: *How did you confirm the existence of the bacteria?*

Man: *Well, technology helped' our drilling techniques have improved significantly and so the risk that surface bacteria could be mistaken for*

those found at much greater depth was reduced. With the new techniques we could get much deeper into the earth

Woman: *How far down did you actually get?*

Man: *In one case about three kilometers, we were surprised I must tell you that there were organisms that far down*

Woman: *You know it sounds like fiction something like a loft world*

Man: *Let's call it a hidden biosphere and it's probably a very extensive one .the mass of the living organism below the surface may be equal in size to the mass of the surface bacteria*

Woman: *Have you found any unique life forms?*

Man: *Yes, one of the organisms is the first anaerobic bacillus ever discovered. That means it can live and grow only where there is no oxygen*

Woman: *Is there any danger of these bacteria infecting people when you bring them to the surface?*

Man: *The bacteria in question were adapted to an environment that hostile and alien to humans. Conversely these anaerobic bacteria could not survive in our environment. So we really don't need to worry about these bacteria causing illness to people.*

Number 36

What is the main topic of the interview?

Number 37

What aspect of the hidden biosphere does the man discuss?

Number 38

According to the man why is there no danger of infection by the bacteria?

NARRATION

1st Narration for questions 39, 40, 41 and 42

Listen to a professor talk to new students about an experiment in child development

In our lab today we'll be testing the hypothesis that babies can count as early as five months of age. The six babies here are all less than six months old. You will be watching them on closed circuit TV and measuring their responses. The experiment is based on the well-established observation that baby stare longer if they don't see what they expect to see.

First we're going to lead to dolls move slowly in front of the baby's. The babies we'll see the two doll disappear behind a screen. Your job is to record in seconds how long the baby stare at the dolls when the screen is removed. In the next stage two dolls will again move in front of the babies and disappear but then a third doll will follow. When the screen is removed the babies will only see two dolls. If we are right the babies well now stare longer because they expect three dolls but only see two.

It seems remarkable to think that such young children can count. My own research has convinced me that they have this ability from birth, but whether they

do or not perhaps we should raise another question should we take advantage of this ability by teaching children mathematics at such a young age. They have great untapped potential but is it good for parents to pressure young children.

Number 39

What is the experiment designed to demonstrate

Number 40

Which of the baby's reactions would be significant for the purposes of the experiment?

Number 41

How does the professor explain the baby's behavior?

Number 42

What implication of her research is the professor concerned about?

2nd Narration for questions 43, 44, 45 and 46

Before starting our tour of Monticello, I'd like to give you some historical fact that might help you appreciate what you see today even more. Monticello as the very much loved home of Thomas Jefferson for over fifty years. Jefferson who was of course president was also a great reader and language enthusiast. He read widely on different subjects including architecture.

He wasn't formally trained in architecture but as a result of his study and observation of other buildings, he was able to help design and build the house. He chose the site himself, naming the estate Monticello, which means little mountain

in Italian. In fact many of the ideas behind the design also came from the Italian architect Andrea Palladio who lived in the sixteenth century and who had a great influence on the architecture of England.

Jefferson however ignored one palladium's principles that is not to build in a high place. Minded shallows elevation made the transportation of what was needed at the house for example food especially difficult. But the view from the state would not be as spectacular if Jefferson had followed Palladio's advice. There really is no boundary between the house and the nature around it and so Jefferson was able to look out on his beloved state of Virginia from this wonderful vantage point. Now we'll go on to Jefferson library.

Number 43

What is the purpose of the talk?

Number 44

How did Jefferson learn about Palladium's ideas?

Number 45

In what way did Jefferson go against the advice of palace?

Number 46

According to the speaker what is the advantage of Monticello location

3rd Narration for questions 47, 58, 49 and 50

Now that we've all introduce ourselves to the new members let's get down to work. as the committee in charge of this year's tree planting project we have

several items on our agenda, first we have to review the budget, the president has inform me that the trustees has set aside three thousand dollars for the purchase of trees and our environmental t-shirt sale netted a profit of fifteen hundred dollars

Second we have to finalize the choice of trees, as you know we're working with Richardson's nursery again this year since everyone seemed pleased with the work he did for us last year. Mar Richardson has presented us with several choices within our price range that he thinks would meet our needs. He sent us pictures of the trees for us to look at, but he wanted me to tell you that we're welcome to visit the nursery if we want to see the trees themselves

Lastly we need to plan some kind of ceremony to commemorate the planning. Several ideas including a garden party of some sort of been suggested, so let's get on with it and turn to the first order of business.

Number 47

Who is conducting the meeting?

Number 48

How did the committee raise money?

Number 49

Why did the committee choose Richardson's nursery?

Number 50

What will the committee probably do next?

Audio 2**Toefl.id**

Question 1

Woman: *Carla said that you are rather rude*

Man: *is unfair of her to say that about me*

What does the man mean?

Question 2

Man: *I don't think this painting is very good*

Woman: *it's better than the first one isn't it*

What does the woman say about the painting?

Question 3

Woman: *your graduation ceremonies is this afternoon*

Man: *I can't believe it, I graduated at all last*

What does the man mean?

Question 4

Woman: *I got this dress for only five dollars*

Man: *five dollars, down did you get it so cheap*

What does the mean?

Question 5

Man: *I just got my third parking ticket this week*

Woman: *why don't you try putting more money in the parking meter when you park your car?*

What does the woman suggest that the man do?

Question 6

Woman: *were you able to get hold of the book that you wanted*

Man: *I couldn't, at the bookstore they told me that wasn't available yet*

What does the man mean?

Question 7

Woman: *Professor Michel lecture can certainly went on and on for quite some time*

Man: *I thought he was never gonna finish*

What does the man imply about the lecture?

Question 8

Man: *you don't have the notes from yesterday's physics class*

Woman: *no I don't. Do you think I could borrow yours?*

What does the woman mean?

Question 9

Man: *you said that you wanted to go shopping this afternoon. What do you want to get*

Woman: *I think I'd like to get my dad a new wallet for his birthday*

What does the woman mean?

Question 10

Woman: *you didn't go into the pool even for quick dip*

Man: *I put my big toe in and decided that the water was too cold for me*

What does the man mean?

Question 11

Man: *do you know where your sweaters is*

Woman: *I think left it in my sister's house, but I'm not sure*

What does the woman mean?

Question 12

Man: *I need for you to work on these new accounting reports*

Woman: *but I scarcely have time to finish the ones I already have*

What does the woman imply?

Question 13

Woman: *how much longer do you think you're going to fail my exercise machine?*

Man: *I give up*

What does the man mean?

Question 14

Woman: *look at those waves coming in, they're as huge as I ever seen them*

Man: *you can say that again*

What does the man mean?

Question 15

Man: *are you ready for the political science exam today, I stayed up all night studying for this*

Woman: *didn't you know that the professor put it off until next week*

What does the woman mean?

Question 16

Woman: *I haven't turned my schedule change form yet, do you think that's a problem*

Man: *you haven't turned it in yet, is absolutely essential that you turn the form in immediately*

What does the man mean?

Question 17

Woman: *I'd like to try on some rings, please*

Man: *do you prefer rings in gold or silver*

Where does this conversation probably take place?

Question 18

Man: *look at this, you made an awful lot of long distance calls last month*

Woman: *I called my family even more than usual, that's why the bills so much higher than usual*

What are the man and woman probably discussing?

Question 19

Man: *what do you think of your new boss?*

Woman: *couldn't be more impressed with him*

What does the woman mean?

Question 20

Woman: *mike, do you know when the recital starts*

Man: *it starts at three o'clock doesn't it?*

What does mike mean

Question 21

Woman: *if your tooth is hurting you so much, perhaps you should see your dentist right away*

Man: *I don't really want to, but I guess I don't have much choice*

What will the man probably do next?

Question 22

Man: *I need to buy some stamps*

Woman: *Then you better get to the post office quickly because it closes at five o'clock*

What can be inferred from the conversation?

Question 23

Woman: *do you know how I can find the journal article that we supposed read for class tomorrow*

Man: *the professor copied it and put it on reserve in the library*

What does the man mean?

Question 24

Woman: *I really think you should try to be a little more calm*

Man: *if I were any calmer I'd be asleep*

What does the man mean?

Question 25

Man: *I don't think that news report can possibly be true*

Woman: *neither do I*

What does the woman mean?

Question 26

Woman: *Has management decided on a new policy for pay raises?*

Man: *it's still up in the air, I think it'll be discussed to get the meeting next Friday*

What does the man mean?

Question 27

Woman: *I can't believe it snowing today*

Man: *it wasn't exactly unexpected*

What does the man mean?

Question 28

Man: *how do you think you did on the literature exam that you had this morning*

Woman: *I really wish I could take it over again*

What does the woman imply?

Question 29

Woman: *you didn't have to wait outside, you could have just opened the door and walked right in.*

Man: *so the door was not locked*

What had a man assumed?

Question 30

Man: *my guess is that you're leaving the office now and heading straight home*

Woman: *you hit the nail on the head*

What does the woman say about the man?

Question thirty one through thirty four

Listen as a man and woman discuss a haircut

Woman: *hi bob your hair looks nice, it's a bit shorter than usual isn't it?*

Man: *a bit shorter? I don't think so, it's a lot shorter. When I look in the mirror I don't even know who's looking back at me.*

Woman: *so you got a haircut, but you didn't get the haircut that you wanted*

Man: *this is not even close to the haircut that I wanted. I asked to have my hair trimmed just a little bit and a hair stylist really went to town. When I looked down at the floor there were piles of hair, my hair, on the floor. I couldn't believe it*

Woman: *well, what did you say to the hairstylist?*

Man: *what can I say, the hair was already cut off. I couldn't exactly say please put it back on, although that's exactly what I did want to say.*

Woman: *Well, at least your hair grow back soon*

Man: *that's what everyone is saying to me, it'll grow back, and it'll go back. But it will not grow fast enough to make me happy*

Woman: *maybe after you get used to it, you'll like it a bit more*

Question 31

What seems to be true about bob haircut?

Question 32

How does bob seem to feel about his haircut?

Question 33

What did bob see on the floor?

Question 34

What do people keep saying to bob?

Questions thirty five through thirty eight

Listen to a conversation about a man's great grandmother

Man: *I talked to my great grandmother on the phone this morning*

Woman: *your great grandmother? You talked with her often*

Man: *I try to call or at least once a week. She's a really wonderful woman and she's over eighty five years old. I enjoyed talking to her because she so understanding and because he gives me good advice*

Woman: *what advice did you have for today?*

Man: *she told me to be careful because a big storm is coming.*

Woman: *she said that a big storm is coming is your weather forecaster*

Man: *not exactly, she says that she can feel it in her bones once a storm is coming. I know it sounds funny but when he feels it in her bones that a storm is coming she's usually right.*

Woman: *that's not actually so funny. When people get older the tissue around their joints can become stiff and swollen. Just before storm the air pressure often drops and this drop on air pressure can cause additional pressure and pain and swollen joints. So when your great grandmother tells you she thinks a storm is coming she probably has some aching in her joint from the decreasing air pressure and learn*

Man: *I had better pay more attention to my great grandmother's weather forecasts*

Question 35

How often does the man usually talk to his great grandmother?

Question 36

What did the man's great grandmother tell him on the phone this morning?

Question 37

Where does the man's great grandmothers say that he feels a storm coming?

Question 38

What will the man probably do in the future?

Questions thirty nine through forty two

Listen to a talk by a tour guide in the everglades national park

Today we're going to be taking a tram tour or three part of the everglades national park. Quite probably will be seeing a number of crocodiles sunning themselves by the side of the water or poking their heads up through the water.

Needless to say we will not be getting off the ground at any time and to we leave the area. Because of the danger posed by the crocodiles.

By the way you've probably heard of the expressing crying crocodile tears. It's common to say that someone is crying crocodile tears when he/she's pretending to be sad or full of regret. Crocodiles always appear to have tears in their eyes. But they're not crying because of sadness or even pretend in sadness. Instead a crocodile uses its tear ducts to get rid of extra salt from his body. A crocodile does not sweat the same way that humans do. It must get rid of extra salt through tears. So if you see a crying crocodile, do not think that it's feeling sad it was basically sweating through his eyes

Look over there on the right there are too large crocodiles on the water's edge right next to the fallen trees, you can get out your cameras and take pictures from here on the tram. But no, you cannot get off the tram to get any closer.

Question 38

Where does this talk take place?

Question 40

What does the expression crying crocodile tears mean when it is used to describe humans?

Question 41

Why do crocodiles have tears in their eyes?

Question 42

What does the tour guide recommend?

Questions forty three through forty six

Listen to the following lecture by a university professor

Please take your seat now because I would like to begin today's lesson. Today we will be discussing one of the more elegant understood forms of nineteenth century transportation the clipper ship. Clipper ship for the nineteenth century were the graceful multi-celled ocean going vessels that were designed for maximum speed. They were given the name clipper ship in reference to the fact that they clipped along in such a fast way of speed.

Clipper ship were constructed with a large number of sails in order to maximize their speed. They often had six to eight sails on each of the masts and commonly had three and perhaps four masts. The speed it achieved were unbelievably

Question 43

In which course would this lecture most probably be given?

Question 44

What is the most likely meaning of the expression "to clip along?"

Question 45

What were clippers you'd for is used for in the United States

Question 46

What does the professor remind students about?

Questions forty seven through fifty

Listen to the following talk by a drama goes to a group of actors

I know that some of you are feeling more than a little nervous about tonight's performance. and I want you to understand that this is quite are natural feeling you are going to be on stage in front of a lot of people tonight and it's normal to be experiencing some nerves. I would like to help you to understand his feelings and not let them interfere with your performance.

What you are experiencing is called stage fright stage fright is your fear that develops before you give a performance in front of an audience. Stage fright is not experience just by actors and actresses, it can also be experienced by musicians, athletes, and teachers, anyone who performs in front of a group of people. It occurs before performance one of her former is concerned about looking foolish in front of others.

just before tonight's performance if you're feeling a bit tense if your knees are shaky and if your stomach as butterflies in it and if you are thinking about how bad your performance could be then you have a major case of states fright.

To control stage fright you can work to control both a physical reactions and a negative thoughts. To combat the physical reactions you can try techniques such as deep breathing muscle relaxation or even just laughing to relieve some of the pressure. To combat the negative thoughts you should force yourself to focus on what you have to do rather than on what other people are going to think

That's all I have to say for now I'll see you back here at six o'clock because the performance starts at eight o'clock. just remember that if you begin to feel at all

nervous try some deep breathing to relax and focus your thoughts on a performance that you are about to give. See you this evening

Question 47

Who would probably not experienced a stage fright in their work

Question 48

What physical reaction may someone who is experiencing stage fright commonly have?

Question 49

How can someone combat the negative thoughts associated with states right?

Question 50

When should the actors arrive at a theater?

Audio 3**YouTube.com**

Long Dialogue/Narration 1

Woman: *Hi professor do you mind if i talk to you for a minute*

Man: *Sure Carla what's going on?*

Woman: *Well as you know this has been a really difficult class for me and i'm really really nervous about the final coming up i'm scared i'm going to fail this class but i have to pass on i'll have to take an extra class next semester and i know that would be difficult. I was wondering if you could help me prepare or figure out a way to the least make sure i'll pass*

Man: *Yes I've notice this class hasn't been easy for you. I'm glad you came to me because the last thing i want is for any of my students to fail the course would have you been doing to prepare for the final*

Woman: *while i'm studying in the library whenever i can but i feel like i just don't understand the information i'm only taking miss intro to biology class because i need to fulfill my science requirement i'm a French major in science just doesn't make sense to me i'm really scared i'm not going to do well on the final is there any way i could do some extra credit to help my grade*

Man: *I'm sorry Carla but there will be no opportunities for extra credit if i let you do something i would have to let everyone in the class do it*

Woman: *Oh okay well i understand i guess*

Man: *why don't you see if you can study with some other students in the class i'm sure martin or Sarah would be willing to help you may seem to have an excellent grasp on the material?*

Woman: *I could, i kind of feel bad asking i know Sarah is in the student government and Martin is on the soccer team so i feel like they're both really busy*

Man: *Well if you don't feel comfortable working with them you could always go to the student center and have them help you find a tutor you would have to pay but it's really cheap since they are student tutors and subsidized by the school*

Woman: *I guess i could do that. I really can't afford to fail this class. I think i'm going to have to invest in a tutor.*

Man: *I know many students who have done well after working with one of the student tutors if you decide to go that route i'm sure you will benefit as well*

Woman: *I hope so thanks professor*

Man: *Of course Carla good luck*

Number 1

What problem is the student having?

Number 2

Why does Carla mention that Sarah is in the government and martin is on the soccer team?

Number 3

Why does the students say she is taking this class?

Number 4

What does the professor suggest Carla do?

Number 5

What does the professor implying when he says that Martin and Sarah have an excellent grasp on the material?

Long Dialogue/Narration 2

Professor: *All right. now a common misconception about global climate change commonly referred to as global warming is that if we experience and unusually hot day in this area alone then it's evidence of climate change i just want to take a second to make it clear that changes in local weather is a weather related event not a climate related one climate refers to the long term predictable atmospheric conditions of a specific area not the conditions of a day or even a week for that matter whether refers to the conditions of the atmosphere during a short period of time weather forecasts are usually made in forty hour cycles and are more concerned with daily and early predictions. Yes, henry*

Henry: *So you're saying that climate has more to do with seasonal changes for example like the difference between summer and winter New York while weather is more about the conditions outside today or tomorrow*

Professor: *That's right Henry so now that we have established exactly what we mean by climate let me ask you about the causes of climate change i mention them in the last class.*

Jessica: *well we started by talking about the industrial revolution which began in the early eighteen hundreds and that's when most of society started burning fossil fuels like oil and coal and those fuels release a bunch of carbon dioxide into the air and when there's more carbon dioxide in the air more of the sun's energy gets trapped in the atmosphere, so the climate of the earth warms.*

Professor: *perfect Jessica maybe i should have you teach the class so yes most of us know about the harmful effects of the burning of fossil fuels and the release of greenhouse gases in the atmosphere and i'll get back to that in a minute but what causes climate change their two more. Henry*

Henry: *i know, one is solar intensity and the other i think has something to do with volcanoes. Sorry i can't remember exactly.*

Professor: *Well like you said the intensity of the sun does change, believe it or not. Changes in the amount of heat from the sun has been proposed as one explanation for past climate events and the third you're thinking of his volcanic eruptions.*

Henry: *ah that's whe, I remember now the gas gases released during interruption can change the climate over a period of a few years. But this type of climate change is usually just short term right.*

Professor: *Right, now let's get back to fossil fuels as Jessica mentioned increased amounts of carbon dioxide and other greenhouse gases are usually released through the burning of fossil fuels. Make no mistake, what may sometimes be reported in the media as debatable there is no debate among scientists as to whether or not climate change is due to human activity.*

True the strength of the sun's rays and the eruption of volcanoes can play a role, but there is an overwhelming amount of evidence that human activity particularly the burning of fossil fuels is to blame for the rise in global temperatures. And we are now starting to see the tremendous impact global warming is having on our environment.

Between two thousand and two and two thousand and six Greenland lost almost two hundred kilometers worth of glaciers and as the glaciers melt around the globe the sea levels rise which threatens the coastal life of humans and the marine life of aquatic species.

Now many organisms on land are also being affected by the changes in climate. Temperature and rainfall play key roles in determining the geographic distribution of plants and animals. For example, researchers have shown that three hundred and eighty five

plant species in England or flowering five day sooner than usual in addition insect species that pollinate and rely on these flowers are now arriving sooner than in previous decades this mismatch timing of plants and insects could result in the loss of both species in the area. Small changes in the atmosphere have already made a big impact on species that rely on specific weather conditions. Most think of polar bears and they're disappearing homeland of snow and ice but this is just one of the many organisms threatened by global climate change and that includes us humans.

Number 1

What is the professor mainly discussing?

Number 2

The professor discuss his several causes and effects of climate change. Indicate which information matches or cause or effect.

Number 3

What is the difference between weather and climate?

Number 4

According to the lecture what is an example of the effects of climate change?

Number 5

What is the professor implying when he says this? "Perfect Jessica maybe I should have you teach the class"

Number 6

What is the professor imply about the role of human activity in climate change?

Long Dialogue/Narration 3

Okay so i'm sure you all know what meteors are right, those bright shooting stars in the sky that sometimes pass through the atmosphere and land here on earth is hot rocks. Well these alien rocks go on quite a journey to make it here. You see, these meteors start off as comets from other areas in space. The ice in these comets melt when they get close to the sun which breaks apart and sprays millions of tons of rock and dust into the solar system. As each of the larger dust in rock particles enters the earth's atmosphere it creates a brief fiery trail that is often called a shooting star but is properly known as a meteor. Says the particles move at speeds of many kilometers per second friction with the air vaporizes them at an altitude of between eighty and one hundred and thirty kilometers. The resulting flash of light fade out within a few seconds to be visible the shooting stars or meteors must be within about two hundred kilometers of the observer. On a typical dark and moonless night you can see up to six meteors per hour maybe more. I don't know about you but witnessing a shooting star is really a magical feeling.

anyway the typical meteor is produced by a particle with the mass of less than one gram no larger than a π how can we see such a small particle the light you see comes from the much larger region of heated glowing gas surrounding this little grain of material. Because of its high speed the energy in a pea sized meteor is greater than a bullet being fired by a gun on earth. But as i'm sure you all know these shooting stars these meteors sometimes land on the ground. Meteorite are

pretty much found in two ways. First are meteorite falls, sometimes bright meteors or fireballs are observed to penetrate the atmosphere and find their way to the earth surface. The two thousand and thirteen Chelyabinsk fireball in Russia produced tens of thousands of small meteorite many of them easy to find because these dark stones fell on snow. People sometimes discover unusual looking rocks that turn out to be meteorite, these rocks are termed "meteorite finds". The second way meteors are found: since the nineteen eighties meteorite finds in the arctic have dramatically increased our knowledge of space and its materials. More than ten thousand meteorite have been recovered from the arctic as a result of the motion of the ice in some parts of that continent. Meteorite that fall in regions where ice accumulates are buried and then carried slowly to other areas where the ice is gradually worn away. After thousands of years, the rock again finds itself on the surface along with other meteorite carried to the same locations.

The meteorite in our collections have a wide range of compositions and histories but traditionally they have been placed into three broad classes. First are "the irons", composed of nearly pure metallic nickel iron. The second are "the stones" the term used for any rocky meteorite. The third are the rarer "stony irons" made as the name implies of mixtures of stone and metallic iron. Of these three types the irons and stony irons are the most obviously extra-terrestrial because of their metallic content pure iron almost never occurs naturally on earth therefore if you ever come across a chunk of metallic iron it is sure to be either man made or a meteorite. The stones are much more common than the irons but more difficult to recognize often laboratory analysis is required to demonstrate that a particular

sample is really of extraterrestrial origin. Especially if it as lane on the ground for some time and been subject to weathering. The most scientifically valuable stones are those collected immediately after they fall or the Antarctic samples preserved in a nearly perfect state by the ice.

Number 1

What is the purpose of the lecture?

Number 2

Which type or meteorite are considered the rarest?

Number 3

Why does the professor discuss meteorites in the Antarctic?

Number 4

What is the professor imply when he says this? “Of these three types the irons and stony irons are the most obviously extraterrestrial because of their metallic content”

Number 5

Why can we see a meteor falling in the sky if it is smaller than the size of a pea?

Long Dialogue/Narration 4

Woman: *Hi welcome to the career center how may i help you*

Man: *Hi my name's Michael i'm a senior and i'm trying to apply for some jobs i don't want to have to worry about finding something over the summer after graduation. i saw flyer the other day somewhere on campus that*

said you're offering resume reviews, and that i could just drop in whenever to get some help with my resume

Woman: *That's smart of you to get a start we do offer drop in resume review but that's only on Thursdays and since today is Friday of course you're gonna have to come back next Thursday*

Man: *Oh no really, darn. i was really hoping to get some help there is one job in particular that i want to apply for but the deadline is next Tuesday, so i need to get help with my resume before then*

Woman: *Well, what i could do is make you an appointment to meet with the career advisor that will be better anyways, because then you can meet for an hour or so and discuss any questions you may have*

Man: *That sounds amazing when you think I can get an appointment*

Woman: *Let me take a look at our calendar here. Oh i hate to say this but it looks like all of our advisors are fully booked until Wednesday.*

Man: *No one is available until Wednesday. yikes that's too late, also i mean i guess i could make an appointment anyway since i'll be applying to other jobs in the future but boys are they do about this one i have no idea how to write a good resume and the job application is due Tuesday*

Woman: *Why don't i put you down on the wait list so that way if anyone cancel, rules or something opens up i will call you right away. In the meantime you could try having a friend or family member help you out or talk to someone you know who has written a resume before that's probably your best bet.*

Man: *Yeah i guess i'll have to do that. Well thanks anyway, and please put me down for the appointment on Wednesday*

Woman: *Will do and i'll call you if anything opens up sooner have a great day.*

Number 1

Why does the student go to the career center?

Number 2

Why is the student upset that the resume review is only on Thursdays?

Number 3

Why does the student take the appointment with a career adviser on Wednesday even though it's after his application is due?

Number 4

What will the student do since he is unable to get help from the career center before his job application is due?

Number 5

How does the student feel after a conversation with a career center receptionist?

Long Dialogue/Narration 5

Man: *Now class i'd like to start off by discussing the reading. So who can tell me about Adam smith?*

Woman: *He wrote the wealth of nations*

Man: *Right, bingo. Adam smith wrote the wealth of nations. And why is that such an important book? Natalie.*

Woman: *Well, Adam Smith has been called the father of economics and the wealth of nations was the first book to introduce the idea of the division of labor. Which is like pretty much the model of most industries*

Man: *Well said Natalie, Adam Smith's wealth of nations was the first comprehensive take on my modern economic theory. And by modern I mean the late 18th century, the book was published in 1776. Smith introduced the concept of the division of labor which means that the way a goods or services produced is divided into a number of tasks that are performed by different workers instead of all the tasks being done by the same person. To illustrate the division of labor, Smith counted how many tasks went into making a pin, drawing out a piece of wire, cutting into the right length, straightening it, putting a head on one end and a point on the other, and packaging pins for sale to name just a few. Smith counted eighteen distinct tasks that were often done by different people all for a single pin believe it or not. Now modern manufacturing companies still follow the same principle they divide each individual task in the production of a given object even a relatively simple business like a restaurant divide up the tasks of serving meals into a range of jobs*

Woman: *I'm sorry professor I don't understand what makes the division of labor so special, why is it important that Adam Smith pointed this out in his book*

Man: *Well, nowadays we're used to working in companies where we each are given a specific role to fill but this idea was revolutionary in the eighteenth century. Adam Smith was the first to really understand and explain why the division of labor was and is so important. When the tasks involved with producing a good or service are divided, workers and businesses can produce a greater quantity. In his observations of pin factories. For example Smith observed that one worker alone might make twenty pins a day. But that a small business of ten workers who each needed to do just two or three of the eighteen separate tasks could make forty eight thousand pins in a day. How can a group of workers each specializing in certain tasks produce so much more than the same number of workers who try to produce the entire good or service by themselves*

Woman: *I think I remember from the reading that Smith mentioned specialization is important*

Man: *That's right Natalie well that's one of the three reasons stated by Smith actually but it's a good place to start. Specialization in a particular small job allows workers to focus on the parts of the production process where they have an advantage. People have different skills talents and interests so, they will be better at some jobs than at others whatever the reason if people specialize in the production of what they do best they will be more productive than if they produce a lot of combinations of things some of which they are good at and some of*

which they're not smith second point is that workers who specialize in certain tasks often learned to produce more quickly and with higher quality. This pattern holds true for many workers including assembly line laborers who build cars, stylists who cut hair, and doctors who perform heart surgery. In fact specialized workers often know their jobs well enough to suggest just innovative ways to do their work faster and better. Specialization also allows businesses to take advantage of economies of scale maybe i should write that on the board. Right so economies of scale means that for many goods as the level of production increases. The average cost of producing each individual unit declines. for example if a factory produces only one hundred cars per year each car will be quite expensive to make on average however if a factory produces fifty thousand cars each year then it can set up an assembly line with huge machines and workers performing specialized tasks. And the average cost of the production per car will be lower

Number 1

What is the lecture mainly about?

Number 2

How does the professor organize his lecture?

Number 3

What is a professor implying when he says this?

“That’s right Natalie. Well that's one of the three reasons stated by smith actually, but it's a good place to start”

Number 4

According to the lecture what example the smith provide in order to describe the division of labor in his book?

Number 5

What does the professor imply about smith's concept of the division of labor?

Number 6

According to the lecture what his specialization?

Long Dialogue/Narration 6

So, America looked a lot different back in the early nineteenth century. Most Americans lived on the east coast populating cities like New York, Boston and Philadelphia. However there were still plenty of land west across the Mississippi and stretching all the way to the western shores of the Pacific Ocean. In areas around present day California, the American government wanted to get people to start moving out of the east coast and migrating west to settle these lands and create new village's towns and settlements. The homestead act of the nineteenth century gave free land for any brave pioneers who are willing to migrate west and settle in the planes lands in modern day states like Kansas, Nebraska, and the Dakotas.

Now of the hundreds of thousands of settlers who moved west the vast majority were what we call homesteaders. These pioneers were mostly average families seeking land and opportunity. Freelance sounded like a great deal too

many recent immigrants who had difficulty finding work and had hardly any money to their name. The promise of a piece of land to raise a family and call home sounded too good to be true, and it was. You see, there was a reason why most of this land remained unclaimed. It was unsettled and hard to farm. Still the idea of a new life was too good to miss for some. They settled throughout the land that now makes up the Midwestern states of Wisconsin, Minnesota, Kansas, Nebraska, and the Dakotas.

The weather and environment was terrible and settlers struggled to make a living. The region typically had low rainfall and harsh temperatures, made the growing of crops almost impossible. Irrigation was a requirement, but finding water and building adequate systems proved too difficult and expensive for many farmers. The first houses built by western settlers were typically made of mud and side with thatched roofs, as there was little wood for building rain when it arrived presented constant problems for these sought houses with mud falling into food and pests most notably lice living in the bedding. Weather patterns not only left the field dry, they also brought tornadoes, droughts blizzards and a huge amount of insects.

Farmers also faced the ever present threat of debt and farm foreclosure by the banks. While land was essentially free under the Homestead Act, all other foreign necessities cost money and were initially difficult to obtain and the newly settled parts of the country where market economies did not yet fully reach. Horses, farm animals, wagons, wells, fencing, seed, and fertilizers were all critical to survival. But often hard to come by since so few people lived in these areas, railroads charged high rates for farm equipment and farm animals, making it

difficult to get goods or make a profit on anything send back east. Banks also charged high interest rates and in a cycle that repeated itself year after year farmers would borrow from the bank with the intention of repaying they're debt after the harvest as the number of farmers moving westward increased the market price of their produce declined. Even as the value of the actual land increased each year.

Hard working farmers produce ever larger crops flooding the markets and then driving prices down even further. Although some understood the economics of supply and demand, none could control such forces. Eventually the arrival of a more extensive railroad network aided farmers mostly by bringing much needed supplies such as lumber for construction and new farm machinery. In turn larger commercial farms began to develop.

Farmers in Minnesota North Dakota and South Dakota hired migrant farmers to grow wheat on large scale farms. These enormous farms we're succeeding by the end of the century. But small family farms continue to suffer. Although the land was nearly free, it cost close to a thousand dollars for the necessary supplies to start up a farm. And impossible some for most. Many people who were drawn out west for free land ended up as hired workers, working on other forms for daily wage. The frustration of small farmers grew ultimately leading to a revolt. But i'm getting ahead of myself, let's take a closer look at

Number 1

What is the lecture the about?

Number 2

What was the purpose of the Homestead Act?

Number 3

How does the professor organize the lecture?

Number 4

Why this refers to talk about the farmers homes?

Number 5

Why did many farmers and of needing a reasonable amount of money to be successful in the new land?

Number 6

Would eventually lead to the development of larger commercial phones?

Appendix C

Consultation Note

Date	Notes	SIGNATURE
November 14 th 2022	Perombakan Background of study; menghubungkan penelitian dengan English education, penghapusan beberapa bagian tidak perlu, dan penggantian surah terkait penelitian (disarankan melihat skripsi supryadi, 2014).	
	Perbaiki format penulisan table pada bab 2.	
	Menambahkan teori tentang Listening Toefl.	
	Penggantian teknik pengumpulan data menjadi documentation	
	Penggantian teknik analisis menjadi Content analysis.	

December 14 th 2022	Penomoran halaman	
	Pemindahan urutan definition of keyterm	
	Pemberian judul chapter II	
	Perbaikan format penulisan citation	
	Perbaikan format penulisan menjadi justify	
	Perbaikan font dalam table	
	Perbaikan grammar pada chapter III; mengganti future tenses menjadi past tenses.	
	Perbaikan format penomoran sub judul.	
	Perbaikan format penulisan hasil temuan dan analisis pada chapter IV.	

December 19 th 2022	Perbaiki penulisan background study menjadi background of study.	
	Perbaiki penulisan nomor sub judul	
	Perbaiki format penulisan pada Chapter IV menjadi justify.	
	Mengganti format penulisan subscriber youtube dari 47 ribu menjadi 47.000.	
December 26 th 2022	Pelurusan penempatan table pada chapter II	
	Pelurusan penempatan sub judul pada Chapter II	
January 2 nd 2023	Menambahkan suggestion untuk future researcher pada bagian suggestion.	
	Menambahkan kesimpulan terkait pembagian jenis pertanyaan pada tiap tiap sumber	

CURRICULUM VITAE

I. Personal Details

Name : Zakaria Eka Putra
Place and Date of Birth : Tabalong, August 1st, 1998
Gender : Male
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : Supriyadi and Hani Endang Ekowati
Siblings : Muhammad Shalihul Ihsan, Nurul Azizah,
Muhammad Arif

II. Formal Educational Background

2003 : Pasar panas kindergarten
2009 : State Elementary School 9 Tabalong
2012 : State Junior high school Pasar panas
2016 : State Islamic Senior High School 2 Tabalong
2016 - 2023 : English Education Department of Antasari State
Islamic University Banjarmasin

III. Organization Experience

2016– 2019 : Member of Linguistics and Debating Society
(LiDS) Educia

Banjarmasin, 3 January 2023