



Interlanguage:

English for Senior High School Students XI

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Language Study Programme

Joko Priyana
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Eka Denis Machfutra

Language
Study
Programme



PUSAT PERBUKUAN
Departemen Pendidikan Nasional

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Diperbanyak oleh....

Kata Sambutan

Puji syukur kami panjatkan ke hadirat Allah SWT, berkat rahmat dan karunia-Nya, Pemerintah, dalam hal ini, Departemen Pendidikan Nasional, pada tahun 2008, telah membeli hak cipta buku teks pelajaran ini dari penulis/penerbit untuk disebarluaskan kepada masyarakat melalui situs internet (website) Jaringan Pendidikan Nasional.

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Kami menyampaikan penghargaan yang setinggi-tingginya kepada para penulis/penerbit yang telah berkenan mengalihkan hak cipta karyanya kepada Departemen Pendidikan Nasional untuk digunakan secara luas oleh para siswa dan guru di seluruh Indonesia.

Buku-buku teks pelajaran yang telah dialihkan hak ciptanya kepada Departemen Pendidikan Nasional ini, dapat diunduh (down load), digandakan, dicetak, dialihmediakan, atau difotokopi oleh masyarakat. Namun, untuk penggandaan yang bersifat komersial harga penjualannya harus memenuhi ketentuan yang ditetapkan oleh Pemerintah. Diharapkan bahwa buku teks pelajaran ini akan lebih mudah diakses sehingga siswa dan guru di seluruh Indonesia maupun sekolah Indonesia yang berada di luar negeri dapat memanfaatkan sumber belajar ini.

Kami berharap, semua pihak dapat mendukung kebijakan ini. Kepada para siswa kami ucapkan selamat belajar dan manfaatkanlah buku ini sebaik-baiknya. Kami menyadari bahwa buku ini masih perlu ditingkatkan mutunya. Oleh karena itu, saran dan kritik sangat kami harapkan.

Jakarta, Juli 2008
Kepala Pusat Perbukuan

Kata Pengantar

Puji syukur kami panjatkan kepada Tuhan Yang Maha Esa yang telah memberi hidayah, kekuatan, kesehatan, dan ketabahan kepada kami sehingga penyusunan bahan ajar seri *Interlanguage: English for Senior High School Students* ini terselesaikan.

Bahan ajar ini disusun dengan tujuan menyediakan materi pembelajaran Bahasa Inggris untuk peserta didik kelas XI sesuai dengan Standar Isi mata pelajaran Bahasa Inggris 2006. Materi dan tugas pembelajaran dikembangkan dengan prinsip-prinsip *Communicative Approach* untuk secara terintegrasi mengembangkan kompetensi peserta didik dalam keempat keterampilan berbahasa, yaitu menyimak, berbicara, membaca, dan menulis. Selain itu materi dan tugas pembelajaran secara terpadu mengembangkan kecakapan hidup dalam arti luas dan peningkatan wawasan kebhinekaan.

Materi dan tugas-tugas pembelajaran dalam bahan ajar ini diorganisasikan ke dalam dua siklus pembelajaran, yaitu siklus lisan dan siklus tulis. Sementara siklus lisan menekankan pengembangan keterampilan berbahasa lisan (menyimak dan berbicara), siklus tulis mengembangkan keterampilan dalam berbahasa tulis (membaca dan menulis). Sesuai dengan prinsip keterpaduan dalam pembelajaran bahasa, kedua siklus tersebut mengembangkan keempat keterampilan berbahasa secara terintegrasi. Baik siklus lisan maupun siklus tulis tersusun atas empat macam kegiatan pembelajaran, yaitu pembuka, pajakan terhadap bahasa target, penjelasan mengenai unsur-unsur kebahasaan, dan latihan berkomunikasi dalam bahasa target secara terbimbing maupun bebas. Selain itu, untuk keperluan pengayaan dan evaluasi, setiap unit dilengkapi dengan tugas terstruktur berupa pekerjaan rumah dan review.

Kegiatan-kegiatan belajar dikembangkan untuk menjadikan siswa secara aktif belajar Bahasa Inggris melalui kegiatan memahami dan menggunakan bahasa Inggris untuk mengekspresikan gagasan dan perasaan secara alami. Dalam pembelajaran, guru diharapkan bertindak sebagai fasilitator, pemberi umpan balik, dan pendorong siswa agar berani menggunakan bahasa target untuk berkomunikasi secara akurat dan berterima.

Penyusunan buku ajar ini terselesaikan atas dukungan dari berbagai pihak. Oleh karena itu, kami mengucapkan terima kasih kepada semua pihak yang telah membantu terselesaikannya penyusunan buku ini.

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Januari, 2008

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Key to Pronunciation

Vowel

Phonetics symbols	Example	Pronunciation
i:	see	[si:]
i	any	[ˈeni]
e	ten	[ten]
æ	hat	[hæt]
ɑ:	arm	[ɑ:m]
ɒ	got	[gɒt]
ɔ:	saw	[sɔ:]
ʊ	put	[pʊt]
u:	too	[tu:]
ʌ	cup	[kʌp]
ɜ:	fur	[fɜ:]
ə	ago	[əˈgəʊ]
eɪ	pay	[peɪ]
aɪ	five	[faɪv]
əʊ	home	[həʊm]
aʊ	now	[naʊ]
ɔɪ	join	[dʒɔɪn]
ɪə	near	[nɪə]
eə	hair	[heə]
ʊə	pure	[ˈpjʊə]

Consonants

Phonetics symbols	Example	Pronunciation
p	pen	[pen]
b	bad	[bæd]
t	tea	[ti:]
d	did	[dɪd]
k	cat	[kæt]
g	got	[gɒt]
tʃ	chin	[tʃɪn]
dʒ	june	[dʒu:n]
f	fall	[fɔ:l]
v	van	[væn]
θ	thin	[θɪn]
ð	then	[ðen]

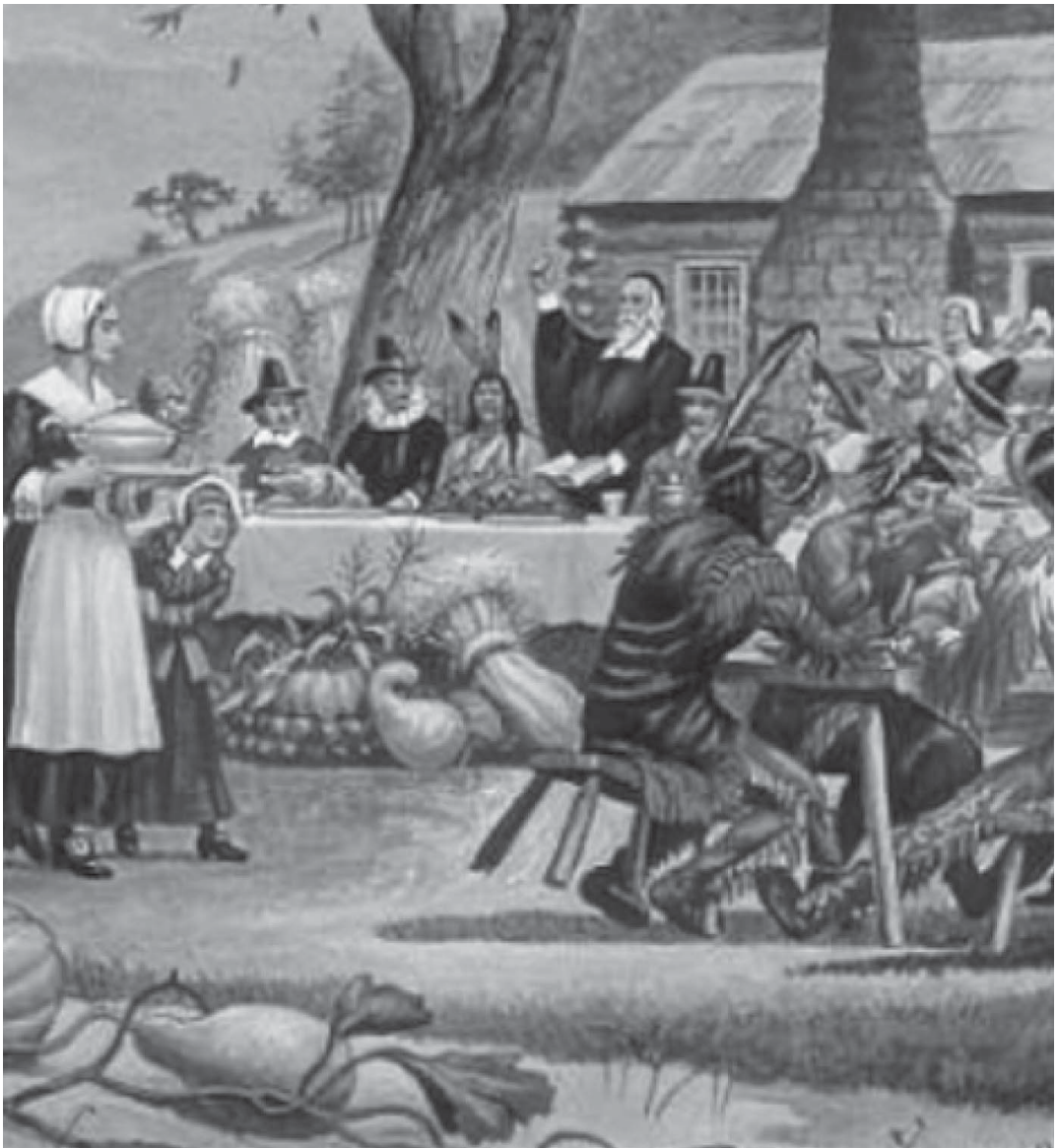
s	so	[səʊ]
z	zoo	[zuː]
ʃ	she	[ʃiː]
v	vision	[ˈvɪʒn]
h	how	[haʊ]
m	man	[mæn]
n	no	[nəʊ]
s	sing	[sɪŋ]
l	leg	[leg]
r	red	[red]
j	yes	[jes]
w	wet	[wet]

List of Abbreviations

- kb* : kata benda
kki : kata kerja intransitif
kkt : kata kerja transitif
ks : kata sifat
kk : kata keterangan

UNIT I

THANKSGIVING IS A CELEBRATION DAY.



<http://www.lifehack.com>



In your everyday life you often find people requesting many things from you. You might agree or refuse other people's requests. Therefore, you should know how to grant requests. Do you know how to do it very well?

Do you often read encyclopedias, books, or other sources which give you information on something? You may find information reports on different things from those sources. If you are curious of the cultural tradition from other regions such as thanksgiving celebration, you can find that type of information there. Can you write such information reports? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

In pairs, match each celebration with its name by drawing an arrow. Then, answer the questions based on your knowledge.



- New Year
- Halloween
- Easter
- Thanksgiving
- Gawai Dayak

Pictures:
1. <http://www.kapitro.sarawak.gov.my>
2. Robert Wallance on Flickr.com
3. <http://www.more4kids.info>
4. <http://www.flickr.com>
5. <http://www.eatingdisorders.about.com>

Questions

1. Which of the above celebrations do you know?
2. Why do people celebrate it?
3. How do they celebrate it?
4. When do they celebrate it?



Task 2

Pronounce and learn the meaning of the following words. Then, complete the sentences with the suitable word. Compare your answers with your partner's.

festival ['festɪvəl] (kb)	: festival
ceremony ['serɪməni] (kb)	: upacara
celebration [sɛlɪ'breɪʃn] (kb)	: perayaan
celebrated ['selɪbreɪtɪd] (kb)	: merayakan
feast [fi:st] (kb)	: makan besar

1. Maras Taun is a thanksgiving ... of Belitung island.
2. Indonesian students have a flag ... on Monday morning.
3. There is usually a ... in a wedding reception.
4. We are going to hold the New Year ... tomorrow.
5. Thanksgiving Day is ... in Canada and North America.

B. Let's Act



1. Listen and Speak



Task 3

Listen to the dialogue and complete the following chart. One part has been completed as an example. The listening script is in the Appendix. Compare your answers with a classmate's.

MARAS TAUN	What? Maras taun is a harvest festival from Bangka Belitung.
	What for?
	When?
	How?



By the Way...

Thanksgiving is celebrated in many cultures around the world. It is celebrated differently but there are several things in common between thanksgivings in those various cultures. They are:

- All thanksgiving is celebrated to express and show happiness and thankfulness of God's grace.
- All thanksgiving celebrations have feast within the celebration.



Task 4

Match the words in the box with their definitions/meanings.

harvest
season

hauling
pound

calmness
blessed

1. _____: the actions of picking ripe crops.
2. _____: a part of the year when something usually happens.
3. _____: a quiet or not a rough way of something.
4. _____: protected by God.
5. _____: the amount of fish that are being caught.
6. _____: to hit hard.



Task 5

Study the following expressions.

Granting Request

In the dialogue between Ayu and Palupi you find the following expressions:

Ayu : Will you tell me about it?

Palupi : *Sure, I will.*

Ayu : Let's try to make *lepat* sometimes.

Palupi : *OK.*

Sure, I will and **OK** are expressions to grant a request.

Here are other expressions that you can use:

- Alright.
- Certainly.
- Right away.
- Of course.



Task 6

Listen to the following short dialogues and list the expressions to grant a request. The listening script is in the Appendix.

Granting Requests



Task 7

Listen to the following information twice and answer the questions. The following words might help you understand the text. The listening script is in the Appendix.

choirmaster ['kwaɪə mə:stə] (kb)	: pemimpin/ konduktor paduan suara
creeper ['kri:pə] (kb)	: tumbuhan yang menjalar
grace [greɪs] (kb)	: rizki/ anugrah
gram [græm] (kb)	: polong-polongan
hymn [hɪm] (kb)	: nyanyian pujian
litany ['lɪtəni] (kb)	: rangkaian doa
tinsel paper ['tɪnsəl] ['peɪpə] (kb)	: kertas marmer
vine [vaɪn] (kb)	: tumbuh-tumbuhan yang merambat
wheat [wi:t] (kb)	: gandum



Picture: <http://www.thanksgiving-day.com>

Questions

1. What is the information about?
2. Where is thanksgiving in India mostly celebrated?
3. What is thanksgiving called in India?
4. Who sponsor the celebration?
5. What does Christians prepare for thanksgiving?



Cultural Tips

In refusing a request we should be polite. We should show that we are sorry and express our regret to the person asking for a request.



Task 8

Complete the following sentences. The words in the box may help you. Compare your answers with your partner's.

1. Anna becomes the ... of the choir.
2. We decorate the Christmas tree with colourful
3. We are thankful for God's ... that are given to us.
4. Christians sing ... at church.
5. Grape is a type of
6. Chickpeas and lentils are
7. We need ... flour to make *bakwan*.
8. We always say ... before we eat.
9. Ivies are

choirmaster	tinsel	gram
creeper	vine	hymn
grace	litany	wheat



Task 9

In pairs, summarize the information that you learn from the dialogue below in the following chart. Then, perform the dialogue.

- Dorothy : Hi, Asma. Are you busy now?
Asma : Well, I'm just finishing an assignment. What is it?
Dorothy : I have to make a report on a thanksgiving celebration form another region. Will you help me?
Asma : Well, I'm not sure. I have to finish my assignment too.
Dorothy : It won't take long, I promise. I'm just going to ask you some information. Please...
Asma : Oh, OK.
Dorothy : Thank you.
Asma : What do you want to know?
Dorothy : Well I heard that there's a thanksgiving celebration in Malaysia. Please tell me about it.
Asma : Alright. Well, there is a thanksgiving celebration called Kadazan harvest festival or locally known as Tadau Ka'amatan. It is celebrated every May. It is celebrated to thank the Rice God. They believe that without rice there is no life.
Dorothy : What things are done during the festival?
Asma : People usually wear their traditional costumes and they give *tapai* (homemade fermented rice wine) to each other. Traditional games, buffalo races, agricultural shows and cultural programmes are performed.
Dorothy : Is that all?
Asma : Well, that's all that I know.
Dorothy : OK, thanks a lot.
Asma : Anytime.

Kadazan Harvest Festival

What?

What for?

When?

How?



Task 10

Report the information that you have summarized on Kadazan harvest festival. Use the following questions.

1. What is the celebration called?
2. What is it celebrated for?
3. Where is it celebrated?
4. When is it celebrated?
5. How is it celebrated?



Task 11

Read the following information and then report the main points to your group.

There is a holiday called Labour Thanksgiving Day (Kinrô kansha no hi) in Japan. It is a national holiday in Japan and it takes place annually on November 23. It is held as an occasion for commemorating labour and production and giving one another thanks.

Events are held throughout Japan in this holiday, such as Nagano Labour Festival. The event encourages thinking about the environment, peace and human rights.

It is not unusual for early grade elementary students to create drawings for the holiday and give them as gifts to local kobans, or police stations.

Labor Thanksgiving Day is actually the modern version for an ancient rice harvest festival known as Niiname-sai (新嘗祭), believed to have been held as long ago as November of 678. Traditionally, it celebrated the year's hard work; during the Niiname-sai ceremony, the Emperor would dedicate the year's harvest to kami (spirits), and taste the rice for the first time.

The modern holiday was established after World War II in 1948 as a day to mark some of the changes of the postwar constitution of Japan, including fundamental human rights and the expansion of workers rights. Currently Niiname-sai is held privately by the Imperial Family while Labour Thanksgiving Day has become a national holiday.

<http://www.wikipedia.com>



Task 12

Choose the correct answer to every question below based on the text in Task 11.

1. What is the information about?
 - a. Labour Day
 - b. Labour Thanksgiving Day
 - c. Thanksgiving Day
 - d. Niiname-sai
 - e. Japanese national holidays

 2. When is it held?
 - a. October 24
 - b. October 23
 - c. November 13
 - d. November 23
 - e. November 24

 3. What is it held for?
 - a. to celebrate the first harvest
 - b. to celebrate labour, production, and thank each other
 - c. to encourage human right, celebrate the first harvest and thank each other
 - d. to give the spirit some offering
 - e. to taste the first rice from the harvest

 4. When is *Kinrō kansha no hi* first held?
 - a. after World War I in 1948
 - b. before World War I in 1948
 - c. after World War II in 1948
 - d. before World War II in 1948
 - e. after World War II in 1943

 5. What is *Niiname-sai*?
 - a. A harvest celebration
 - b. Labour Day celebration
 - c. Labour Thanksgiving Day celebration
 - d. A Japanese national holiday
 - e. An International holiday

 6. Who held *Niiname-sai* privately?
 - a. people
 - b. government
 - c. Imperial family
 - d. Emperor
 - e. workers
-



Task 13

Interview two of your friends on a traditional thanksgiving festival that they know. You may use the provided questions as a guideline or create some on your own.

Questions you may ask

1. Is there any thanksgiving festival in your region? If so, what is it called? If no, what thanksgiving festival do you know?
2. What is it celebrated for?
3. When is it celebrated?
4. What do people do in the festival?
5. Have you ever participated in the festival?



Task 14

Study how the following words are pronounced.

Silent -gh-

In the expressions “Right [raɪt] and “Alright” [ɔl'raɪt] the -gh- are silent. That is because they are silent letters. Here are other words which also have silent -gh-.

- fight
- flight
- light
- might
- night

Now, try pronouncing the words above.



Task 15

Find eight words with silent -gh- in the puzzle below. The words may go vertically or horizontally. Then pronounce them once you find them.

W	R	A	P	K	N	E	E	A	R	E	M	U	S	C	L	E
P	O	E	M	S	R	I	G	H	I	W	R	O	T	H	B	E
A	M	I	G	H	T	S	E	E	G	H	T	L	O	V	E	L
I	E	V	E	E	O	O	A	T	H	K	N	I	G	H	T	S
R	O	N	T	H	T	I	G	H	T	B	O	G	G	Y	O	R
T	W	I	S	S	I	G	H	T	R	U	S	H	T	G	O	A
G	I	G	W	R	I	S	T	C	A	S	T	L	E	H	K	G
H	U	H	G	T	P	R	E	T	T	Y	S	L	I	G	H	T
G	O	T	H	I	C	K	C	H	I	C	K	G	O	T	G	H



By the Way...

The first thanksgiving in America was celebrated in October of 1621 at Plymouth. Only 50 Pilgrims survived through the harsh winter in Plymouth. The Pilgrims celebrated their first harvest with feasting and games to increase the morale of the 50 remaining colonists. It is also used to thank the native Indians who have helped them.



Picture: <http://cache.eb.com>



Task 16

Read the following poem together. Then, in groups of three discuss what the poem is about.



Thankful

(Unknown)

*Week before Thanksgiving,
I limp around real strange.
Huddle in the corner,
As though I have the mange.
All the other turkeys,
Just gobble, gobble on.
I'm silent, and I act*

*As if my gobbler's gone. Everyone is thankful
On Thanksgiving Day.
Friday it's forgotten.
You all go on your way.
I know what thankful is
So listen when I say.
"It's great to be a turkey,
After Thanksgiving Day."*



Taken from: <http://www.thanksgiving-day.org>
Picture 1: <http://www.lakejunaluska.com>
Picture 2: <http://www.wallpapers-2008.blogspot.com>



Task 17

Meet five of your classmates and ask them things and events that grant request. Ask them the expressions they say when they experience them.

Report Sheet	
Name	:
Student Number	:
	:
Name	Expressions



2. Read and Write



Task 18

Read the following information and then decide whether the statements are true or false according to the text. Correct the false statements and then ask your friend to check your answer and revision.

Gawai Dayak

Gawai Day or Gawai Dayak, is a festival celebrated in Sarawak. It is both a religious and social occasion. Gawai Dayak literally means “Dayak Festival”. Dayak visit their friends and relatives on this day. Those far away receive greeting cards. The mode of celebrations varies from place to place.

The festival is celebrated on the 1st of June every year. However, it actually starts on the evening of 31st of May. Gawai Dayak celebration may last for several days.

On the evening of 31st of May, the ceremony to cast the greediness spirit away (Muai Antu Rua) is held. Then, offering ceremony (miring) is conducted. Thanking gods for the good harvest, guidance, blessings and long life is done through sacrificing a cockerel. At midnight spirit welcoming procession (Ngaluh Petara) is held. Then, the celebration gets merrier as people start singing and reading poems.

On the 1st of June, the homes of the Dayaks are opened to visitors. Cock-fighting, blowpipe skill demonstration, and ngajat competitions are held. It is also during this time of the year that many Dayak weddings take place. Today, it is an integral part of Dayak social life. It is a thanksgiving day marking good harvest and a time to plan for the new farming season or activities ahead.



Adapted from: <http://www.wikipedia.com>

Picture: <http://www.flicker.com>

Statements	T	F	Reason
1. Gawai Dayak is a Dayak festival.			
2. Sacrifice is done through slaughtering a turkey.			
3. The celebration begins on the 1 st of June.			
4. Gawai Dayak is now a thanksgiving day of good harvest and planting season.			
5. In the Gawai Dayak's eve the people are very silent.			



Task 19

Study the following sentences and its form.

Serawak people celebrate Gawai Dayak. [Active]

S V O

Gawai Dayak is celebrated by Serawak people. [Passive]

S BE V3 by phrase

- The object of an active sentence becomes the subject in its passive form.
- The subject of an active sentence becomes the object in its passive form.
- **Pattern of passive voice (for simple present tense): S + BE + V3**



Task 20

Express the ideas below in the passive voice form.

1. They celebrate *Maras Taun* once a year.
 2. We sing and dance on *Maras Taun*.
 3. We pound rice to cook *lepat*.
 4. Malaysians celebrate *Tadau Ka'amatan*.
 5. Canadians celebrate *Thanksgiving Festival* on the 2nd Monday of October.
 6. They sacrifice a cockerel to thank God.
 7. Different people from various regions celebrate thanksgiving in different ways.
 8. People all over the world celebrate thanksgiving.
 9. My mom bakes pumpkin pie.
 10. They celebrate *Chuseok* for three days.
-



Task 21

Read the following information on thanksgiving celebrations in USA and Canada. Find the answers to the following questions. Compare your answers with your partners.

1. What is the Thanksgiving Day?
2. Where is it celebrated?
3. When is it celebrated in Canada?
4. How long does the celebration last in the USA?
5. How is it celebrated?

Thanksgiving Day



Thanksgiving or Thanksgiving Day is a celebration of harvest, thankfulness for peace, and the attempt of Native Americans. It is celebrated in late autumn. In the past, Thanksgiving was celebrated for their rich harvest in New England. In North America, however, it was originally held to thank God for their survival in the new land which was not easy for them. However, in Canada, it had been celebrated as in New England. Thanksgiving now is celebrated in United States of America and in Canada. Thanksgiving festivals are held every

fourth Thursday of November in the U.S and on the second Monday of October in Canada. It is usually celebrated in four to five days in the North America and for three days in Canada.

It is celebrated through families and friends gathering to eat and give good luck. Turkey is the main dish in the thanksgiving dinner. Thanksgiving parades are also usually held.

In Thanksgiving homes are decorated with wreaths, fresh and dried flowers. Lamps are lighted to brighten the environment. Tables are decorated with best china and antique silver dishes to mark the occasion.

Adapted from: www.thanksgiving-day.org and www.wikipedia.com
Picture: www.beachfrontonlyfiles.wordpress.com



Task 22

In pairs, match the following words from the text with its meaning. Express ideas using the word.

1. harvest ['hɑ:vɪst] (n)
2. wreath [ri:θ] (n)
3. china ['tʃaɪnə] (n)
4. dish [dɪʃ] (n)
5. dishes [dɪʃ'əz] (n)
6. occasion [ə'keɪʒən] (n)

- a. circle of flowers or leaves especially given at a funeral in memory of the dead person.
- b. happening time when something happens.
- c. cups, plates, etc., made of fine white clay.
- d. picking ripe crops.
- e. part of a meal; plate of prepared food.
- f. plates and cups, etc.



Cultural Tips

In a thanksgiving dinner (in Canada and America) when you are a guest, you should wait for the dish to be passed around and get some when the plate or bowl gets to you. Then you should pass and offer the dish to the person sitting next to you. Moreover, you should not spot only on a certain dish.



John Stenz on Flickr.com



Task 23

Study the following explanation.

The text entitled *Thanksgiving Day* has general information on thanksgiving in its first paragraph and specific information on thanksgiving on the rest of the paragraphs. Such a text is an information report which consists of two main parts.

- General information
- Bundles of more specific information

Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

The common grammatical patterns of an information report include:

- use of general nouns, eg *hunting dogs*, rather than particular nouns, eg *our dog*;
- use of relating verbs to describe features, eg *Molecules are tiny particles*;
- some use of action verbs when describing behaviour, eg *Emus cannot fly*;
- use of timeless present tense to indicate usualness, eg *Tropical cyclones always begin over the sea*;
- use of technical terms, eg *Isobars are lines drawn on a weather map*;
- use of paragraphs with topic sentences to organise bundles of information; repeated naming of the topic as the beginning focus of the clause.



Task 24

Write a report based on the following information.

- Celebration : Moon Festival or Lantern Festival or "Mooncake Festival"
- Where : East Asian (China, Vietnam, Malaysia, Singapore, etc)
- Function : celebrate abundance and togetherness
- When : On the 15th day of the 8th lunar month of the Chinese calendar (mid or late September)
- Food : moon cake (a sweet bean-paste filling with golden brown flaky skin)
- How : - Chinese family members and friends gather to admire the bright midautumn harvest moon, and eat moon cakes and pomeloes together.
- other regions : - Putting pomelo rinds on one's head
- Carrying brightly lit lanterns
- Burning incense to respect God



Task 25

Think of a traditional celebration that you know. Then, write a short report on it. You may follow the points in Task 24.



Task 26

Find a unique celebration from any sources. Summarize and report it to your class. Make sure that your summary contains the following types of information.

1. What the celebration is
 2. Where it is celebrated
 3. When it is celebrated
 4. How long it is celebrated
 5. How it is celebrated
-

C. Let's Do More



Task 27

Complete the following dialogues with the suitable expressions.

- Nita : Would you help me find an article on Thanksgiving?
Iwan : ... But, we have to get back home in an hour.
Nita : OK.
- Andi : What are you doing Ajeng?
Ajeng : I'm making a wreath. Could you pass me the ribbon please?
Andi :
Ajeng : Thanks.
- Mother : Retno, will you help me prepare dinner, please?
Retno :
Mother : Thank you sweety.
- Father : Denias, please, send this thanksgiving card to Mr Paul.
Denias : ... Dad. But, you haven't written his address.
Father : I thought I've written it down on the envelope.
Denias : No, you haven't.
Father : Wait a minute, OK. I'll look for it in my address book.
Denias :



Task 28

Rewrite the following jumbled paragraphs into a good report. Compare your report with your partner's.

It is celebrated on the 15th day of the 8th month of the lunar Korean calendar. The celebration started one day before and after. Therefore, it is a three days celebration.

A variety of folk games are played on Chuseok, but these vary from region to region. A lion dance is performed in the north-west, a tug of war in Jeolla and Gyeongsang provinces. Other regions hold wrestling and archery contests. For all games, in all regions, a Nongak band performs.

Chuseok, also called Han-ga-wi (from archaic Korean for "great middle"), is a major three-day holiday in Korea. It is a celebration of the good harvest. Koreans visit their ancestral hometowns and share a feast of Korean traditional food.

In modern South Korea, on Chuseok there is a mass exodus of Koreans returning to their hometowns to pay respects to the spirits of one's ancestors. People perform ancestral worship rituals early in the morning. They often visit the tombs of their immediate ancestors to trim plants, clean the area around the tomb, and offer food, drink, and crops to their ancestors. Harvest crops are attributed to the blessing of ancestors.



Task 29

Write a short paragraph on your favourite celebration that you know. Refer to the texts on task 18 and 21 for examples. Then, answer the following questions.

1. What is the report about?
 2. When is it held?
 3. How long does the celebration last?
 4. What do you do on the celebration day?
 5. What do you like most on the celebration?
-

D. Let's Check Your Competence



Task 30

Ask your classmates five things to do and write their responses. You may ask for the following requests.

1. Will you help me write a report?
 2. Will you explain to me how people celebrate thanksgiving in your region?
 3. Let's go to the library to find an encyclopedia.
 4. Could you accompany me to the internet?
 5. May I borrow your dictionary?
-



Task 31

Find two or more reports on Labuhan or any other thanksgiving celebration in the internet, newspapers, magazines, or any sources. Then, complete the points below.

..... Celebration	
What?	
What for?	
When?	
How?	

Intermezzo



Can a turkey jump higher than the Empire State Building?

Yes - a building can't jump at all

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to grant requests, for example:

- Alright.
- I will.
- OK.
- Right away.
- Sure.

2. Information report

Information report consists of two main parts.

- General information
- Bundles of more specific information

The social purpose of information reports is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, computers, countries of origin, transportation, and so on.

The common grammatical patterns of an information report include:

- use of general nouns, eg *hunting dogs*, rather than particular nouns, eg *our dog*;
- use of relating verbs to describe features, eg *Molecules are tiny particles*;
- some use of action verbs when describing behaviour, eg *Emus cannot fly*;
- use of timeless present tense to indicate usualness, eg *Tropical cyclones always begin over the sea*;
- use of technical terms, eg *Isobars are lines drawn on a weather map*;
- use of paragraphs with topic sentences to organise bundles of information; repeated naming of the topic as the beginning focus of the clause.

UNIT II

SYDNEY IS A METROPOLITAN CITY.



<http://rds.yahoo.com>



There are times when you feel satisfied or dissatisfied of something. When you find yourself satisfied with something, what expression should you use? And how will you show others that you are dissatisfied with a certain thing? Do you know how to do it very well? In this unit you will learn how you can express those feelings.

How many cities have you ever visited? Aren't you curious of other places in the world? You can find such information by reading encyclopedias, books, magazines, and sometimes you can find the information from a travel guide. Do you know how to write those types of information reports? Learn how to write reports and more in this unit through fun tasks.

A. Let's Get Ready



Task 1

In pairs, answer the following questions.



1. What is the building called?
 2. Where is it located?
 3. Is there a similar building in your hometown?
-



Task 2

Listen to the following advertisements and match the picture with its name and location. The listening script is in the Appendix.



Names:

Sydney Opera House

Big Ben

Ambon beach

Locations:

Ambon, Maluku

London

Sydney

Pictures:

1. <http://www.farm1.static.flickr.com>
2. <http://www.jbase.com>

3. <http://rds.yahoo.com>
4. <http://www.birkbinnard.com>

B. Let's Act



1. Listen and Speak



Task 3

Listen and complete the following text. Then, answer the questions. The listening script is in the Appendix.

The town of ... is built at the foot of ..., overlooking Ambon Bay. It is the provincial capital of Ambon has a number of interesting sites of historical and cultural interest that is worth visiting. It also has many wonderful beaches and coral sea gardens. Among them are Batu Capeu Beach only ... from Ambon bay. You can find hotels and restaurants there. You can also experience the fun of ... and water-skiing Poka-Rumahtiga Beach, just 21 km from Ambon. Another place that is worth visiting is the Tanjung Marthafons Beach which is also located ... from Ambon. There, facilities for canoeing, water-skiing and sail-boating are available. To experience the beauty of ..., you can go to Amuhusa Beach on Ambon Bay. Experience the fun and beauty that you'll never forget at Ambon.

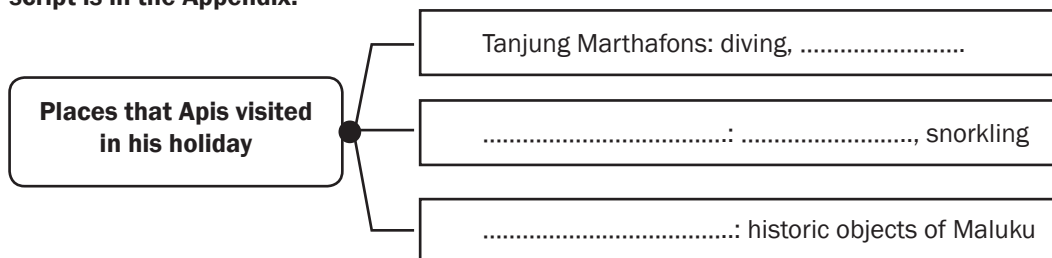
Questions

1. Where is Ambon located?
2. Where is Tanjung Marthafons Beach located?
3. What can you find in Amuhusa Beach?
4. Where can you go canoeing and water-skiing?



Task 4

Listen to the following short dialogue. After that, complete the information chart. The listening script is in the Appendix.



By the Way...

There are more than 33 selected diving spots in Ambon with magnificent coral gardens and fish.



Task 5

In pairs, study the following expressions.

From the dialogues in Task 4 you find the following expressions:

- *I'm pleased with my stay there.*
- *They are just magnificent!*

The expressions above are used to express satisfaction.

You also find the expression "*I was disappointed with the flight delay.*" This is an expression used to express dissatisfaction.

Here are the expressions that you can use.

Formal Situations	
Satisfaction	Dissatisfaction
..... very pleased with displeased with
..... content with discontented with
..... satisfied with dissatisfied with
..... very delighted with..... disappointed with....

Informal Situations	
Satisfaction	Dissatisfaction
Super!	Horrible!
Great!	Very sad!
Terrific!	Annoying!
Fantastic!	Disappointing!
Smashing!	Frustrating!



Task 6

In pairs, study the following dialogues and complete the table that follows. Then, perform the dialogues.

1. Andi : Retno, I thought you were on vacation.
Retno : Well, I got back early.
Andi : Why?
Retno : Well, I didn't really enjoy being there.
Andi : What happened?
Retno : Well, the beach was very dirty, and when I got there it was raining heavily. What made it worse was the hotel where I stayed had a bad service.
Andi : You seem to be unhappy with your vacation.
Retno : Yes, I'm quite displeased about it.

2. Denias : Ian, where have you been? I've been looking for you for the past six days.
 Ian : I just got back from Maluku.
 Denias : Really? So you had your vacation there?
 Ian : Well, actually I was visiting my grandparents. But, I also visited some beaches and a museum there.
 Denias : Did you have fun?
 Ian : Absolutely. The beaches are great and the sea is full of beautiful coral reefs.
 Denias : Don't tell me you went snorkeling!
 Ian : Yes, I did. It was awesome. I'm really content with my trip.
 Denias : Oh, I wished I had been there too.
 Ian : You should go there sometime.
 Denias : Yes, I know.
3. Retno : How's your vacation in Bali?
 Ayu : It was terrific! The beaches are beautiful and the sun set from Tanah Lot is magnificent.
 Retno : Really? What else did you do there?
 Ayu : Oh, I went parasailing! It was the most breath-taking thing that I've ever done.
 Retno : Wow, it must be a very fun trip for you.
 Ayu : Yes, I'm very satisfied with my vacation there. You must go there.
 Retno : Yes, I think I'll do that.

	Satisfactory Vacation	Unsatisfactory Vacation
Person's Name		
Place(s) visited		
Experience during the vacation		

Task 7

Complete the dialogue with the suitable expressions. Compare your answer with your partner's.

1.

Aunt Delia, how's your honeymoon?



Fantastic! Venice is a beautiful city. I'm very

2.



3.



4.



Task 8

Say the following expressions after the teacher. What do they mean?

1. Awesome!
2. Satisfying!
3. Splendid!
4. Amazing!
5. Frustrating!



Task 9

Express what you would say in the following situations. Compare your expressions with your classmates'.

1. You visited Monas and you were in a queue to get up the museum. However, the museum was closed just when it was your turn. You were very disappointed.
2. You went on a tour, but the places you visited were the same with the one last year. You felt very bored and disappointed.
3. The lake that you visited was splendid. You feel like staying there.
4. The zoo that you visited has a limited number of animals and it's very dirty. You decided not to go there again.
5. The botanical garden in Bogor was great. You have a great time being there.



Task 10

Study the following text then retell it to your class. Use the questions to guide you. Then decide whether the following statements are TRUE or FALSE. Correct the FALSE statements. The words in the box may help you.

archipelago [ɑ:kɪ'peɪləgəʊ] (kb)	: kepulauan/ sekumpulan pulau
lagoon [lə'ɡu:n] (kb)	: danau di pinggir laut
landmark ['lændmɑ:k] (kb)	: bangunan atau benda yang mudah dilihat
marshy [mɑ:ʃɪ] (ks)	: basah dan lembek
noble ['nəʊbl] (kb)	: bangsawan
residence ['rezɪdəns] (kb)	: tempat tinggal
rural ['rʊərəl] (kb)	: pedesaan

The Queen of the Adriatic

Venice is a city in northern Italy. It is the capital of region Veneto. Together with Padua, the city is included in the Padua-Venice Metropolitan Area. Venice has been known as the “Queen of the Adriatic”, “City of Water”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world-famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old center, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or for weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses (“vaporetti”) which ply regular routes along the major canals and between the city’s islands. The city also has many private boats. The only gondolas still in common use by Venetians are the traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

You can see the amusing city’s landmarks such as Piazza San Marco, Palazzo Contarini del Bovolo, Saint Mark’s Cathedral or villas of the Veneto. The villas of the Veneto, rural residences for nobles during the Republic, are one of the most interesting aspects of Venetian countryside. They are surrounded by elegant gardens, suitable for fashionable parties of high society. The city is also well known for its beautiful and romantic view, especially at night.

Adapted from: <http://www.wikipedia.com>

Guided Questions

1. What is Venice?
2. Where is it located?
3. What is it famous for?
4. What can you find there?

Statements	T	F	Correction
1. Venice is also called “the city of light”.			
2. There are around 300 bridges connecting the city.			
3. The city has 117 islands.			
4. People usually travel by gondola.			
5. The Veneto villas are the most interesting thing in Venetian country side.			



Task 11

Watch a television show which reports on unique places or tourist objects. Write the information that you get from the show and report it to your class. Make sure that the information covers the following points.

1. What the place is called
2. Its location
3. Special things about the place (what you can find and do there)



2. Read and Write



Task 12

Read the following report on Sydney. Then, complete the chart with the information from the report. Find the meanings of the following words based on the context. You may use your dictionary.

bay [beɪ] (kb)	: ...
coast [kəʊst] (kb)	: ...
colony ['kɒləni] (kb)	: ...
harbour ['hɑ:bə] (kb)	: ...
metropolitan [metrə'pɒlɪtən] (kb)	: ...
settlement ['setlmənt] (kb)	: ...
site [saɪt] (kb)	: ...
skyscraper ['skɑ:skreɪpə] (kb)	: ...
state capital [steɪt 'kæpɪtəl] (kb)	: ...

Sydney the Metropolitan City



Sydney is the most populous city in Australia, with a metropolitan area population around 4.12 million. It is the state capital of New South Wales and is the site of the first European colony in Australia. The city is Australia's largest financial centre.

Sydney is located on Australia's south-east coast. The city is built around Port Jackson, which includes Sydney Harbour, leading to the city's nickname, "the Harbour City".

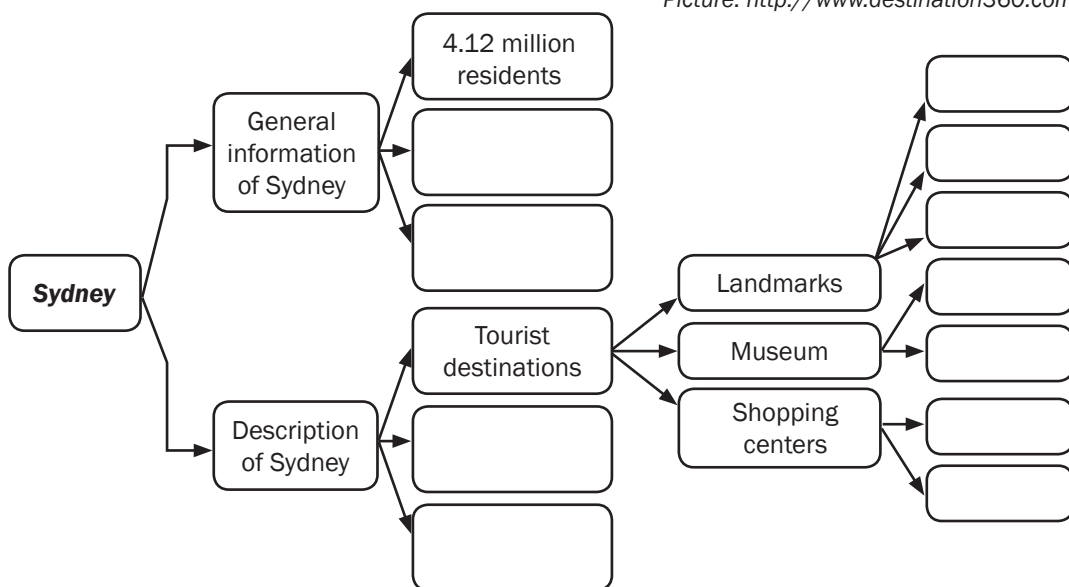
This city is a major international tourist destination famous for its beaches and twin landmarks: the Sydney Opera House and the Harbour Bridge. The metropolitan area is surrounded by national parks, and contains many bays, rivers and inlets.

Sydney also has many shopping centres and retail outlets throughout the city. The Queen Victoria Building on George Street also contains many shops. Many of the large regional centres around the metropolitan area also contain large shopping complexes.

Sydney has several museums. The biggest are the Australian Museum (natural history and anthropology), the Powerhouse Museum (science, technology and design), the Art Gallery of New South Wales, the Museum of Contemporary Art and the Australian National Maritime Museum.

Sydney's Central Business District (CBD) extends southwards for about 3 kilometres (1.25 mi) from Sydney Cove. It is the point of the first European settlement in the area at the southern end of the bridge known as "The Rocks". It is densely concentrated with skyscrapers and other buildings including historic sandstone buildings such as the Sydney Town Hall and Queen Victoria Building are combined by several parks such as Wynyard and Hyde Park.

Adapted from: <http://www.wikipedia.com>
Picture: <http://www.destination360.com>



Task 13

In small groups, give an example to every of the following landmarks and sites in Indonesia. The first one has been done for you.

1. bay = Bayur bay
2. coast
3. harbor
4. landmark
5. metropolitan city
6. skyscraper



Cultural Tips

“In Australia if you are teased, you are expected to reply in kind, with good humor. Such self-confidence will increase an Australian’s respect for you. They do not admire a subservient attitude. “



Task 14

In pairs, study the following explanation.

The text entitled **Sydney the Metropolitan City** presents the general information and specific information about Sydney. Such a text is a report which basically consists of two main parts:

- general information
- bundles of more specific information

A report usually talks about something concrete or which can be observed such as animals, plants, planets, and natural disasters.

The social purpose of information reports is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, computers, countries of origin, transportation, and so on.

The common grammatical patterns of an information report include:

- use of general nouns, eg hunting dogs, rather than particular nouns, eg our dog;
- use of relating verbs to describe features, eg Molecules are tiny particles;
- some use of action verbs when describing behaviour, eg Emus cannot fly;
- use of timeless present tense to indicate usualness, eg Tropical cyclones always begin over the sea;
- use of technical terms, eg Isobars are lines drawn on a weather map;
- use of paragraphs with topic sentences to organise bundles of information; repeated naming of the topic as the beginning focus of the clause.



Task 15

Study the following sentences.

- This city is a major international tourist destination famous for its *beaches* **and** *twin landmarks*.
- Sydney also has many *shopping centres* **and** *retail outlets* throughout the city.

The sentences above are compound sentences. They all have more than one noun, verb, adjective, or adverb (the italic words) which is connected by a conjunction (and, but, or, so). A compound sentence can be split into two sentences which have the same type.

Example:

Sydney also has many *shopping centres* **and** *retail outlets* throughout the city.


The sentence can be split into:

- Sydney also has many *shopping centres* throughout the city.
- Sydney also has many *retail outlets* throughout the city.



Task 16

Express the ideas below in compound sentences. The first one has been done for you. Exchange your work to give feedback to each other.

- Big Ben is a landscape in London. Westminster Palace is a landscape in London.
 Big Ben is a landscape in London. Westminster Palace is a landscape in London.
Big Ben and Westminster Palace are landscapes in London.
- Sydney is a metropolitan city. Jakarta is a metropolitan city.
- White house is in Washington D.C. The U.S capitol is in Washington D.C.
- Monas is in Jakarta. Telaga Warna is in East Nusa Tenggara.
- Batu Capeu is a beach in Lombok. Amuhusa is a beach in Lombok.
- Kalimantan is a large island. Bali is a small island.
- The metropolitan area contains many bays. The metropolitan area contains many rivers.
- Washington is home to numerous national landmarks in the United States. Washington is one of the most popular tourist destinations in the United States.
- The Library of Congress is the house of thousands of documents covering every period in American history. The National Archives is the house of thousands of documents covering every period in American history.
- The city was planned in the late 18th century to serve as the permanent national capital. The city was developed in the late 18th century to serve as the permanent national capital.



Task 17

Complete the sentences with the suitable conjunction to form a compound sentence. Look at the example. Compare your answer with your partner's.

Example: Tokyo and Yokohama are megacities, yet Jakarta is a metropolitan city.

- You can choose to visit the Kuta beach Sanur beach.
- Mount Merapi is an active volcano, Mount Merbabu is inactive.
- Toba is a lake,Senggingi is a beach.
- You can choose to get in the White House the U.S Capitol first.
- You can experience water-skiing or canoeing at Poka-Rumahtiga Beach in Ambon.



Task 18

In pairs, write a short report based on the following information. It should have at least two paragraphs.

- City (Padang) : The capital and the largest city of west Sumatra Indonesia.
Location : western coast of Sumatra at 0° 57'0"S, 100° 21'11"E.
Size : It has an area of 694.96 square kilometres (268.3 sq mi).
Population : over 750,000 people.

- Subdistricts : Bungus Teluk Kabung, Koto Tengah, Kuranji, Lubuk Begalung, Lubuk Kilangan, Nanggalo, Padang Barat, Padang Selatan, Padang Timur, Padang Utara, Pauh.
- Tourism : - Batu Islands and Mentawai Islands for surfing.
 - Padang beach or Taplau or Tapi Lauik (at Samudra Street to Puruih for sunset viewing)
 - Bungus bay (south of Padang suitable for swimming and boating)
- Food : - Rendang (spicy meat stew)
 - Soto padang (crispy beef in spicy soup)
 - Sate padang (beef *satay* in curry sauce served with *ketupat*)
-

C. Let's Do More



Task 19

Decide what the speaker expresses.

	Satisfaction	Dissatisfaction
1. I'm disappointed with the unclear information that was given by the travel guide.		
2. The trip to the museum of science was fantastic!		
4. Everyone was very pleased with the information given about the amusing cities around the world.		
5. The beach was very dirty. It's very horrible!		
6. The tour was very great!		



Task 20

In pairs, choose two of the situations below and create dialogues based on them. Perform them in small groups.

- You enjoyed your hike at Mount Dieng.
 - You didn't enjoy your tour because it was raining.
 - There was flood when you were on your trip so that you couldn't go anywhere.
 - You were so amazed at the view of Talaga Warna that you want to go there again.
 - You planned to go sailing at Lake Toba, but a storm came so you had to stay at the hotel instead.
-



Task 21

Rearrange the following jumbled paragraphs into a good report and then answer the questions. Compare your answers with your classmate's.



Washington DC

Washington is home to numerous national landmarks and is one of the most popular tourist destinations in the United States. The National Mall is a large, open park area in the center of the city featuring many monuments to American leaders; it also serves to connect the White House and the United States Capitol buildings. Located prominently in the center of the Mall is the Washington Monument. Other notable points of interest near the Mall include the Jefferson Memorial, Lincoln Memorial, Franklin Delano Roosevelt Memorial, National World War II Memorial, Korean War Veterans.

Other points of interest in the District include Arena Stage, Chinatown, Basilica of the National Shrine of the Immaculate Conception, the Ukrainian Catholic National Shrine of the Holy Family (across the street from the Basilica Shrine), and more.

Washington, D.C. is the capital of the United States. The city and the district are located on the banks of the Potomac River and bordered by the states of Virginia (to the west) and Maryland (to the north, east and south). The city was planned and developed in the late 18th century to serve as the permanent national capital. It is a center of American history and culture, Washington is a popular destination for tourists, the site of numerous national landmarks and monuments, the world's largest museum complex (the Smithsonian Institution), galleries, universities, cathedrals, performing arts centers and institutions, and native music scenes.

The Library of Congress and the National Archives house thousands of documents covering every period in American history. Some of the more notable documents in the National Archives include the Declaration of Independence, Constitution and Bill of Rights.

Taken from: www.wikipedia.com

Picture 1: <http://static.flickr.com>

Picture 2: <http://www.worldexecutive.com>

Questions

1. Where is Washington D.C. located?
 2. When was it built?
 3. What is the city well known for?
 4. What is the National Mall?
 5. Where is the White House located?
 6. Where is the largest museum complex located?
-



By the Way...

Tokyo and Yokohama are the world's largest megacities, with a population of between 33 and 35 million.

Picture: <http://www.mynetbizz.com>



Task 22

Find two or more reports on cities that you consider interesting or unique. Rewrite them in your own words and then report them to your class. Include in your report the following information.

1. Where it is located
 2. How most people live
 3. When it was built
 4. What it is well known for
 5. Where the government buildings are located
 6. Where the shopping center or market is located
-

D. Let's Check Your Competence



Task 23

Express what you would say in the following situations.

1. You visited a place and it turned out to be better than what you had expected.
 2. You wanted to see the beautiful view of Mount Merapi but there are so many street buskers disturbing you.
 3. You were visiting a museum but the bus that you were on had a flat tire. When you got there the museum was closed.
 4. You really liked being in Lombok. You wanted to go there again.
 5. The beach that you visited was very dirty. You regret being there.
-



Task 24

Write at least two paragraphs on a famous place (landmark, museum, beach, mountain, lake, etc.) in the provincial capital of your province. The questions below can help you develop your composition.

1. What is the name of the place?
 2. Where is it located?
 3. When was it built or opened to public?
 4. How does the place look like?
 5. What is special about the place?
-



Task 25

Find at least two texts on cities that you want to visit one day. Then, summarize them and present them to the class. You may include the following points in your summaries.

1. Where it is located
 2. How most people live
 3. When it was built
 4. What it is well known for
 5. Where the government buildings are located
 6. Where the shopping center or market is located
-

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

- How to express satisfaction and dissatisfaction. Here are some of the expressions:

Formal Situations	
Satisfaction	Dissatisfaction
<p>..... very pleased with</p> <p>..... content with</p> <p>..... satisfied with</p> <p>..... very delighted with....</p>	<p>..... displeased with</p> <p>..... discontent with</p> <p>..... unsatisfied with</p> <p>..... disappointed with....</p>

Informal Situations	
Satisfaction	Dissatisfaction
<p>Super!</p> <p>Great!</p> <p>Terrific!</p> <p>Fantastic!</p> <p>Smashing!</p>	<p>Horrible!</p> <p>Very sad!</p> <p>Annoying!</p> <p>Disappointing!</p> <p>Frustrating!</p>

- Information report

Information report consists of two main parts.

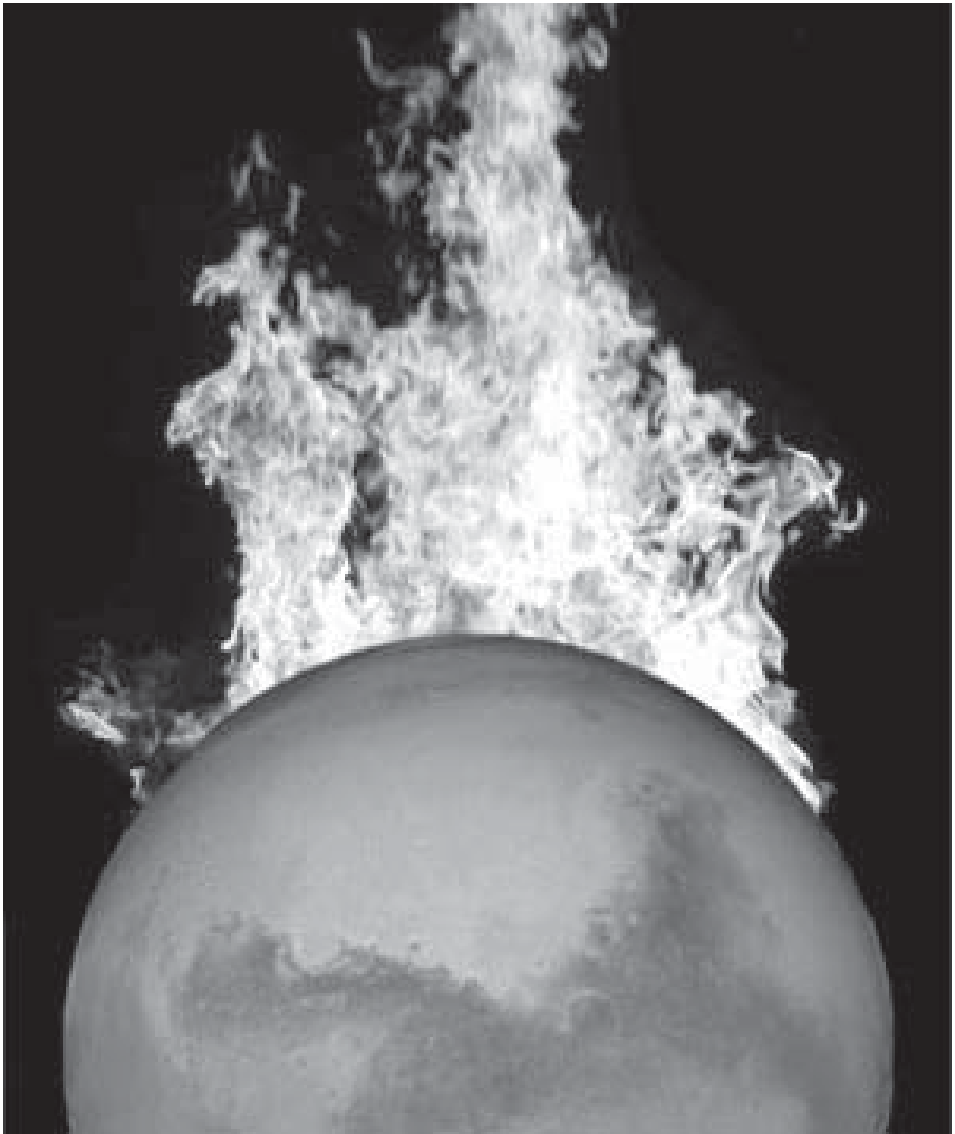
- General information
- Bundles of more specific information

The social purpose of information reports is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, computers, countries of origin, transportation, and so on.

The common grammatical patterns of an information report include:

- use of general nouns, eg hunting dogs, rather than particular nouns, eg our dog;
- use of relating verbs to describe features, eg Molecules are tiny particles;
- some use of action verbs when describing behaviour, eg Emus cannot fly;
- use of timeless present tense to indicate usualness, eg Tropical cyclones always begin over the sea;
- use of technical terms, eg Isobars are lines drawn on a weather map;
- use of paragraphs with topic sentences to organise bundles of information; repeated naming of the topic as the beginning focus of the clause.

**SAVING ENERGY CAN REDUCE
GLOBAL WARMING.**



<http://newsbuster.org>



When you are unsure you often need someone's opinion. Sometimes others may need your view on some issues. You need to use appropriate expressions to ask for or give opinions. Do you know how to do it well?

People usually have different opinions or points of view on a certain thing. When you read articles from the internet, newspapers, or magazines you may find some texts which show pros and cons of a certain issue. Can you understand and write such texts effectively? You can learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

In pairs, study the poster and answer the questions based on your knowledge.



1. What does the poster tell you?
 2. Why is it important for us to stop global warming?
 3. Do you know how we can help stop global warming?
-



Task 2

Work in pairs and match each word/phrase with its meaning.

1. global warming	a. the production or release of something
2. greenhouse gas	b. the gas breathed out by people by people and animals from the lungs or produced by burning carbons
3. carbon dioxide	c. the increase of the earth's temperature because green house gases trapped the sun's heat in the atmosphere
4. emissions	d. a colourless gas, produced naturally from rotting organic waste and is one of the main greenhouse gas
5. methane	e. gases which are thought to contribute to the rise of temperature of the earth's atmospher

B. Let's Act



1. Listen and Speak



Task 3



Listen to the following dialogue between Mother and Nita in their office. Then decide whether the statements are true or false. The listening script is in the Appendix.

Statements	True	False	Reason
1. Nita and her mother are at a grocery store.			
2. They are going to buy a refrigerator.			
3. Nita proposes a refrigerator with an Energy Star on it.			
4. The Energy Star sticker shows that the electronic appliance is efficient.			
5. Her mom decides to buy a refrigerator that does not have an Energy Star sticker on it.			

Picture: <http://opd.usa.canon.com>



Task 4

Listen to the dialogue and note the advantages of using fluorescent light bulbs from the dialogue. The listening script is in the Appendix. Compare your answers with your classmate's.

Advantages of Using Fluorescent Light Bulbs
▪
▪
▪
▪



Task 5

Study the following expressions.

In the dialogues that you listen to, you find the following expressions:

- *What do you think of this refrigerator?*
- *So, do you think I should buy those florescent light bulbs?*

Those expressions are used to ask for opinions.

You also find the following expressions from the dialogue:

- *I think the other one's better.*
- *In my opinion, you should buy the florescent light bulbs.*

Those expressions are used to give opinions.

Here are other expressions that you can also use:

Asking for Opinion	Giving Opinion
What is your opinion? What do you think of...? How do you feel about...? How do you see ...?	I think ... I believe ... I feel ... It seems to me ...



Task 6

Complete the following dialogues.

- | | |
|--|---|
| 1. <div style="border: 1px solid black; padding: 5px; display: inline-block;"> What do you think we should do to save energy? </div> | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> reduce the use of it. </div> |
| 2. <div style="border: 1px solid black; padding: 5px; display: inline-block;"> What do you think will happen if we don't stop global warming? </div> | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> sooner or later the world will be destroyed. </div> |
| 3. <div style="border: 1px solid black; padding: 5px; display: inline-block;"> of the carbon credits? </div> | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> I think that is an unnecessary action. </div> |
| 4. <div style="border: 1px solid black; padding: 5px; display: inline-block;"> What is your opinion on the tree-planting action? </div> | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> is a brilliant idea and we all should do it. </div> |
| 5. <div style="border: 1px solid black; padding: 5px; display: inline-block;"> of unplugging electronic devices when they are not being used? </div> | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> In my opinion, that does make sense. </div> |



Task 7

Listen to the following dialogue and answer the questions. The listening script is in the Appendix.

1. What is Eric doing when Yuda comes?
2. Why is Eric unplugging all unused appliances?
3. How much carbon dioxide can we save by unplugging electronic appliances?
4. What did Eric suggest that Yuda should do?
5. What should Yuda do with the information that they have?



Cultural Tips

Asking for opinions of general things to others is often done or used to start a conversation with strangers. E.g.: "What do you think of the seminar?"

<http://www.blakeinvestigations.com>



Task 8

Listen to the following monologue. Then, answer the questions. The listening script is in the Appendix.

1. What is used to predict the long term effect of global warming?
2. What is the effect of global warming mentioned?
3. Why may global warming increase the number of malaria cases?
4. How long will it take for the sea level to increase between 10 cm to 25 cm?
5. What happens to islands and countries like Indonesia and Bangladesh if the ice melts?



Task 9

Study the poster and answer the questions. Then, ask your classmate sitting next to you what he or she thinks of the poster.

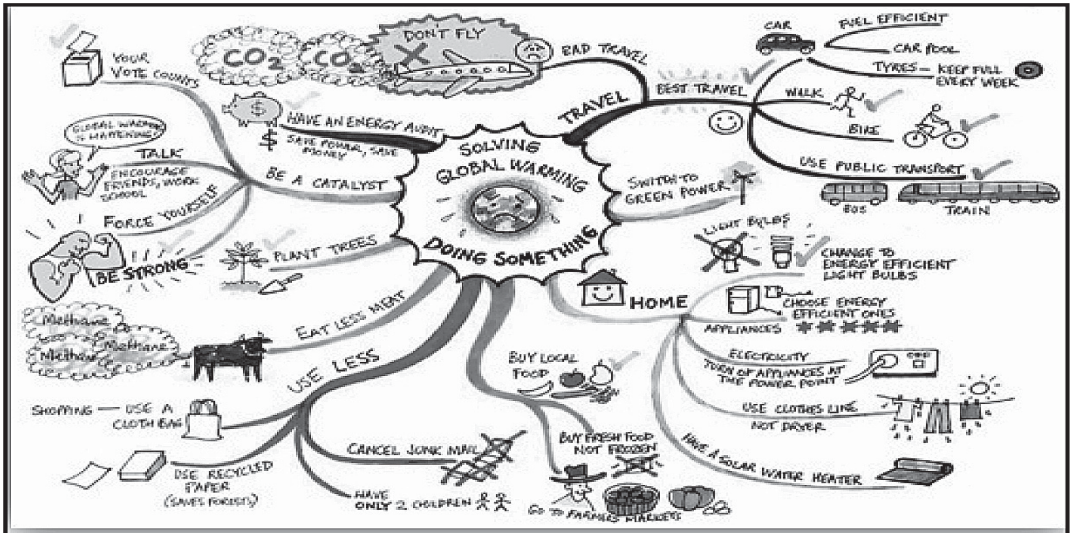
1. What do you see in the poster?
2. What does the poster try to say?
3. What does the picture in the poster try to show or say?
4. What is the meaning of the message in the poster?
5. What does "watch your step" mean?
6. What is the meaning of "ecological footprint" in the poster?



<http://www.eecom.net>

Task 10

Study the following dialogue and answer the questions. Then, act it out with a partner.



learningfundamentals.com.au

- Helmi : Retno, what do you think is the best action to reduce global warming?
- Retno : I think everyone should start changing their way of life.
- Helmi : What do you mean?
- Retno : Well, we have to start to do what we can, to help reduce global warming.
- Helmi : What do you suggest that we should do?
- Retno : Well, there are lots of things that we can do. We should start saving electricity, start recycling things, start using public transport means, buying and consuming as much as we need only, etc. Basically, just save anything that we can.
- Helmi : Wow! You know a lot of things about reducing global warming. Where did you learn all of that from?
- Retno : Well, I read newspapers, magazines, and also search for information in the internet. Actually, I want to inform what I've learned to everyone so that everybody can start helping to save our mother nature.
- Helmi : You're so awesome. How about if you write it in our school magazine next month?
- Retno : That's a great idea. I'll do that.
- Helmi : OK, I've got to go now.
- Retno : Bye.

Questions

1. What does Helmi ask Retno for?
2. What is Retno's opinion on the action that should be done to reduce global warming?
3. Where did Retno learn all the information on global warming?
4. What does Helmi think of Retno?
5. What does Helmi suggest that Retno should do?



Task 11

Study how the following sentences are pronounced with your teacher. Then practise pronouncing them.

Falling Intonation

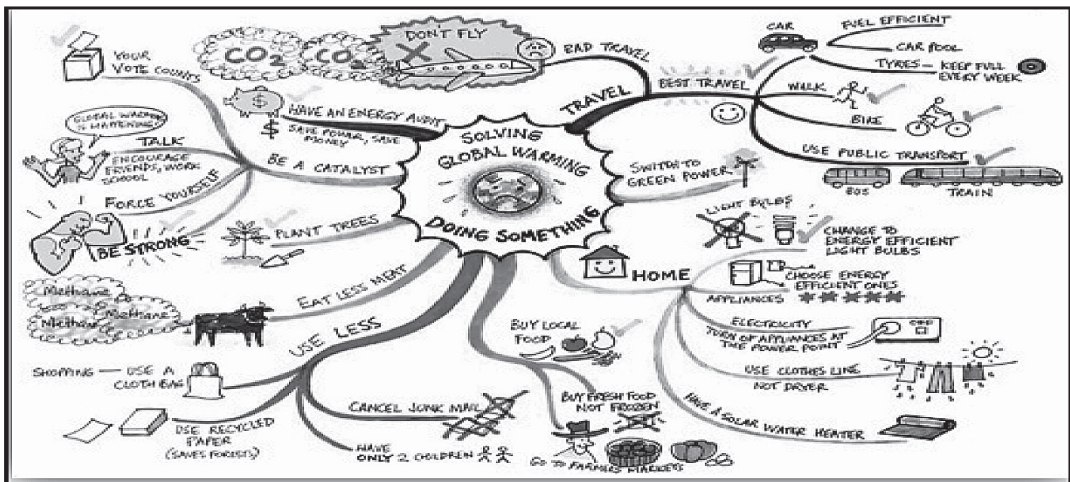
- What is your opinion on global warming?
- What do you think of changing all traditional bulbs to fluorescents ones?
- How do you feel about the careless people?
- How do you see ...?

The questions above are pronominal questions. Pronominal questions normally have the falling intonation.



Task 12

In small groups, study the following information. Then, choose one of the things that you can do to reduce global warming from the following poster and write a short argument why you should do that action.



learningfundamentals.com.au

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.



Task 13

Ask two of your classmates' opinions on the following ideas. Write their opinions on the pros and cons columns below.

1. We should pay for the carbon dioxide that we produce.
2. We should recycle and reuse plastic materials.
3. Industries which produce carbon dioxide should be banned.
4. The use of fossil fuel should be reduced.
5. Everyone should plant at least five trees.

Pros	Cons



Task 14

Give your opinions on the following ideas.

1. City dwellers must use public transport.
2. The area of farm land should be reduced.
3. The price of gasoline should be raised.



2. Read and Write



Task 15

Read the following article and find the meanings of the following words based on the context. Then, answer the questions.

absorb [əb'zɔ:b] (<i>kkt</i>)	:
commemoration [kə'memə'reɪʒən] (<i>kb</i>)	:
drainage ['dreɪnɪdʒ] (<i>kb</i>)	:
emission [ɪ'mɪʃn] (<i>kb</i>)	:
hazardous ['hæzədəs] (<i>ks</i>)	:
manufacturer [mænju'fæktʃərə] (<i>kb</i>)	:
oblige [ə'blaɪdʒ] (<i>kkt</i>)	:
reduce [rɪ'dju:s] (<i>kkt</i>)	:
regulation [regju'leɪʃn] (<i>kb</i>)	:
residential area [rezɪ'denʃl 'eəriə] (<i>kb</i>)	:
spatial ['speɪʃəl] (<i>kb</i>)	:
stipulate ['stɪpjuleɪt] (<i>kkt</i>)	:
vehicle ['vi:kl] (<i>kb</i>)	:
waste [weɪst] (<i>kb</i>)	:

Five Trees should be Planted for Every Vehicle: Experts

Vehicle manufacturers should take some responsibility for the serious air pollution in the city by planting five trees for every motor vehicle they produce, environment experts said.

Zulfan A Rambe, operational director of Indonesian Hazardous Materials

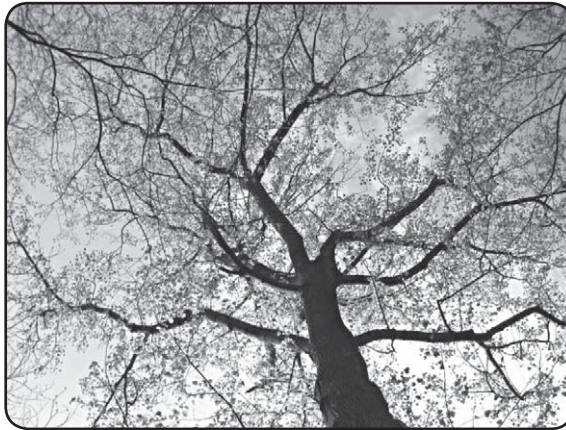
and Waste Research (IHWaR) Foundation told a discussion in commemoration of World Tree Day on Nov. 21 trees must be planted to balance for the pollution the city vehicles are responsible for.

We will propose to the city administration to oblige the automotive manufacturers to plant five trees for each motor vehicle they produce.

“The administration should make regulations about corporate responsibilities to deal with the pollution problem.”

Environmental technology expert Eddy Soentjahyo said motor vehicle emission has contributed up to 70 percent of air pollution in the city, which has more than 5.5 million motor vehicles.

Experts have said open green spaces one alternative solution to deal with air pollution, because it reduces carbon emission by absorbing pollutants and reload source of oxygen to clean the air.



They said trees can improve drainage by preventing soil erosion and absorbing rainwater.

“The automotive industry also has the responsibility to provide green areas as the solution of pollution problem,” Eddy said.

Manufacturers should join together

to buy land in the city where trees could be planted, he said.

Eddy also suggested property developers consider making green areas on rooftops to absorb the sun heat.

Daud Silalahi from the University of Padjajaran in Bandung keeps losing its open green space due to residential and industrial developments.

Some 9 percent of Jakarta’s city area is made up of “open green space”, said city administration, but the 2007 Law on Spatial Planning stipulates a city should provide at least 30 percent of its total size for open green space.

“What I (am) concerned (for) the most is that we have the law without implementation procedures,” Daun said.

The Jakarta Post, Saturday, December 1, 2007

Picture: <http://www.joekaz.net>

Questions

1. What is proposed by Zulfan A Rambe?
2. To whom is the proposal proposed?
3. How should the proposal be followed up?
4. Why is the proposal proposed?
5. How can we reduce air pollution?
6. What do Eddy Soentjahyo and Daud Silalahi suggest?



Task 16

Match the words on the left with its synonym on the right. Compare your answers with your classmate's.

- | | |
|------------------|----------------------------|
| 1. vehicle | a. dangerous |
| 2. manufacturer | b. housing |
| 3. hazardous | c. rubbish |
| 4. waste | d. emisi |
| 5. commemoration | e. remembrance |
| 6. oblige | f. means of transportation |
| 7. regulation | g. rule |
| 8. emission | h. producer |
| 9. residential | i. force |
| 10. absorb | j. suck up |
| 11. reduce | k. lessen |



By the Way...



The number of carbon dioxide that a tree can suck up varies. It depends on how old it is and where it's growing and what kind of tree it is. A large California redwood might have 30 tons of carbon stored while a 100-year-old pine might have less than a ton.

Taken from: <http://www.ustoday.com>

Picture: <http://static.flickr.com>



Task 17

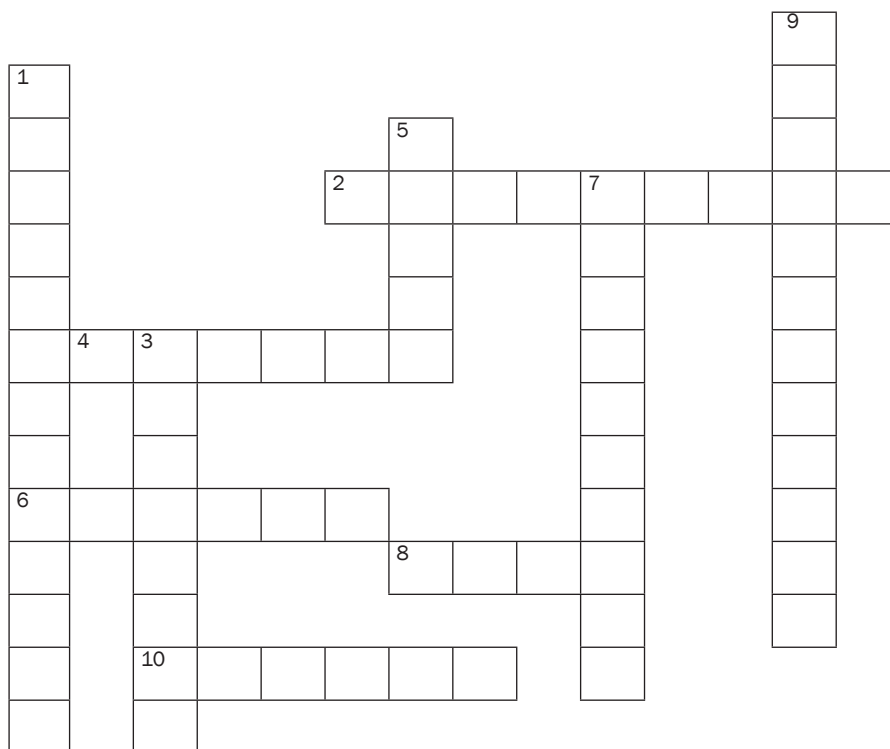
Do the following crossword puzzle.

Across:

- risky or dangerous.
- to make smaller or less.
- to take in (a liquid, etc.)
- a machine which carries passengers or goods.
- to force someone to do something

Down:

- celebrating the memory of someone or something.
- substance which is emitted.
- rubbish, things which are no use and are thrown away.
- laws or rules.
- person or company producing industrial products.



Task 18

Study the following explanation.

The text in Task 15 is an analytical exposition that proposes or suggests something. It consists of:

- opinion/ proposal of something; and
- reasons behind the proposal or argument.
- Sometimes what has been discussed is also expressed again in the end of the text.

This type of text has the purpose of persuading the reader with its argument. It also explains how and why the argument is proposed.

The common grammatical patterns in exposition include:

- general nouns, eg *ears, zoos*;
- abstract nouns, eg *policy, government*;
- technical words, eg *species of animals*;
- relating verbs, eg *It is important ...*;
- action verbs, eg *We must save ...*;
- thinking verbs, eg *Many people believe ...*;
- modal verbs, eg *We must preserve ...*;
- modal adverbs, eg *Certainly we must try ...*;
- connectives, eg *firstly, secondly ...*;
- evaluative language, eg *important, significant, valuable*.



Task 19

Read the text below and find the meaning of the following words. Then, find three points listed below in the text.

avoid [ə'vɔɪd] (<i>kkt</i>)	:
backlog ['bæklɒɡ] (<i>kb</i>)	:
boost [bu:st] (<i>kkt</i>)	:
complexion [kəm'plekʃn] (<i>kb</i>)	:
encourage [ɪn'kʌrɪdʒ] (<i>kkt</i>)	:
feasible ['fi:zəbl] (<i>ks</i>)	:
fumbling ['fʌmblɪŋ] (<i>kki</i>)	:
gathering ['gæðərɪŋ] (<i>kb</i>)	:
subsidize ['sʌbsɪdaɪz] (<i>kkt</i>)	:
traffic jam ['træfɪk 'dʒæm] (<i>kb</i>)	:

Things that you need to identify from the text:

1. The proposal or the argument that is proposed in the text.
2. The reasons behind the argument.
3. The summary of what is being proposed.

Public Transportation should be Free

If we can agree that government has some role to play in our lives, then let's at least make it a positive one. Consider the benefits of free, fully-subsidized public transportation.

First, it will motivate more people to leave their cars at home. Think of the reduction in pollution and traffic jam and insurance costs due to accidents. Greener cities, safer cities, more livable cities. More room for parks and trees. Think of the money we'll all save by consuming less gas, spending less frequently on car repairs, and so on. That money will stay in our wallets and we could then turn around and give the economy a boost by spending it on other consumer goods or services. More jobs.

Secondly, we must consider the health benefits. We'll all walk a little more. This will reduce visits to doctors' offices and hospitals because we'll be healthier. We'll have improved blood pressure, lower stress and possibly a better complexion.

In addition, free transportation will encourage us to enjoy the company of our friends and family. It will become much more feasible to safely drink another glass of wine at the restaurant or have that extra beer at the family gathering.

We'll avoid the worry of getting behind the wheel with a blood-alcohol level that's above the legal limit. Fewer accidents, fewer tragedies, lower costs of policing and reduced court backlogs. The increased public expense in transportation should pay off in the form of reduced health care costs and a safer society.

Then, think about some of the other social benefits: imagine how much we'll learn from each other when we share rides instead of sitting in isolation in our cars. Talking to the neighbors might come back into fashion. More people will meet and talk and maybe even help each other.

Having someone else drive us will also give us more time for reading books and newspapers. So, park your car and use it for your dream vacation.

No more fumbling for change, just hop on and off the streetcar or bus wherever and whenever you like. What a great idea, especially for those who live in crowded, polluted cities. It will renew life on our streets.

So I can't agree more with this proposition. Let's go for it!

Taken from: <http://www.helium.com>



Task 20

Study the following words/phrases.

Connectives

In the texts above you find the following words/phrases:

- First, ...
- Secondly, ...
- In addition, ...
- So, ...

Those words are used to link arguments. Here are other words/phrases that you can use:

- On the contrary, ...
- Moreover, ...
- Furthermore, ...
- On the other hand, ...
- Therefore, ...



Task 21

Match the following statements with the best argument or solution. Remember to link them with the suitable words or phrases. The first one has been done for you.

<ol style="list-style-type: none"> 1. Global warming is getting worse. 2. Florescent light bulbs are more efficient than traditional bulbs. 3. Getting around using bicycle is actually the most efficient way of traveling in the city. 4. Corn cannot absorb as much carbon dioxide as it produces. 5. Cows produce more Greenhouse gas than any vehicle. 		<ol style="list-style-type: none"> a. It makes us healthy. b. Oak trees can absorb more carbon dioxide than it produces. c. Vegetables do not produce as much Greenhouse gas as cows do. d. We have to start reducing carbon production. e. It lasts longer.
--	--	---

1. Global warming is getting worse. Therefore, we have to start reducing carbon production.
2.
3.
4.



Task 22

Here are several opinions taken from <http://au.answers.yahoo.com>. Find information from those opinions using the following guideline questions.

1. Is the opinion in favour of or against the act to change way of life in order to reduce global warming?
2. What does the writer suggest?
3. What is the reason or argument behind it?



boondash...

Resolved Question

[Show me another »](#)

What are the pros and cons of Global warming and what can be done to help prevent global warming?

5 months ago

Answers

Simply put if society doesn't change then we are in for major earth changes. Do your best to stop using everything that is creating the pollution, or at least try to cut down your usage. The earth is our mother, it's our home. Everything that keeps us fed, sheltered and entertained comes from our planet and yet most people don't even think of this and just take all they can with no thanks or gratitude. It's a living being that responds to being loved and cared for and also reacts to being used and abused. If you love and care for your planet it will respond in kind and the world will be a better place (especially for you) and if major changes do happen you might find yourself in a safer and more protected area. Care for the earth and it will care for you.

5 months ago

Source(s):

www.ringingcedars.com

www.anastasiasgarden.com

www.ramtha.com

I don't think we can prevent it. It can't be an altogether bad thing I mean most of the worlds land is in the north. It's been warm up there we know in the past so if warming is happening it's nothing new. CO2 is such a small % of the earth's atmosphere I doubt seriously that could cause it.

It is the latest in political scare tactics though. There are people that want to be an elite ruling class and be able to tell the rest of us how to live and how better to achieve that than to dupe enough people to get them to cash in our freedom and let the elites run things. No thank you.

5 months ago



Gee 18



kevin s



poppy 1

Hi Boon, I think we are too later to prevent global warming. Haven't you seen the news on TV and the news papers. The weather has changed all over the world. I believe the weather each state are having now will stay like that and not change back the way it was!!! That's my opinion.

A

poppy1

5 months ago

Friend.



Task 23

Write a short text showing that you are in favour of or against the following statement. You may base your arguments on the articles you read in the internet, newspapers, magazines, textbooks, or any other sources.

1. Traditional light bulbs should be banned.
2. All plastic materials have to be recycled.
3. Electronic appliances should be unplugged when not in use.
4. Power plants should stop using fossil fuels.

C. Let's Do More



Task 24

Write the appropriate questions for the following responses.

1.

I think changing traditional light bulbs to florescent ones is an effective way to save energy and money.

2.

We can reduce global warming by changing our way of life.

3.

One of the Greenhouse gases is called methane, and cow feces contain a lot of it.

4



We should start reducing global warming now.

5.



We can start doing simple things individually.



Task 25

Answer the following questions. You may base your arguments on the articles you read in the internet, newspapers, magazines, textbooks, or any other sources.

1. In your opinion, what causes global warming?
 2. How do you think global warming can be stopped or reduced?
 3. Should every one participate in handling the problem?
 4. How can we make other people see and start their act to reduce global warming?
 5. When do you think we should start to take actions to fight against global warming?
-



Task 26

Find two or more articles on the action to reduce global warming from any sources. Summarize them and present them to your class.

D. Let's Check Your Competence



Task 27

Give your opinion on the following ideas. Then, ask a classmate for his/her opinion on the same ideas. Compare your opinions with your classmate's.

1. The government should limit the area for residential purposes.
 2. Buy only local vegetables and fruits.
-



Task 28

Write at least two paragraphs based on the information that you can find in the following pamphlet. Make sure that your paragraphs contain information about what it is proposed and the reason or argument behind the proposal.

Why Kick the Meat Habit?

For the Earth

- Animal agriculture produces more greenhouse gases than automobiles.
- Livestock farming pollutes the water more than all other activities combined.
- Meat-based diets require 10-20 times as much land as plant-based diets.

For Your Health

Kicking the meat habit will reduce your risk of heart disease, stroke, cancer, and other chronic diseases that kill 1.3 million Americans annually.

For the Animals

More than one million animals are slaughtered every hour to supply Americans with meat. Going veg will save innocent, sensitive animals from crowding, drugging, mutilation, and other factory farm and slaughterhouse atrocities.

Get Started Now... FREE Veg Starter Kit & Weekly Recipes!

www.VegKit.org  **800-632-8688**

www.farmusa.org

Music Corner

Recycle City
Recycle cans, recycle glass
Recycle newspaper, there's a truck comin' past
Here in Recycle City we will arrive
Every week at your curbside
Refrain:
It's easy as takin' out the trash
You're making your resources last
It's easy as taking out the trash (so easy!)
Recycle at home, recycle at school
Recycle the reest that can't be reused
Here in Recycle City, we've got the drive
To keep our rivers and forests alive

Taken From: www.mrhabitat.net

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to ask and give opinions

Asking for opinion	Giving opinion
What is your opinion?	I think ...
What do you think of...?	I believe ...
How do you feel about...?	I feel ...
How do you see ...?	It seems to me ...

2. Analytical Exposition

Analytical exposition proposes or suggests a certain topic which may only be pro or contra, not both. This type of writing consist of:

- Opinion/ proposal of something or what is usually called a thesis
- Reasons behind the proposal or argument or what is called argument
- Sometimes what has been discussed is also expressed again in the end of the text called reiteration.

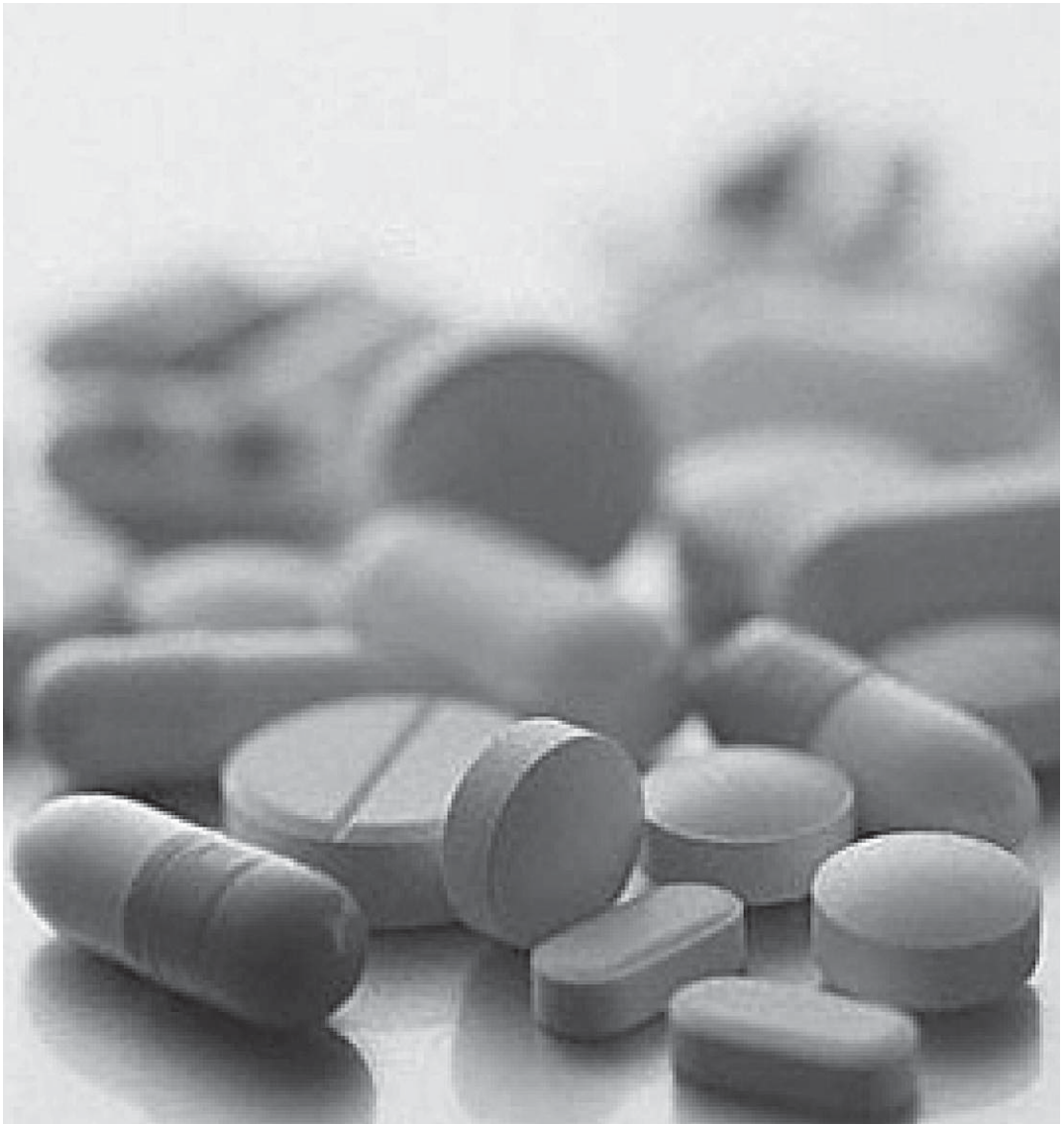
It has the purpose of arguing a case for or against a particular position or point of view. It also explains how and why the argument is proposed.

The common grammatical patterns in exposition include:

- general nouns, eg *ears, zoos*;
- abstract nouns, eg *policy, government*;
- technical words, eg *species of animals*;
- relating verbs, eg *It is important ...*;
- action verbs, eg *We must save ...*;
- thinking verbs, eg *Many people believe ...*;
- modal verbs, eg *We must preserve ...*;
- modal adverbs, eg *Certainly we must try ...*;
- connectives, eg *firstly, secondly ...*;
- evaluative language, eg *important, significant, valuable*.

UNIT IV

ALL STUDENTS SHOULD GET A DRUG-FREE EDUCATION.



<http://www.marijuanarecipe.com>



Sometimes when you want to prevent something bad to happen to someone, you need to give advice or warn him/her. When you are advising or warning, it is necessary to use appropriate expressions. Do you know how to express them?

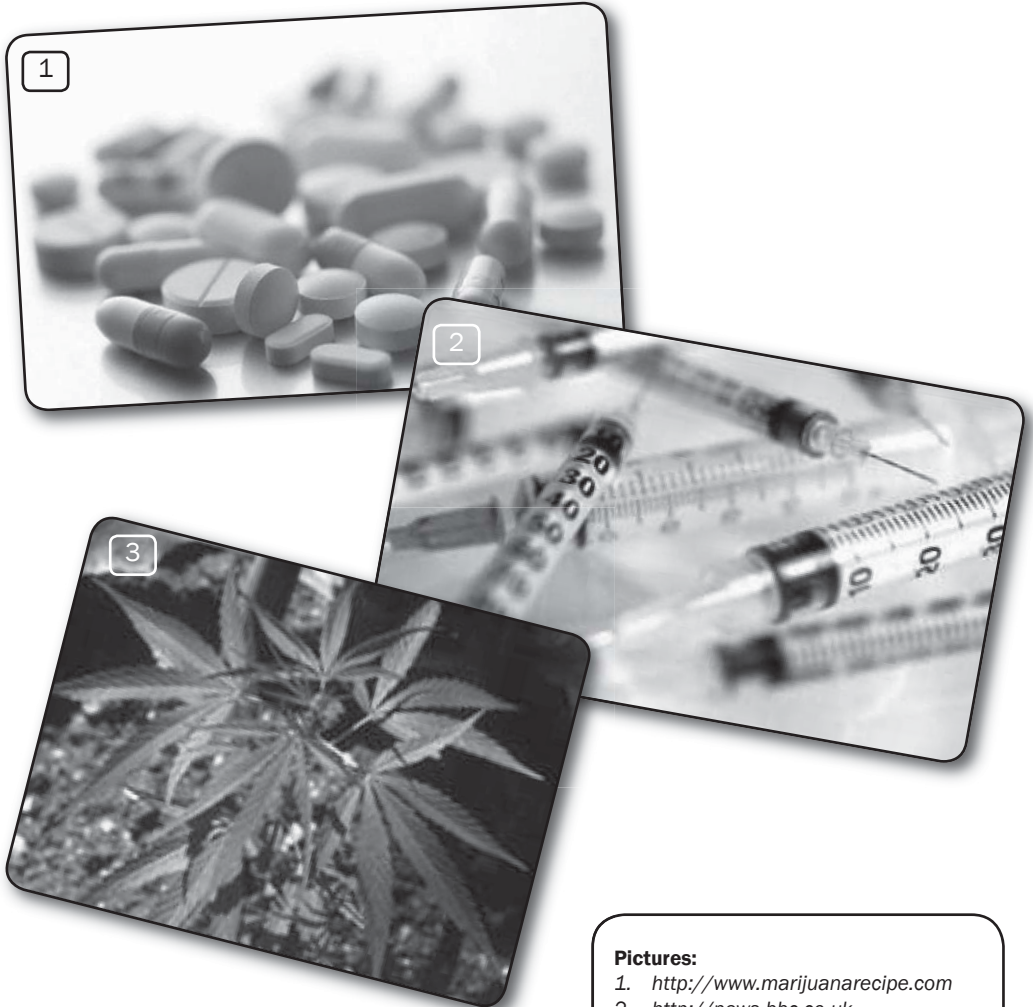
When reading newspapers, articles from the internet, books, and magazines you can find writings or articles which are people's opinion. The texts that you read may be analytical exposition texts. Can you write that type of texts effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

Look at the pictures and answer the questions based on your knowledge.



Pictures:

1. <http://www.marijuanarecipe.com>
2. <http://news.bbc.co.uk>
3. <http://www.side-effects.ca>

Questions

1. Do you know those things? If so, where did you first learn about them?
2. Do you know their effects when you use them?
3. Do you think it is important to know them?
4. Where do you think you and your friends should learn about them?
5. What should the government do about them?
6. What do you think we should do to drug dealers?



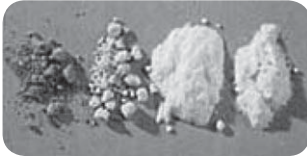
Task 2

Match each of the following drugs with its name and meaning. Compare your answers with your classmates'.



ecstasy

Illegal drug made from hemp



Heroin

Intoxicating drinks containing alcohol



Alcohol

An illegal drug used as a stimulant and relaxer of inhibitions



Marijuana

A white powder derived from morphine that is a highly addictive narcotic drug

Pictures:

1. <http://static.flickr.com>
2. <http://www.coolnurse.com>
3. <http://wrighttownshipolice.org>
4. <http://sp1.yt-thm-a04.yimg.com>

B. Let's Act



1. Listen and Speak



Task 3

Listen to the dialogue and answer the questions.

Situation : Panji and Bayu are reading an article on drugs free programme in a magazine.



Picture: <http://www.nadapp.gov>

Questions

1. What are the boys talking about?
2. Why does Bayu think it is important for everyone to know the truth about drugs?
3. From whom should children first learn information on drugs?
4. What does Bayu suggest Panji? what does he say?
5. What does Bayu tell Panji to keep in mind?



Task 4

Listen to the following dialogue. Then, decide whether the statements are true or false. The listening script is in the Appendix.

Statements	T	F	Reason
1. Agus and Bondan have to deliver a speech at school the next day.			
2. Agus is preparing for his speech.			
3. Agus proposes that students should get drug free education at school.			
4. Bondan thinks that the government should be responsible and prepare for the drug free education programme.			
5. By knowing exactly what drugs really are the people will be less curious about it and will not try because of curiosity.			



Task 5

Find the meaning of the following words. You may consult your dictionary.

1. addictive [ə'dɪktɪv] (ks) : ...
2. Non Government Organization [nɒn 'gʌvəmənt ɔ:gənə'zeɪʃn] (kb) : ...
3. participate [pɑ:'tɪsɪpeɪt] (kkt) : ...
4. precautionous [prɪ'kə:ʃəs] (ks) : ...
5. visual aids ['vɪʒuəl eɪd] (kb) : ...



Task 6

In pairs, study the expressions below.

Advising and Warning

From the dialogue in Task 4 you find these expressions:

- Students should receive drugs free education at school.
- All schools should receive this program.
- Make sure tomorrow you bring visual aids for your speech or your grade wouldn't be maximum.

The first two expressions are used when you want to advise others. Yet, the third expression is used to warn others. Here are other expressions that you can use.

Advising		Warning
To Do Something	Not to Do Something	
▪ I think you should ...	▪ I don't think you should ...	▪ Look out!
▪ If I were you, I'd ...	▪ I wouldn't ..., if I were you.	▪ Be careful of
▪ You'd better ...	▪ You'd better not ...	▪ Make sure you
▪ Take my advice and ...	▪ I wouldn't advice ...	▪ Watch out for



Task 7

Listen to the following opinions and then state whether the statements below are TRUE or FALSE. The listening script is in the Appendix.

Statements	True	False
1. The writer suggests that death penalty is an effective way to prevent criminality.		
2. In Singapore drug traffickers face death penalty.		
3. Death penalty is used effectively now.		
4. Prospective criminals will think twice before doing their crimes when seeing the heavy penalty that they have to risk.		
5. The government is not consistent, so that nobody listens to the rule made.		



Task 8

Match the sentences with the suitable expressions to complete them.

- | | |
|---|--------------------------------|
| 1. ... to the talk show tomorrow. You won't regret it, I guarantee. | a. You'd better not ... |
| 2. ... that person. I think he's a drug dealer. | b. Watch out for ... |
| 3. ... touch any of those dangerous drugs. | c. Take my advice and come ... |
| 4. ... tell your friend the truth about drugs. | d. I think you should ... |
| 5. ... any of addictive drugs because they are really bad for you. | e. Make sure you don't try... |
-



Task 9

Express what you would say in the following situations.

1. Your friend thinks that using drugs will make him cool and want to try some. You tell him not to do that because it's dangerous.
 2. You want to warn your brother not to get persuaded by other people in trying drugs.
 3. You want to tell your friends to learn the truth about drugs, so that they can arm themselves with the information that they have to stay away from it.
-



Task 10

In pairs, act out the following dialogue. Underline the expressions to advise and circle the expressions to warn. Then, answer the questions.

- Danias : Look at these articles, more drug users were caught.
Aspani : Yeah, I think the number of drug users is increasing.
Danias : Yeah, it's so sad. We have to be careful not to get plunged into using drugs. How do you think we can stop or at least decrease the number of drug users.
Aspani : Well, I think beside educating everyone with the information of what drugs are and what they can do to our body, we should also control the drug traffic more strictly.
Danias : What do you mean?
Aspani : Well, I think if we stop the drug traffic the drugs available in our society will decrease or even be gone.
Danias : Yes, you're right. But, what do you think we should do to stop the drug traffic?
Aspani : I think the police should increase its luggage checking in airports, harbours, city borders, etc.
Danias : Wouldn't that take time? We will need more policemen then.
Aspani : Yes, of course. We will also need high technology equipments too. That way, the security checking will be much faster and thorough.
Danias : I agree with you, I think the government should give a thought about that.

Questions

1. What are Denias and Aspani talking about?
2. Who gives advice?
3. How does he give the advice?
4. Who gives the warning?
5. How does he express his warning?



Task 11

Study the following suggestion. Then, give your opinion whether you are in line or against the suggestion. But first, study the words below.

rehabilitation [ri:həbɪlɪ'teɪʃn] (kb)	: rehabilitasi
punishing ['pʌnɪʃɪŋ] (kkt)	: menghukum
stacking [stækɪŋ] (kkt)	: menumpuk/ menimbun
peddler ['pedlɚ] (kb)	: penjual khususnya narkoba
trap [træp] (kb)	: perangkap
addict ['ædɪkt] (kb)	: pecandu
jail [dʒeɪl] (kb)	: penjara
prison ['prɪzn] (kb)	: penjara
arrest [ə'rest] (kkt)	: menahan
packed up [pækt ʌp] (kk)	: berjejalan/ padat
dealer ['di:lɚ] (kb)	: penjual (narkoba)
trafficker ['træfɪkɚ] (kb)	: pembeli dan penjual, tengkulak
wholesaler ['həʊlseɪlɚ] (kb)	: bandar

The Government should Provide Rehabilitation Programme for Drug Users

Drug users are actually ill people who need to be helped. Rehabilitation is one of the main things that they should get. Instead of punishing and stacking them in prisons which are getting full, the government should provide rehabilitation for them.

Most users are actually victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are actually helping them out of a trap, which they might accidentally step on. They then, can start a normal life again. On the other hand, if we only arrest drug



users and send them to jail it doesn't solve the problem because the drug users will still be addicts unless being properly treated.

Jails will be filled up with drug users. Moreover, the users will still be users after released from prison. They then, will be arrested again.

By providing rehabilitating programmes for drug users and forcing them to participate on the programmes is way better than only arresting them and do nothing on their illness. Moreover, the prison will not be so full and packed up with users. Only drug dealers, traffickers, and wholesalers should be imprisoned instead.



Task 12

Study the following explanation. Then, pronounce the words.

Double -o- Sound

Double -o- such as in the word “ soon [su:n] and look [lʊk]” is pronounced /u/ instead of /o/. Double -o- can be pronounced in three ways.

- a. It is pronounced /u:/ in the following words:
 1. too, zoo
 2. proof, roof
 3. cool, fool, pool, tool, school
 4. bloom, room
 5. moon, noon, soon, spoon
 6. troop
 7. choose, goose
 8. boot, root
- b. It is pronounced /ʊ/ in the following words:
 1. good, wood
 2. book, cook, look, shook, took
 3. wool
 4. foot
- c. It is pronounced /ɔ:/ when followed by “r”, as in the word poor.



Task 13

Take turn to interview your classmate sitting next to you. Ask them the following questions.

1. What is the definition of drugs to you?
2. What are their effects?
3. How do you think we can reduce drug abuse?
4. What would you do if you know that one of your friends is a drug user?

Results of Interview

1.
2.
3.
4.



Cultural Tips

When advising other people we should try to make it as open as possible. Most people don't like to be preached by others, especially Australian.



Task 14

Meet five of your classmates and ask them things and events when advising someone. Ask them the expressions they say when they advise them.

Report Sheet	
Name	:
Student Number	:
	:
Name	Expressions



By the Way...

The illegal importation of drugs to Britain is a serious offence and can lead to heavy fines and imprisonment. The possession of any drug - such as opium, heroin, morphine, cocaine, cannabis, amphetamine (including Benzedrine), LSD and ecstasy - is illegal even for personal use in a private place. Supplying these drugs is a more serious offence; the police and customs officers are empowered to stop and search you, your vehicle and, on warrant, your home.

Taken from: www.eap.ucop.edu



2. Read and Write



Task 15

Read the following text and then discuss the meanings of the following words according to the context. Then, answer the questions.

attendant [ə'tendənt]	:
conjunction [kən'dʒʌŋkʃn]	:
punitive ['pjʊ:nətɪv] (ks)	:
refractory [rɪfræktri]	:
undergo [ʌndə'gəʊ] (kkt)	:
withdrawal [wɪθ'drɔ:əl] (kb)	:



The 'Report' of the New York Academy of Medicine agrees with the objective of stopping drug addiction and with the efforts at rehabilitation. It disapproves of the punitive approach and the fantastically brutal punishment. It proposes a more humane program as follows: 1. There should be a changed attitude toward the addict. He is a sick person, not a criminal. 2. The most effective way to get rid of drug addiction is to take the profit out of illegal drug traffic. The addict should be able to get his drugs at low cost under Federal control in conjunction with efforts to have him undergo withdrawal. 3. There should be medical supervision of existing addicts with strong efforts toward their rehabilitation. This would involve persuasion of the addict to go through treatment and rehabilitation, evaluation of the methods of treatment, and supervision of addicts who were unwilling or stubborn to treatment. 4. There should be no reduction in the efforts toward the elimination of the

supply of illegal drugs. Every effort should be made to arrest drug peddlers, wholesalers, and importers. While the addict should be considered as a sick person and treated appropriately, the nonaddict trafficker should feel the full punishment of the law. 5. By means of all educational media, radios, televisions, the press, lectures, books, and classrooms, there should be a concentrated effort to inform the public of the dangers attendant on the use of narcotic drugs. 6. Such a program would provide enough data relating to the number of addicts, the origin of individual usage, the number under treatment, the outcome of various forms of treatment, the number known to be unwilling to treatment, and similar information which is not now available. Such information would form a solid basis for better control, better rehabilitation, and better knowledge concerning the effect of narcotic addiction.

Taken from: Microsoft © Encarta © 2007. © 1993-2006 Microsoft Corporation. All rights reserved.

Questions

1. What is the text about?
2. What are the proposals or suggestions stated in the text?
3. What is the best title for the text?

Notes:

The main purpose of the text is to propose the objective of stopping drug addiction and with the efforts at rehabilitation.

Remember that such writing is called analytical exposition. It proposes or suggests a certain topic which may only be pro or contra, not both. This type of writing consist of:

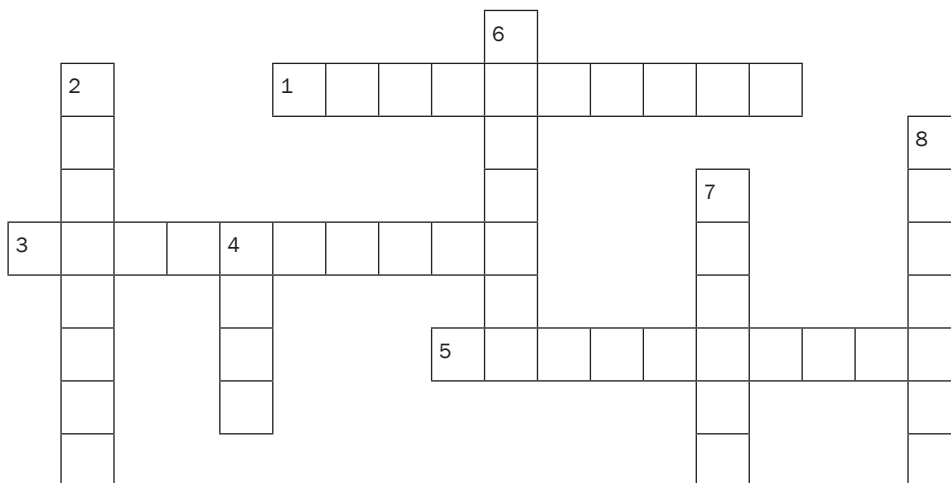
- Opinion/ proposal of something or what is usually called a thesis
- Reasons behind the proposal or argument or what is called argument
- Sometimes what has been discussed is also expressed again in the end of the text called reiteration.

It has the purpose of persuading the reader with its argument. It also explains how and why the argument is proposed.



Task 16

Do the following crossword puzzle. Compare your answer with a classmate's.



Across:

1. the business of buying goods in large quantities and selling them especially to retailers for resale
3. unpleasant physical condition which occurs when someone stops taking an addictive drug
5. somebody who traffics in something, especially illegal goods such as drugs or weapons

Down:

2. which aims to punish
4. substance which affects the nerves, and which can be habit-forming
6. a dealer in something, especially illegal drugs
7. person who takes drugs as a habit
8. to suffer, to have something happen to you

Task 17

Read the following text, find the meaning of the following words. Then, summarize the text, but be sure to include the suggestion, reason behind the suggestion, and the conclusion .

needle ['ni:dɪl] (kb)	: ...
encourage [ɪn'kʌrɪdʒ] (kkt)	: ...
elderly ['eldəli] (ks)	: ...
disabled [dɪs'ɛbld] (kb)	: ...
syringes [sɪ'rɪndʒ] (kb)	: ...
prescription [prɪ'skrɪpʃn] (kb)	: ...
obtain [əb'teɪn] (kkt)	: ...
cut down ['kʌt 'daʊn] (kkt)	: ...

A needle exchange program would only encourage more people to use drugs, in my opinion, and many would still share needles or reuse needles even if there was a program.

Giving needles out for addicts to prevent the spread of disease, will only encourage them and others to do drugs more often. Furthermore, it may even encourage people who have never tried certain types of drugs, to try them because now they will get their needles for free. Do we really want to encourage this type of behavior? I wouldn't think so.

Moreover, by giving needles to addicts, we are also taking away from other programs that are already low on funding. The money for needle exchange would take away from Medicare programs that are there to help the elderly and disabled. There have already been enough Medicare cuts without the extra cuts this would bring about.

Then you also have the problem of some who will not use the needles and will keep reusing the needles they already have. Most addicts are too far gone to worry about whether they reuse a needle or not, and many do not care about their chances of catching an infectious disease.

In the early 1980's, insulin and allergy syringes could be bought in any drug store without a prescription, so addicts had no



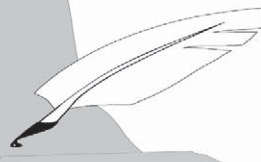
problem obtaining needles if they had the money. Even though they did not need a prescription, they still continued to reuse needles and share with others. Consequently, it is still helping lead to the AIDS epidemic. In the early 1990's, states started requiring that syringes be kept behind the counter in drugstores and requiring prescriptions for syringes were needed. This was a way to cut down on illegal drug use and reusing of needles. This was also an effort to stop the further epidemic of aids. It has not worked either, but the answer to the drug problem and the spread of diseases through used needles is not to equip addicts tools with which to continue their illegal activities.

We must spend the money that the needle exchange program would cost in other areas to help stop the use of drugs altogether.

Written by Martie Pistol.

*Taken from: www.helium.com
Picture: <http://news.bbc.co.uk>*

Summary



Task 18

Study the following explanation.

Connectives

From the text above you can find the following expressions:

- Moreover,
- Furthermore,
- Consequently.

Those words are used to link arguments. Here are other words that you can use.

- Firstly however,
- Yet,
- So,
- On the contrary,
- On the other hand.



Task 19

Work in groups of four and then discuss when you use the words in Task 18.

C. Let's Do More



Task 20

In pairs, express what you would suggest for the following situations.

1. You find out that one of your friends uses drugs. You want to suggest him to quit using it.
2. There's a suspicious man who always waits outside your school everyday. You suspect him a drug peddler. You want to tell your friends to be cautious of this man.
3. You just read an article on drug and its dreadful effect. You tell your friend about it and suggest him not to try them.
4. There's a free talk show on drugs near by. You suggest your friend to come with you there.
5. Your brother tells you that one of his friends is a drug user. Your brother ask what he should do.



Task 21

Suggest a way of how to reduce drug abuse. You may find the information from any sources. Then present it to your class.

D. Let's Check Your Competence



Task 22

Complete the following dialogues with the appropriate expressions.

- Bayu : Hi, what's up? Are you OK? You look a bit pale.
Ramon : Yes, I'm fine. I'm just a bit shocked.
Bayu : What happen?
Ramon : I just found out that a friend of mine uses drug.
Bayu : Really?
Ramon : Yes, I still can't believe it. But what bugs me most is what I should do about it.
Bayu : Well, ... I'd try to talk to him and ask him when and why he uses drugs. Then, remind him of that it's actually poison.
Ramon : But I'm scared that I'll offend him and he'll stay away from me.
Bayu : ... do the first which is to approach him and have an easy talk. And if that, doesn't work I think you should inform his family about it.
Ramon : Yes, you're right. He needs help.
Bayu : But ... Don't get too close to him. I don't want you to get persuaded and influenced by him.
Ramon : Yes I know.
-



Task 23

Find two articles. One should show pros and the other one should show cons to the death penalty for criminals or drug dealers. Write a text based on the two articles. Put your text in the school bulletin.

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to warn and advice. Here are some of the examples:

Advising		Warning
To Do Something	Not to Do Something	
▪ I think you should ...	▪ I don't think you should ...	▪ Look out!
▪ If I were you, I'd ...	▪ I wouldn't ..., if I were you.	▪ Be careful of ...
▪ You'd better ...	▪ You'd better not ...	▪ Make sure you don't ...
▪ Take my advice and ...	▪ I wouldn't advice ...	▪ Watch out for ...

2. Analytical Exposition

Analytical exposition proposes or suggests a certain topic which may show either pros or cons, not both. This type of writing consists of:

- Opinion/ proposal of something or what is usually called a thesis
- Reasons behind the proposal or argument or what is called argument
- Reiteration which is topics that are discussed again in the end of the text (optional).

It has the purpose of persuading the reader with its argument. It also explains how and why the argument is proposed

UNIT V

LONG, LONG TIME AGO



<http://www.mikelockett.com>



In your daily life you often feel pleasure, relief, or pain. You need to express whether you are in pleasure, relief, or pain in the appropriate words. Do you know how to do it very well?

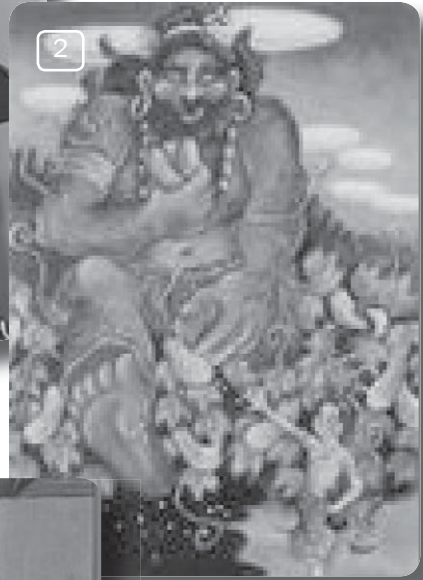
You like reading English stories, don't you? The stories that you read may include ones about friendship. Can you also write such stories effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

Answer the following questions based on your knowledge.



Pictures:

1. <http://static.flickr.com>
2. <http://static.flickr.com>
3. <http://absolutearts.com>

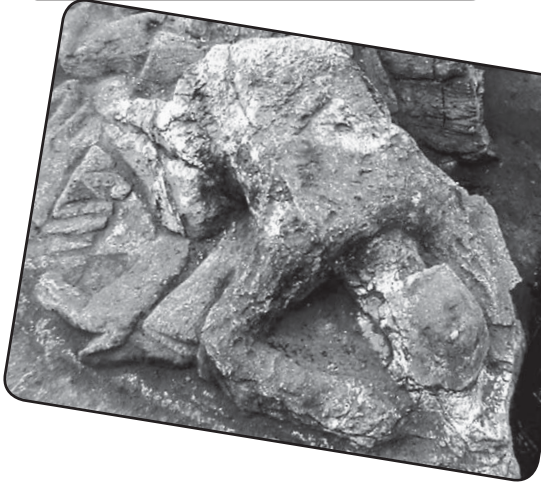
Questions

1. Do you know the stories above?
2. If so, can you tell your group the titles of the stories, the characters, and what happened to the characters?
3. What do you learn from the stories?



Task 2

In pairs match the story with its type. The notes in the box may help you.



1. Fairy tale

3. Legend

2. Fable

4. Folk tale

Pictures

1. <http://disney-clipart.com>
2. <http://saifulislam.com>
3. <http://www.pnri.go.id>
4. <http://pesonabatik.com>

Fable	: moral stories, usually about animals, making them seem like human beings.
Legend	: stories from the past which may not be based on fact.
Folk tale	: traditional stories passed down from one generation to the next.
Fairy tale	: children's stories about fairies, princesses, giants, etc.

B. Let's Act



1. Listen and Speak



Task 3

Listen to the following story and then answer the questions. The listening script is in the Appendix.

Questions

1. Who are the characters in the story?
2. What was the relationship between the Lion and the Dolphin?
3. What did the Lion ask the Dolphin for when he fought a wild bull?
4. Did the dolphin help the Lion fight the wild bull? Why? Why not?
5. How did the story end?



Task 4

Listen to the dialogue and decide whether the following statements are true or false. The listening script is in the Appendix.

Statements	True	False
1. Ajeng suggests a story to Nita.		
2. <i>The Three Musketeers</i> is the title of the story suggested by Ajeng.		
3. <i>The Three Musketeers</i> is an adventurous story.		
4. Musketeers are soldiers armed with muskets.		
5. Ajeng was pleased with the last story that she read.		
6. Ajeng will try to find the story in the internet.		



Task 5

Study the expressions below.

From the dialogue between Nita and Ajeng you find the following expressions:

- *Yes, I love it.*
- *I enjoyed reading it.*

Those expressions are used to express pleasure. Here are some expressions that you can use to express pleasure.

Pleasure

Great!
Terrific!
I'm pleased.
I enjoyed it
I love it.
It was terrific.
I'm delighted.

In the dialogue you also find an expression “*Oh, thank goodness I found you!*” That expression is used to express relief. Here are other expressions that you can also use:

<p>Relief Thank goodness! Thank heavens! What a relief! I'm glad about ...! It's a great relief! Whew!</p>



Task 6

Complete the following short dialogues with the suitable expressions. Compare your answers with your classmate's.

- A : Could you tell me what happened to the mouse?
B : Well, the mouse was released by the lion.
A : I thought that the lion ate the mouse.
- A : What do you think of the story?
B : It excites me.
A : Wow, I felt the same thing. I have to admit that it is a masterpiece.
- A : Hi, I want to return the book that you lent me. It was legend.
B : I'm glad you like it.
- A : Hi. I want to return the book that I borrowed.
B : Alright.
A : I think I'm a day late returning it.
B : Well, let me see. No you return it just in time.
A : I thought it's late.
- A : Hello, Retno! Thank you for the book that you gave to me.
B : You're welcome. Do you like the story?
A : Yes,



Task 7

Suppose you are in the following situations. What will you feel and what expressions will you use to express your feeling?

- Your friend finds your lost book.
- Your teacher asks your opinion on the fairytale that she just told you. You really like the story.
- You have a great time reading a story.
- The library is closed in 15 minutes. You want to return a book that you borrowed from the library. You rush there and you find the library still open.



Task 8

Study the following dialogue and answer the questions. Then, act it out with your classmates.

- Denias : Hi, Ayu. Are you ready to leave?
Ayu : Oh, terrific you're here. I can't find one of the books that I've borrowed. Please help me find it!
- Denias : OK, don't panic. I'm sure we'll find it. When was the last time you saw the book.
Ayu : I think two days ago while I was finishing reading the book.
- Denias : OK, do you remember where you read it?
Ayu : I read the book here in my room after school. Then, my mom told me to buy some sugar.
- Denias : You didn't bring the book with you, did you?
Ayu : I don't think so. But I don't remember where I left the book.
- Denias : I'm sure it's somewhere in this house. Yes, you might be right.
Ayu : Yes, you might be right. I felt a bit relieved now.
- Denias : Have you checked under your bed? It's a low bed. You might have dropped it.
Ayu : I haven't checked it because I'd have to move the desk.
- Denias : Let's move the desk together.
Ayu : OK, but be careful, it's very heavy.
- Denias : Sure.
- Denias : Ouch. It hurts!
Ayu : What is it?
Denias : My finger was squeezed.
Ayu : Oh, I'm sorry.
- Denias : It's OK. Now, I'll see if the book is there.
Ayu : OK.
- Denias : There's nothing down there.
Ayu : I'll just ask my mom; probably she knows where it is.
- Denias : You're right.
Ayu : Mom, do you see a book entitled *The Elf and the Shoemaker*.
Mother : Is it this one?
Ayu : Oh thank goodness! Yes, this is the book. Where did you find it?
Mother : Your brother read it this morning, and left it in the living room.
Ayu : Oh my goodness! Why didn't he tell me? I've been looking for this book all afternoon!
- Mother : Be patient, dear. Your brother is still a kid.
Ayu : Yes, I know but he has to learn some manner mom. We have to rush to the library before it's closed. Oh, thanks for finding the book for me mom.
- Mother : You're welcome honey. Be careful.
Ayu and Denias : Sure.

Questions

1. What happened to the book that Ayu borrowed from the library?
2. Where did she try to look for the book?
3. What happened to Denias's finger?
4. Denias said: "Ouch. It hurts!" What did he express?
5. Who found the book?
6. Who took the book?
7. How did she feel when the book was found? What did she say to express her feeling?



Task 9

Study the following expressions.

Expressing Pain

In the dialogue above Nita said: **“Ouch. It hurts!”** The expression is used to express pain. Here are some other expressions that you can use to express pain:

1. Ugh, it's very painful!
 2. Ouch!
 3. Oh, it's killing me!
-



Task 10

Study how these words are pronounced. You may consult your dictionary.

In this unit you learn the expression “ouch [aʊtʃ]”. The -ch- is pronounced [tʃ]. Here are other words that also have -ch endings. Pronounce them out loud.

- Dutch
 - Hutch
 - Much
 - Such
 - Touch
-



Task 11

Express pain or relief in the following situations. Compare your expressions with your classmates’.

1. Someone steps on your foot.
 2. You hurt your arm.
 3. You hit the chair very hard.
 4. You fall down and break your leg.
 5. You find the wallet you lost a week ago.
 6. Your best friend recovered from an illness.
 7. You got 90 in an English test.
 8. Your father comes home safely from a long journey.
-



Task 12

Read the following story and then complete the sentences.

The Four Friends

One day, a Mama Ostrich returned home from gathering food for her two dear chicks. She looked and looked for them but could not find them anywhere. Imagine her alarm when she discovered lion tracks around her two-footed chicks' tracks! Fearful but determined to find her babies, she followed the lion tracks.

The tracks led into the woods and finally ended at the den of Mama Lion. In the opening through the cave there lay her own dear chicks in the arms of Mama Lion. The Mama Lion did not want to give the chicks back. She said they were her cubs. Then she challenged Mama Ostrich. She said to Mama Ostrich that if she can make an animal to look her in the eye and tell her that the chicks are not her cubs, she will give them back to her. Mama Ostrich agreed and set out to her friends to ask for help.

She told all the animals that there is an important meeting and that they should come. Then, when she came to mongoose she told him the story and he said that he had an idea. The Mongoose told her to make a hole under an anthill, as a second exit. Then, Mama Ostrich did just what the mongoose had told her to do.

The next morning, the entire animals gathered near the anthill. Then, Mama Ostrich told them the story and asked one of them to stare the Mama Lion in her eyes and say that the chicks were not her cubs. The animals wanted to help her but they didn't want to risk their life. One by one they said that the chicks were her cubs. Mama Ostrich was disappointed that her friends would not help her.

When it was the mongoose's turn he said, "Have you ever seen a mama with fur has babies that have feathers? Think of what you are saying. Mama Lion has fur! The chicks have feathers! They belong to the ostrich!" having said that, Mongoose jumped down the hole under the anthill, and escaped out the other end.

At once, Mama Lion jumped after him, and when she did so the two ostrich chicks were freed. Mama Lion could not escape from the anthill and had to stay there for a long time.

Taken From: www.storiestogrowby.com

1. A Mama Ostrich returned home from
 2. She could not find
 3. She found ... which led her to the den of Mama Lion.
 4. Mama Lion challenged her if ... she would give her chicks back.
 5. The animals were too scared to help her except
 6. He had an idea to trap Mama Lion by
 7. The Mongoose said that Mama Lion had fur while the chicks
 8. Mama Lion chased ... and got into the hole and could not go out of the hole.
 9. The chicks were ... and Mama Lion was trapped in the hole.
 10. Mama Ostrich could get her chicks back because of ... with the mongoose.
-



Task 13

Work in small groups and then retell the story entitled *The Four Friends*. You may use the points in Task 11.



2. Read and Write



Task 14

Read the following story and complete the table. You may want to study the following words to help you understand the story.

affair [ə'feə] (kb)	: urusan
faithful ['feɪθfʊl] (ks)	: setia
impressed [ɪm'prest] (ks)	: terkesan
pardon ['pɑ:dən] (kkt)	: mengampuni
patiently ['peɪʃəntli] (kk)	: dengan sabar
plot [plɒt] (kkt)	: merencanakan
ruler ['ru:lə] (kb)	: penguasa
sacrifice ['sækrɪfajs] (kkt)	: berkorban
sentence ['sentəns] (kkt)	: menjatuhu hukuman
uneasy [ʌn'i:zi] (ks)	: kuatir/ gelisah

Damon and Phintias

There once were two best friends named Damon and Phintias. They lived in Syracuse, Sicily in the 4th century BC. They were philosophers of Pythagorean School.

One day Phintias was sentenced to death by Dionysius the Younger, the ruler of the city, for plotting against his rule. Phintias then begged for permission to go home to finish his private affairs before he's executed. Dionysius of course refused his request. Phintias felt very and hopeless. But then, Damon came to Dionysius and begged to grant Phintias's request. Damon loyally offered to replace Phintias while he is gone. He is willing to take Phintias's place in prison. Dionysius then agreed and granted their request.

Phintias was very happy and thankful for his friend's sacrifice. He promised Damon that he will returned as soon as possible. He started home as fast as he can.

Days gone by and Damon waited very patiently in jail. But until the day before his execution, Phintias had not returned. And on his execution day Phintias still had not returned. Damon knew that he had to take Phintias's place and get executed if Phintias didn't show up.

It turned out that Phintias had tried to keep his promise to his best friend, but he cannot. He got delayed on his way back. Phintias heart beat fast. He felt very uneasy. He feared that he would be too late, and Damon, his faithful friend will get executed because of him.

Dionysius told Damon that it's the execution day and since Phintias had not returned he had to take his place. Incredibly, just as Damon was about to die in his place, Phintias arrived. He shouted to stop the execution. He felt so relief that his friend is still alive. He apologized to Damon for his delay. Damon said that it's alright and he told Phintias that he trusted him.

Dionysius was so impressed by this example of loyalty that he pardoned Phintias and asked to share their friendship.

Adapted from: Microsoft ® Encarta ® 2006. © 1993-2005 Microsoft Corporation. All rights reserved.

Characters	Characteristics
Damon	:
Phintias	:
Dionysius	:
Setting:	
Place	:
Time	:
How the story began	:
Problems	:
How the story ended	:



Task 15

Complete the sentences using the suitable words from the box below. Do it individually and then compare your answers with your classmates'.

ruler	sentenced	impressed	patiently	uneasy
faithful	pardon	sacrifice	plot	affairs

- Cleopatra was the ... of Egypt.
- The mayor has an important ... that's why he cannot attend the opening of our public library.
- I feel very ... for losing my friend's book.
- Everyone was ... with our new library.
- The person was caught because of ... against the rule.
- I have to ... a lot to be able to buy my sister a copy of Harry Potter book.
- We have to wait ... in a queue to borrow the book.
- I try to be ... to all my friends.
- The man ... the boy for trespassing his house.
- The thief was ... a year in prison.



Task 16

Study the following explanation.

Stories consist of several parts. They are the beginning, the problem that occurred, how the problem was solved, and the ending of the story.

- The beginning of the story has the function of introducing the characters of the story, where and when the story occurred. This part of the story is called orientation.
- How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face is called the complication.
- How the problem is solved or ended is called the resolution.
- The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer is called re-orientation. However, this part of the story is optional. You may or may not find it in a story.

The common grammatical features of narrative texts include:

- use of particular nouns to refer to or describe the particular people, animals and things that the story is about;
- use of adjectives to build noun groups to describe the people, animals or things in the story;
- use of time connectives and conjunctions to sequence events through time;
- use of adverbs and adverbial phrases to locate the particular incidents or events;
- use of past tense action verbs to indicate the actions in a narrative;
- use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.



Task 17

Read the following story and answer the questions. First, study the following words.

fawn [fɔ:n] (<i>kkt</i>)	: menjilat
flee [fli:] (<i>kki</i>)	: melarikan diri
fond [ˈfɒnd] (<i>ks</i>)	: suka
forepaw [ˈfɔ:pɔ:] (<i>kb</i>)	: telapak depan
game [geɪm] (<i>kb</i>)	: hasil buruan
groan [grəʊn] (<i>kki</i>)	: suara gerangan yang keras
limp [lɪmp] (<i>kki</i>)	: pincang
pardoned [ˈpɑ:dɒn] (<i>kkt</i>)	: melepaskan
roar [rɔ:] (<i>kki</i>)	: raung
sentence [ˈsentəns] (<i>kkt</i>)	: menjatuhkan hukuman
stumble [ˈstʌmbəl] (<i>kki</i>)	: tersandung
swollen [ˈswɒləʊn] (<i>ks</i>)	: bengkak
thorn [θɔ:n] (<i>kb</i>)	: duri
weary [ˈweəri] (<i>ks</i>)	: sangat lelah

Androcles and the Lion (Greece)

This story takes place in Rome, where a Greek slave named Androcles escaped from his master and fled into the forest. There he wandered for a long time until he was weary, hungry and hopeless. Just then he heard a lion near him moaning and groaning and at times

roaring terribly. Tired as he was, Androcles rose up and rushed away, as he thought, from the lion; but as he made his way through the bushes he stumbled over the root of a tree and fell down. When he tried to get up, there he saw the lion coming towards him, limping on three feet and holding his forepaw in front of him.

Poor Androcles was hopeless; he had not strength to rise and run away, and there was the lion coming upon him. But when the great beast came up to him instead of attacking him it kept on moaning and groaning and looking at Androcles, who saw that the lion was holding out his right paw, which was covered with blood and much swollen. Looking more closely at it Androcles saw a big thorn pressed into the paw, which was the cause of all the lion's trouble. *Plucking up courage* he held the thorn and drew it out of the lion's paw, who roared with pain when the thorn came out, but soon after finding such relief from it that he fawned upon Androcles and showed, in every way that he knew, to whom he owed the relief. Instead of eating him up he brought him a young deer that he had killed, and Androcles managed to make a meal from it. For some time the lion continued to bring the game he had killed to Androcles, who became quite fond of the huge beast.

But one day a number of soldiers came marching through the forest and found Androcles. As he could not explain what he was doing, they took him prisoner and brought him back to the town from which he had fled.

Here his master soon found him and brought him before the authorities. Soon Androcles was sentenced to death for fleeing from his master. Now it used to be the custom to throw murderers and other criminals to the lions in a huge circus, so that while the criminals were punished the public could enjoy the scene of a fight between them and the wild beasts.

So Androcles was sentenced to be thrown to the lions, and on the appointed day he was led forth into the Arena and left there alone with only a spear to protect him from the lion.



The Emperor was in the royal box that day and gave the signal for the lion to come out and attack Androcles. But when it came out of its cage and got near Androcles, what do you think it did? Instead of jumping into him it fawned him and stroked him with its paw, it made no attempt to do him any harm.

It was of course the lion which Androcles had met in the forest. The Emperor, surprised at seeing such a strange behavior in so cruel a beast, called Androcles to him and asked him how the lion lost all its cruelty. So Androcles told the Emperor all that had happened to him and how the lion was showing its gratitude for his having relieved it of the thorn. The Emperor pardoned Androcles and ordered his master to set him free, while the lion was taken back into the forest and let loose to enjoy liberty once more.

Adapted from: www.storiestogrowby.com
Picture: <http://www.mikelockett.com>

Questions

1. Who is the main character in the story?
2. Who is Androcles?
3. How did he feel when he heard the lion's roar?
4. What happened when the lion approached him?
5. Why did the lion limp?
6. What did Androcles do to the lion?
7. What did the lion do in return to Androcles' help?
8. What happened to Androcles after he was caught by the soldiers?
9. In the arena, what did the lion do to Androcles?
10. What did the emperor do seeing the lion's behavior?
11. How did the story end?



Task 18

Complete the sentences with the suitable words in the box.

1. I'm really ... of the story because it is very exciting.
2. The prisoner was ... to death.
3. Rose's stems are full of
4. The king ... him for his mistakes.
5. The lion ... loudly.
6. The old woman looks very
7. The lion eat its ... very fast.
8. I can't walk properly with my ... ankle.
9. The lion ... on its cub.
10. It was dark that I ... down.

fawn	stumble	game
sentence	roar	pardon
limp	swollen	weary
fond	thorn	flee



Task 19

Read the following story. Then, complete the summary and guess meanings the word below based on the context.

appropriate [ə'prəʊpriət] (ks)	:
assured [ə'sʊəd] (ks)	:
consider [kən'sɪdə] (kkt)	:
crow [krəʊ] (kb)	:
depend [dɪ'pend] (kkt)	:
fierce ['fɪəs] (ks)	:
flesh [fleʃ] (kb)	:
grazing ['greɪzɪŋ] (kb)	:
incapable [ɪn'keɪpəbl] (ks)	:
injured ['ɪndʒəd] (kb)	:
jackal ['dʒækəl] (kb)	:
leftover ['leftəʊvə] (kb)	:
refuge ['refju:dʒ] (kb)	:
shelter ['ʃeltə] (kb)	:
sincere [sɪn'sɪə] (ks)	:
wolf [wʊlf] (kb)	:

Beware of Mean Friends (A Story from India)

Once upon a time, there lived a Lion by the name of Madotkata in a forest. He made friend with three other animals, a crow, a jackal, and a wolf. The lion was sincere with their friendship, but the three animals made friend only to take advantages from the Lion. They knew that the Lion was the King of the forest and friendship with such fierce creature would always help them. They didn't have to make any efforts to search for their food, as the Lion usually give his leftover meals to them. Moreover, they became powerful as they were next to the King of the forest.

One day the three animals, jackal, crow, and wolf, spot a camel which didn't belong to the forest. The camel seems to be trying to find his way out of the forest. The Jackal suggested to kill the camel. The Wolf suggested to inform the Lion instead since the camel is too large for them to kill. The Crow agreed with the idea given by the Wolf.

They told the lion that there is a lost camel and that it would be a great meal for them. The lion roared loudly on hearing this and said, "What are you saying? The Camel has come for refuge in my kingdom. It is unethical to kill him like this. We should provide him the best shelter. Go and bring him to me". All of them got shocked hearing what the king had said. But, they obey what the lion had told them to do and bring the camel to him. At first, the camel was scared but then he was assured by the kindness of the king. He then considers the lion, the crow, the jackal, and the wolf as his friends.

One day, when the Lion was hunting for food, he had a struggle with a mighty Elephant. The Lion got badly injured in the struggle and became incapable of hunting for his food. Stricken by bad luck, the Lion had to suffer without food for days. Because of this, his friends also had to go hungry for days as they are totally depended on the Lion's kill for their food. But the Camel was satisfied grazing around in the forest.

All the three friends got worried and decide to persuade the Lion. They said, "Your Majesty,

you are getting weak day by day. We can't see you in this miserable condition. Why don't you kill the Camel and eat him?" The Lion roared, "No. How can you think of such thing? He is our guest and we should not kill him. Don't give such suggestions to me in future". As the jackal, the crow and the wolf had set their evil eyes on the camel; they met once again and set up a plan to kill the Camel.

They went to the Camel and said, "Dear Friend, you know our King has not eaten anything from the past many days. He is unable to go for hunting due to his wounds and sickness. Under such circumstances, it becomes our duty to sacrifice ourselves to save the life of our king. Come with us, we will offer our bodies to make his food". The Camel didn't understand their plan, but innocently he nodded in favor of their plan.

First of all, the Crow came forward and said, "Your Majesty, we didn't succeed in getting any food for you. I can't see you like this. Please eat me and make me obliged". The Lion replied, "Dear, I will prefer to die than to perform such a sinful deed". Then, the Jackal also did the same thing to the lion. And the Lion also reject killing him. After that, the wolf came forward and offered his body to the Lion, but he also reject his offer.

The Camel, who was watching the whole scene felt reassured of his safety and also decided to go forward and complete the formality. He marched forward and said, "Your Majesty, why don't you kill me. You are my friend. A friend in need is a friend indeed. Please allow me to offer you my body".

The Lion think that the offer was appropriate, as the Camel himself had offered his body for food, his ethics were maintained. The Lion attacked the Camel at once, ripped open his body and tore him into pieces. The Lion and his friends ate the delicious flesh to their fill. They feasted on the poor Camel for days together.

Taken From: www.culturalindia.net

Beware of Mean Friends

A lion made friend with a wolf, a jackal and a crow. Lion's friends are loyal and willing to be friends only because of the lion's willingness to share his food.

On day Lion's friend spot a lost camel and they want to kill the camel. Because the camel is too large for them to kill, they tell the Lion and suggest him to kill the camel. But the Lion refuse to kill a lost animal in his kingdom. He asks to treat him as a host.

.....

.....

.....

.....

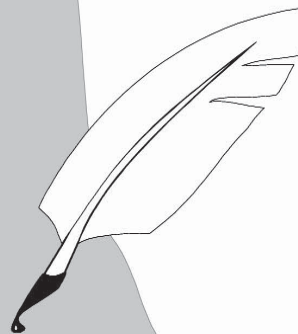
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C. Let's Do More



Task 20

Imagine that you are in the following situations. Express what you would say in such situations.

1. You are going to attend a book review but your bus is very slow. When you finally arrive there the review has not begun.
 2. You really enjoy reading the book that you have just bought.
 3. You try to get a book from the upper shelf by standing on a stool. But you lose your balance and fall.
 4. You are reading a book under the mango tree and a mango falls on your head.
 5. You join a story telling contest, but you left behind your puppet that you are going to use. You called your sister to bring the puppet to you. Your sister arrived just before you perform.
-



Task 21

Find two or more stories about friendship. Then retell them to your class.

D. Let's Check Your Competence



Task 22

In pairs, write dialogues based on the following situations.

1. You and your friend are almost late to attend story telling club at school. When the two of you got there, it turned out that you're not late after all.
 2. You need your dictionary to do your homework, but you cannot find it. You ask your sister if she had seen it, and she said it's in her room.
 3. You tell your mom that you have finally saved enough money to buy a copy of Harry Potter. You feel very happy that you finally are able to buy the book.
 4. You hit by a ball thrown by your brother while reading a book on your porch.
 5. You are very happy and proud of yourself for being able to buy a book for your brother.
-



Task 23

Read the following story and complete the table.

A Story of Friendship

One day, when I was a freshman in high school, I saw a kid from my class was walking home from school. His name was Kyle. It looked like he was carrying all of his books..I thought to myself, "Why would anyone bring home all his books on a Friday? He must really be a nerd."I had quite a weekend planned (parties and a football game with my friends tomorrow afternoon), so I shrugged my shoulders and went on.

As I was walking, I saw a bunch of kids running toward him. They ran at him, knocking all his books out of his arms and tripping him so he landed in the dirt. His glasses went flying, and I saw them land in the grass about ten feet from him. He looked up and I saw this terrible sadness in his eyes.

My heart went out to him. So, I jogged over to him as he crawled around looking for his glasses, and I saw a tear in his eye. As I handed him his glasses, I said, "Those guys are jerks. "They really should get lives." He looked at me and said, "Hey thanks!"There was a big smile on his face. It was one of those smiles that showed real gratitude. I helped him pick up his books, and asked him where he lived. As it turned out, he lived near me, so I asked him why I had never seen him before. He said he had gone to a private school before now. I would have never hung out with a private school kid before. We talked all the way home, and I carried some of his books. He turned out to be a pretty cool kid. I asked him if he wanted to play a little football with my friends. He said yes.

We hung out all weekend and the more I got to know Kyle, the more I liked him, and my friends thought the same of him.

Monday morning came, and there was Kyle with the huge stack of books again. I stopped him and said, "Boy, you are gonna really build some serious muscles with this pile of books everyday!" He just laughed and handed me half the books.

Over the next four years, Kyle and I became best friends. When we were seniors we began to think about college. Kyle decided on Georgetown and I was going to Duke. I knew that we would always be friends, that the miles would never be a problem. He was going to be a doctor and I was going for business on a football scholarship.

Kyle was valedictorian of our class. I teased him all the time about being a nerd. He had to prepare a speech for graduation. I was so glad it wasn't me having to get up there and speak. Graduation day, I saw Kyle. He looked great. He was one of those guys that really found himself during high school. He filled out and actually looked good in glasses. He had more dates than I had and all the girls loved him. Boy, sometimes I was jealous! Today was one of those days.

I could see that he was nervous about his speech. So, I smacked him on the back and said, "Hey, big guy, you'll be great!" He looked at me

with one of those looks (the really grateful one) and smiled. "Thanks," he said. As he started his speech, he cleared his throat, and began. "Graduation is a time to thank those who helped you make it through those tough years. Your parents, your teachers, your siblings, maybe a coach...but mostly your friends... I am here to tell all of you that being a friend to someone is the best gift you can give them. I am going to tell you a story."

I just looked at my friend with disbelief as he told the story of the first day we met. He had planned to kill himself over the weekend. He talked of how he had cleaned out his locker so his Mom wouldn't have to do it later and was carrying his stuff home. He looked hard at me and gave me a little smile. "Thankfully, I was saved. My friend saved me from doing the unspeakable."

I heard the gasp go through the crowd as this handsome, popular boy told us all about his weakest moment. I saw his Mom and dad looking at me and smiling that same grateful smile. Not until that moment did I realize it's depth. Never underestimate the power of your actions. With one small gesture you can change a person's life. For better or for worse. God puts us all in each others' lives to impact one another in some way.

Taken from: Pauline-indo-sun.blogspot.com

A Story of Friendship

When and where the story take place, and the characters:

Problems:

How the problem(s) is/ are solved:

How the story ends:

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

- 1) How to express pleasure, relief and pain. Here are some of the examples:

Pleasure
Great! Terrific! I'm pleased. I enjoyed it. I love it. It was terrific. I'm delighted.
Relief
Thank goodness! Thank heavens! What a relief! I'm glad about ...! It's a great relief! Whew!
Pain
It hurts! Ugh, it's very painful! Ouch! Oh, it's killing me!

2. Narrative

Stories consist of several parts. They are the beginning, the problem that occurred, how the problem was solved, and the ending of the story.

- The beginning of the story has the function of introducing the characters of the story, where and when the story occurred. This part of the story is called orientation.
- How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face is called the complication.
- How the problem is solved or ended is called the resolution.
- The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer is called re-orientation. However, this part of the story is optional. You may or may not find it in a story.

The social purpose of this type of text is entertaining because they deal with the unusual and unexpected development of events. It also instruct because they teach readers and listeners that problems patterns of behavior that are generally highly valued.

UNIT VI

GOOD MORNING, YOU'RE WATCHING ENGLISH NEWS.



<http://www.zimfamilycookers.com>



<http://img341.imageshack.us>

A newsreader is a person who reads the news on the radio or TV. He/she must read the news clearly so that the listeners or viewers understand the news. A news reader must open and close the program in an interesting manner.

A news programme usually has three categories; (1) news reading, (2) live report, (3) and a dialogue with guests. The text or script for a newsreader usually includes headlines and the news items. The script may also include a dialogue script with a guest for live interview or a script for a live report.

Do you want to be a good news reader? If so, let's learn together

A. Let's Get Ready



Task 1

Study the following anchorman and woman from TV news programme “Indonesia Now”.

co-anchor ['kəʊ'æŋkə](kb)	: penyiar bersama
network ['netwɜ:k](kb)	: jaringan
extensive [ɪk'stensɪv](ks)	: luas
anchor ['æŋkə](kb)	: penyiar berita
prior ['praɪə](kk)	: sebelumnya
diplomat ['dɪpləmət](kb)	: diplomat

DALTON TANONAKA

Hallo, I'm Dalton. I'm the co-anchor of Metro TV's weekly English-language news programmes “Indonesia Now,” the network's first internationally-distributed programme. I joined Metro TV in June 2006.

I have had an extensive news career in Asia. I was the anchor of CNN International's “BizAsia” and “TalkAsia” programmes based in Hong Kong. Prior to that, I anchored programmes for CNBC Asia and NBC Asia in Hong Kong, and NHK in Tokyo. I was a candidate for public office in my home U.S. state of Hawaii in 2002 and 2004.

I have won many awards for my work, including being named “Best News Anchor/Presenter” at the Asian Television Awards in 1997. I was named “Best Newspaper Columnist” in Hawaii in 2000.



Adapted from: <http://metrotvnews.com>

Picture: <http://www.metrotvnews.com>

KANIA SUTISNAWINATA



Hallo, I'm Kania. I'm one of Metro TV's news anchors on programmes such as “Metro Hari Ini” and “Top Nine News.” I previously co-anchored “Indonesia Now” from its beginning in September 2006 until February 2008. My television career began as an anchor for SCTV in Jakarta.

My international background as the daughter of an Indonesian government diplomat prepared me for my current duties. I was born in Jakarta; I lived and attended schools in Geneva, Los Angeles and Mexico City. I attended the United States International University in Mexico, and graduated from the University of Indonesia as a marketing majoring.

I speak Bahasa Indonesia, English and Spanish, and have won honours for my proficiency in French.

Adapted from: <http://metrotvnews.com>

Picture: <http://www.metrotvnews.com>



Task 2

In pairs, study the following categories of news and write the Indonesian meanings.

headline ['hedlaɪn] (kb)	:
politics ['pɒlɪtɪks] (kb)	:
law [lɔ:] (kb)	:
economy [ɪ'kɒnəmi] (kb)	:
business ['bɪznəs] (kb)	:
culture ['kʌltʃə] (kb)	:
sports ['spɔ:ts] (kb)	:
metropolitan [mɛtrə'pɒlɪtən] (kb)	:
national ['næʃənəl] (kb)	:
regional ['ri:dʒənəl] (kb)	:
international [ɪntə'næʃənəl] (kb)	:
general [dʒenərəl] (kb)	:
environment [ɪn'vaɪərənmənt](kb)	:
entertainment [entə'teɪnmənt] (kb)	:
health [helθ] (kb)	:
education [edju:'keɪʃn](kb)	:



Picture: <http://www.zimfamilycockers.com>



Task 3

In pairs, study the following headlines and then mention their categories: health, economy, law or entertainment.

Experts have warned doctors and parents of dengue fever patients to be careful not to assume a drastic decrease in fever indicates recovery, because it could be the calm before the real storm.	
The government eyes up to US\$5 billion in investment from the Middle East this year in financial services, natural resources, infrastructure, property and plantation.	
Law enforcers should consider the victim's perspective when handling child sexual abuse cases, officials said recently.	
Led Zeppelin guitarist Jimmy page said he was ready to take the legendary band on a world tour after burning up the stage at last month's reunion concert in London.	

Adapted from *The Jakarta Post*, various dates

B. Let's Act



1. Listen and Speak



Task 4

Study the following words and then listen to a TV news programme presented by Ayu and Live-report by Denias. Complete the missing expressions and then answer the questions.

origin ['ɒrɪdʒɪn] (kb)	: asal-usul
rally ['ræli] (kb)	: rapat umum
embassy ['embəsi] (kb)	: kedutaan besar
slam [slæm] (kkt)	: mengecam
acknowledge [ək'nɒlɪdʒ] (kkt)	: mengakui

Ponorogo Holds Reog Festival to Preserve Its Native Culture: A News Reading Script



Good evening.

For the next thirty minutes, you're watching "Indonesia Today" with me Ayu Yuliyanti.

The National Reog Festival XIV was held in Ponorogo Regency...

We also have an interactive dialogue with a rising star, Sherina Munaf ...

Indonesia Today begins...

The National Reog Festival XIV was held in Ponorogo Regency, East Java, not long after Malaysia agreed Indonesian's traditional mask dance was not Malay in origin.

The four-day festival, which opened Saturday, was part of the Islamic New Year celebration known as *Grebeg Suro*.

Forty-two groups took part in the festival, while last year there were only thirty one. The participants came from various places like Probolinggo, Gresik, Surabaya, Jember, Batu, Kediri, Jakarta and other areas outside Java such as South Sumatra, Riau, Lampung, and East Kalimantan.

_____ by our Reporter Denias live from the scene ...

Hallo, Deny... Your report, please.

Thank you very much, Ayu ... Good evening.

_____ The Reog Festival in Ponorogo Square live. There are huge crowd of people to watch the dance enthusiastically. They come from various places, especially from East Java.

The Regent of Ponorogo, Muhadi Suyono had officially opened the festival at Ponorogo Square.

Here is the interview with Mr Suyono, The Regent of Ponorogo...

Good evening, Sir. I'm Denias from "Indonesia Today. "

Good evening.

What is the purpose of the festival in general?

Well, thank you. The purpose of the event is to preserve the Reog culture and to support the national government initiative Visit Indonesia Year as well.

Is the festival a part of the Visit Indonesia Year 2008?

Yes, of course. Visit Indonesia Year consists of 100 national events, one of which is the National Reog Festival. And we will continue to hold the Grebeg Suro Celebration because it is important for the preservation of our culture.

Does the festival put any concern or support to the victims of mud flood in Sidoarjo?

Yes. It is important to remember that the festival is being held amid concerns for the victims of mud flood in Sidoarjo, we thank you for the support for the refugees in Sidoarjo.

_____, Sir. Good night.

You're welcome.

Back to you, Ayu...

Denias, live-report from Reog Festival in Ponorogo Square. Coming up next, an interactive dialogue with Sherina. Indonesia Today will continue after the break. Stay tune for more.

Adapted from The Jakarta Post, January 11, 2008

Picture: <http://www.surabayatourism.com>

Questions

1. What is the name of the news programme?
2. How does the news presenter open the programme?
3. What is the headline of the news?
4. How does the news presenter start reading news?
5. What is the name of the festival? Where did it take place?
6. How long will the festival last?
7. What did the Malaysian Ambassador respond?
8. How does the reporter begin the report?
9. How does the reporter start the interview session?
10. Who was the interviewee?
11. What is the purpose of the festival?
12. How does the reporter end the report?



Task 5

In pairs, study the following stages of reading news and reporting an event.



Picture: <http://www.zavos.org>

Stages in Reading News

In the monologue above, you find some expressions to read news and report an event. Here are some more expressions:

1. **Greeting:** *Good morning, good afternoon, etc,*
2. **Introducing the programme, the news reader, and the duration:**
 - a. *For the next 30 minutes you're watching News Today with me Arnis.*
 - b. *I'm Virga and you're watching... (name of the programme).*
3. **Reading the headlines:** *Here is the headline for today, The today's highlights are ...*
4. **Starting the news:** *(name of the programme) begins..., Let me begin with ...*
5. **Reading news:** *News item 1, News item 2, ...*
6. **Giving turn:** *(reporter), your report, please ..., (reporter), you're on ...*
7. **Commercial break:** *Coming up next ..., Stay tune for more when ... returns, The ... will continue after the break.*
8. **Returning after commercial break:** *Welcome back on ..., You're still with me on ... (news programme)*

Stages in Reporting an Event and Interviewing the Source of News

1. **Taking turn:** *Thank you, alright, ok, ...*
2. **Telling the event and place:** *I'm reporting from ... in ..., I'm in ... to report ...*
3. **Interviewing:**
 - a. **Greeting:** *Good morning, good afternoon, good evening, ...*
 - b. **Introducing the name and the programme:** *I'm ... from ...(name of the programme)*
 - c. **Questioning:** *First question, then, what about, ..., final question ...*
 - d. **Thanking:** *Thank you for the time, thank you ...*
 - e. **Parting:** *Have a nice day/weekend...*
 - f. **Giving back turn:** *Back to you, ... (name of the reporter)*



Task 6

Study the following jumbled piece of a news reading script and then arrange them into meaningful news. Read aloud the news item to your classmates.

[.....]	Good morning You're watching "News Flash" with me, Adib.
[.....]	The death of the charismatic former prime minister threw the campaign into chaos and created fears of mass protests and an eruption of violence across the volatile South Asia nation.
[.....]	Bhutto, 54, was rushed to the hospital and taken into emergency surgery. Police said 16 people had been killed in the blast, which occurred during campaigning for a Jan. 8 National Election. "News Flash" will see you again in the next one hour. Thank you and good morning.
[.....]	The main court, banks and other buildings were set on fire in Jacobabad, hometown of Pakistan's caretaker prime minister, after Bhutto's assassination, an AFP reporter said. Police said a suicide bomber fired shots at Bhutto as she was leaving the rally venue in a park before blowing himself up.
[.....]	Pakistani opposition leader Benazir Bhutto was assassinated Thursday in a gun and bomb attack as she left an election rally in the city of Rawalpindi.

Adapted from The Jakarta Post, December 28, 2007



Task 7

In groups of three, study the following piece of news item and then complete the interview session with appropriate questions.

Indonesian Boy won Award at International Event for Inventors

- Ayu : Good Morning. You're watching "News Flash" with me Ayu Yulianti.
Indonesian Boy won Award at International Event for Inventors. Wira Dibya Ratno Pama of Surabaya's Al-Hikmah High School was named favourite inventor at the 4th International Exhibition for Young Inventors.
Wira won the medal after his invention - a remote control device capable of operating at a large distance - received the most attention from the visitors during the three day exhibition at Yogyakarta Science centre *Taman Pintar*.
Here is the interview with Wira by Reporter Andy Riyandi.
- Andy : *Congratulations, Wira!*
- Wira : *Thank you.*

- Andy : What (feel) _____?
- Wira : I'm very happy, of course, as this is an international event with many inventors from other countries participating.
- Andy : What (hope) _____?
- Wira : I hope this will further motivate me and other students in Indonesia to create other useful inventions in the future.
- Andy : Thank you, Wira.
- Wira : You're welcome.
- Ayu : "News Flash" will soon return in the next one hour. Good morning

Adapted from *The Jakarta Post*, December 1, 2007



Task 8

Study the following words and then listen to the news programme. Complete the missing expressions and then answer the questions.

precocious [prɪ'kɔʊʃəs] (ks)	: terlalu cepat dewasa
transition [træn'zɪʃn](kb)	: peralihan
graduation [grædʒu'eɪʃən](kb)	: kelulusan
in a business degree [dɪ'grɪː](kb)	: menjadi sarjana dalam bidang bisnis
marketing ['mɑ:kɪtɪŋ](kb)	: pemasaran
finance ['fainəns](kb)	: keuangan
star [stɑː](kkt)	: membintangi
attraction [ə'trækʃn](kb)	: daya tarik
involved [ɪn'vɒlvd](ks)	: terlibat

SHERINA MUNAF, SINGER

AYU : _____

Sherina Munaf was known for her precocious singing voice and performing abilities from the age of seven. She's now entering a new phase of her life. Sherina joins us now to talk about that transition. Here in studio, we have a special guest, a rising star. Welcome, Sherina.



SHERINA : Thank you.

AYU : How are you?

SHERINA : Very good.

AYU : You're in your final year of high school. You've been performing at special events like the recent Miss Universe event. What's your game plan upon graduation?

SHERINA : University. Maybe in Sidney, 'cause my sister lives there. Or maybe in Japan.

AYU : What are you studying?

SHERINA : I'm interested in a business degree. Marketing and business. But not finance.

AYU : Where do you want to be at 21, where do you want to be at 30?

SHERINA : That's difficult. 21, I want to be maybe outside Indonesia. Maybe in Japan or maybe

together with my sister in Sydney, still, doing my university. And 30? Perhaps get married.

AYU : And this is another personal question. Who's your dream date?

SHERINA : That will be Kenichi Matsuyama.

AYU : And he's a Japanese ...

SHERINA : He's a Japanese actor. He stars in "Death Note," the movie. He's really, really cool.

AYU : What is it about him that you like besides being cool?

SHERINA : Well, he's really good in acting and well, basically his looks. But not really, maybe for attraction, but not really involved. Well, I've never met him before.

AYU : Last question. Business. You're going to study business because your profession involves business. So, you want to continue singing, you want to act, you want to be in control of your own career?"

SHERINA : Yeah. I want to be in control of my own career, and it's going to be a music career. And I'm not going to be a singer but I want to be engaged in music. I'm a musician. But I can sing as well. So I think I need to learn business for that and I think business is a really basic thing if you want to learn other stuff than music.

AYU : Thank you so much, Sherina.

SHERINA : You're welcome.

AYU : _____ next week and good bye.

Source Interview Transcript from "Indonesia Now". Saturday, 20 October 2007

Picture: <http://students.stttelkom.ac.id>

Questions

1. Who is Sherina?
2. What is Sherina's plan after graduation?
3. What does Sherina expect when she is 21 and 30 years old?
4. What does Sherina want to do in the future for her own career?
5. Why does she prefer studying business?



Task 9

In pairs, study the following stages in interviewing a guest in news studio.

Stages in Interviewing Guest

1. **Greeting:** *Good morning, good afternoon, good evening*
2. **Welcoming:** *I give a very warm welcome to ..., welcome to ..., etc.*
3. **Introducing topic:** *Today, we're going to talk ..., the today's topic is ...*
4. **Questioning:** *What do you think of ..., what's your opinion on..., the last question ...*
5. **Thanking:** *Thank you for the time, thank you*
6. **Parting:** *Have a nice day/ weekend...*



Task 10

Study the following interview transcript with Tukul Arwana and then complete the transcript with expression on interviewing a guest star. Work in pairs and then act out the dialogue to your classmates.

TUKUL ARWANA, COMEDIAN

(Greeting)

(Introducing the name of the programme and the news reader)

Tukul Arwana is the hottest comedian in Indonesia. He hosts a nightly program called “Empat Mata” - “Four Eyes.” He’s in commercials, and is now getting into films.

(Welcoming the guest)

How do you begin your debut as a comedian?

TUKUL : I performed my comedy act during an Independence Day neighbourhood celebration.

I was known as a funny guy by the villagers. They suggested I performed on-stage. After I performed, the neighbourhood chief from the next village wanted to invite me and other similar invitations from other sub-districts and districts followed after.

So, your show “Empat Mata”, “Four Eyes”, has gone from being one hour, one day a week to one-and-a-half hours five days a week. Have you ever considered about running out of material?

TUKUL : No. I have a lot of ideas and jokes in my head. And I feel that this is the right time to realize all my ideas. I don’t think I will run out of ideas, because whatever I hear and see can inspire me. And the props I use are influenced by my surroundings.

So you have a philosophy about your trademark. Can you show us that?

TUKUL : When I do this, it’s when I say something good, hear something good, and think about something good and invite applause from the audience.

And next you are coming out with a movie. Tell us a little bit about your movie.

TUKUL : My new film is titled “Tukul Memang Katro” or “Tukul Is Conventional,” an unorthodox look at life.

With all your success, you set an example of being a celebrity who holds your family together. What’s your secret?

TUKUL : Thank God. It takes a long time to build a good reputation. We’ve gone through a lot of hard times. We have to nurture and protect our family. If we offend or disappoint our family members, that will not be good. My success is also due to the prayers of my wife and children.

(Thanking the guest)

(Closing the programme)



Adapted from Interview transcript from Indonesia Now: Saturday, 25 August 2007

Picture: <http://img341.imageshack.us>



2. Read and Write



Task 11

Read a news item below and guess the meaning of the following words according to the context. Read again the news item and then answer the questions.

emission [i'miʃn](kb)	: ...
grassland ['grɑ:slændz](kb)	: ...
ecologist [i'kɒlədʒɪst](kb)	: ...
corn-based ethanol [kɔ:n beɪst 'eθənal] (kb)	: ...
conversion [kɔn'vɜ:ʃn](kb)	: ...
dump [dʌmp](kkt)	: ...
accumulate [ə'kjʊ:mjʊleɪt](kki)	: ...
equation [i'kwɛɪʒn](kb)	: ...
oil palm tree [ɔɪl pɑ:m tri:](kb)	: ...

Bio-Fuels Worse than Fossil Fuels, Scientific Studies Said

Biofuels are making climate change worse, not better, according to two new studies which found that total greenhouse effect gas emissions from biofuels are far higher than those from burning gasoline because biofuel production is pushing up food prices and resulting in deforestation and loss of grasslands.

“Emissions from ethanol are 93 % higher than gasoline,” said David Tilman, an ecologist at the University of Minnesota and co-author of one of the paper published Thursday in the Journal Science.

“The bottom line is that using good farmland for biofuels increases greenhouse emissions,” he said. Corn-based ethanol was supposed to reduce emissions of greenhouse gasses (GHGs) by 10 to 20% compared to burning gasoline.

But previous studies did not account for the real-world fact that when agricultural land is used for fuel there is less land to grow food in a hungry world. That drives up food prices and leads to conversion of forest and native grass-lands to grow food.

Converting forest and grassland is a big climate no-no.

Each converted hectare dumps about 351 tonnes of GHGs on average into the atmosphere. Natural lands have been accumulating carbon for hundreds of years.

It would take 167 years of ethanol production on that hectare to balance the equation, even assuming ethanol does reduce emission 20%, reports Timothy Searchinger and colleagues in the other paper.

And Searchinger found this is the case for all biofuels, although the timeframes differ. When a hectare of peat land rainforest in Indonesia or Malaysia is converted to grow oil palm trees for palm oil, it will take 423 years producing palm biodiesel to work off the carbon debt from conversion of these tropical rainforest.

Source The Jakarta Post, February 11, 2008

Questions

1. What do the two new studies discover about biofuels?
 2. How does biofuels worsen the climate change?
 3. What did David Tilman say about biofuels?
 4. What is the impact of the production and use of biofuels on the forest and grasslands?
 5. How much GHGs was released into the atmosphere when a hectare of land is converted into a farm to produce biofuels?
 6. What did Timothy Searchinger and colleagues found?
-



Task 12

Read again the news item above and then add expressions on presenting news. Be a newsreader and read aloud the script to your classmates. First, pay attention to the following tips.

Tips for Your Body Language

1. Gesture: watch the use of hands, body movements, and facial expressions for they hold the audiences' attention.
 2. Eye contact: don't avoid eye contact with the audiences for it means you interact with them.
 3. Physical mannerism: avoid playing with pen or papers or fiddling with hair.
 4. You may learn more about body language by watching TV news anchor without the sound.
-



Task 13

Read an interview transcript below and then guess the meaning of the following words according to the context. Read again the news item and answer the questions.

expert ['ekspə:t](kb)	: ...
culinary ['kʌlɪnəri](ks)	: ...
discovery [dɪs'kʌvəri](kb)	: ...
cuisine [kwi'zi:n](kb)	: ...
banquet ['bæŋkwɪt](kb)	: ...
brand [brænd](kb)	: ...
roadside ['rəʊdsaɪd](kb)	: ...
hygiene ['haɪdʒi:n](kb)	: ...
equally ['i:kwəli](kk)	: ...

BONDAN WINARNO, CULINARY EXPERT

A man who is considered one of Indonesia's leading food experts is on a mission. Bondan Winarno has been leading the charge in search of culinary discoveries in all parts of the country. He hopes people remember that Indonesian cuisine is as varied as the people who create it.

Good morning, welcome to the show. In your opinion, what happens to Indonesian culinary culture?

BONDAN : If you go to China, usually people are proud to take you to a restaurant and offer you what they call *Man Han* banquet or emperor banquet. In Indonesia, we have what we know as "*nasi uduk*" and this has been known for ages, for a long time, but we now forget, what is Indonesian food like; *gado-gado*, *nasi goreng* (fried rice). They forget their own culture.

So our meal choices now are dictated by our finances?

BONDAN : In a way, yes, if you don't have much money, the choice will be limited to what you can buy, maybe we cannot buy meat everyday, than we have to choose vegetables, but even to those who have plenty, the choice would sometime be limited because of knowledge, because they don't know enough about whatever is available in the market.

In terms of food choices?

BONDAN: Yes, for instance, a lot of people, well because now there are a lot of food that are branded with so many brands, which are called fast food. People tend to go there, they are forgetting that like in Indonesia we have so many good foods, but they don't understand, they don't know. So that's why we are in "Jalan Sutra" trying to promote this. We promote that there are actually so many different food, so many good Indonesian food that we can have everyday.

Now, related to the hygiene issue in preparing those foods, will it be better? And how soon will that be?

BONDAN : Let's take for example *Padang* food. *Padang* food is now available from the roadside to a restaurant. You go to a newest mall in Jakarta, there is *Padang* food. Even with a good presentation using that container like they serve *sushi* in Tokyo, of course they meet the hygiene standard.

So, it is already better now?

BONDAN : Of course.

And so, where do you see food choices going in the future?

BONDAN : I think in the future, because of promotion, Indonesian food will be much more known, understood by our own people, by Indonesian people, but also to the people outside Indonesia. We always see countries like Thailand for instance. Their food is popular. If you go to Thailand, you go to everywhere. Because the government has what they call Thai kitchen to the world. They use food to promote their tourism. Indonesian foods are equally good. We have the quality to be similar to them.

Thank you very much for coming.

BONDAN : You're welcome.

We'll see you again next week. Good bye.

Adapted from Interview transcript from Indonesia Now: Saturday, May 11 2007

Questions

1. What is Bondan's opinion about Indonesian culinary culture?
 2. Do you agree to Bondan's opinion that the choice of food depends on the money you have?
 3. Why do many Indonesians prefer having fast food to their own native cuisine?
 4. What is Bondan's effort to promote Indonesian cuisine?
 5. Have you ever tasted *Padang* food? What is your opinion of it?
 6. In your opinion, what efforts should Indonesian people do to promote their cuisine internationally?
-



Task 14

Work in pairs and write an interview session based on the news item in Task 11. One of you plays the interviewer and the other plays the interviewee. Use the following guideline.

Writing an interview script

1. What time will you broadcast the news programme?
.....
 2. What is the name of the programme?
.....
 3. What is the name of the news reader?
.....
 4. How would you greet and welcome the guest?
.....
 5. Questioning:
 - Asking for general information about climate change ...
 - *Answer*
 - Asking for the percentage of emission from biofuels ...
 - *Answer*
 - Asking for what the studies say ...
 - *Answer*
 - Asking for what people should do ...
 - *Answer*
 6. How would you like to thank the interviewee?
.....
 7. How would you like to close the programme?
.....
-

C. Let's Do More



Task 15

Search four headlines with different categories and two complete news items from the newspapers or internet. Then, write the news reading script based on it.

Headlines:

1.
.....
2.
.....
3.
.....
4.
.....

News item:

.....
.....
.....
.....
.....



Task 16

Search two interview transcripts with guest stars from an English TV news programme and then summarise the content of interview. Report the news to the class. You may use the following guideline.

1. The name of the programme is:
.....
 2. The time is:
.....
 3. The name of the presenter is:
.....
 4. The name of the interviewee is:
.....
 5. The topic of the interview is:
.....
 6. The first question is about:
.....
 7. The answer is:
.....
 8. The last question is about:
.....
 9. The answer is:
.....
-

D. Let's Check Your Competence



Task 17

Study the following headlines and a news item and then make a news reading transcript. Act it out to your classmates.

HEADLINES

- Wild elephants in Mandau District in Bengkalis regency, Riau, have forced hundreds of farmers into an early soybean harvest.
- Arsenal opened a five-gap at the top of the premier league by beating Blackburn rovers 2-0 at the Emirates Stadium.
- World oil prices fell in Asian Trade Tuesday with market attention turning back into a slowing U.S. economy, analyst said.

NEWS ITEM

Wild elephants in Mandau District in Bengkalis regency, Riau, have forced hundreds of farmers into an early soybean harvest.

Since February 7, some 40 wild elephants have often destroyed farms and devoured crops in Balaimakam village. Side crops, oil palm and banana plants along a path spanning three kilometres have also been destroyed.

It was the first time in two years the elephants had ventured into village. No casualties have been recorded. "The herd of elephants destroyed crops in three neighbourhood units," said Balaimakam village chief Agus Har.

Adapted from The Jakarta Post, various dates

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit, you learn:

1. How to read news

- a. **Greeting:** *Good morning, etc.*
- b. **Naming the programme:** *I'm ... and you're watching ...*
- c. **Reading the headlines:** *Here is the headline for today, ...*
- d. **The news reading/presenting:** ...
- e. **Giving turn:** *(reporter), your report, please ...,*
- f. **Commercial break:** *Coming up next ..., Stay tuned for more when ... returns,*
- g. **Returning after commercial break:** *Welcome back on ...*

2. How to interview for a news programme

- a. **Taking turn:** *Alright, ok, ...*
- b. **Telling the event and place:** *I'm reporting from ... in ..*
- c. **Interviewing:**
 - 1) **Greeting:** *Good morning, etc.*
 - 2) **Introducing the name and the programme:** *I'm ... from ...*
 - 3) **Questioning:** *First questions, then, what about, ..., final question ...*
 - 4) **Thanking:** *Thank you for the time,*
 - 5) **Parting:** *Have a nice day ...*
- d. **Giving back turn:** *Back to you, ...*

UNIT VII

IT'S MY PLEASURE TO WELCOME YOU TO THE SEMINAR.



<http://www.atmajaya.ac.id>



<http://www.ey.com>

A master of ceremony is a person who makes events like seminar, run correctly. He/she is in charge to open the seminar, read agendas, invite speakers, and finally close the event.

A host or presenter is a person who introduces a television or radio show and talks to the guests. He/she is in charge to open the programme, talk to the guest, invite audience's participation, indicate breaks, and finally close the programme.

An emcee or host generally has a text or script. The text or script gives you models of emceeing an event and presenting a programme.

Aren't you interested in becoming a popular emcee or host like Tantowi Yahya? If so, learn it now.

A. Let's Get Ready



Task 1

In pairs, study the following events and then write their Indonesian equivalents. Decide which one requires an emcee or a presenter.

1



wedding reception ['wedɪŋ rɪ'seɪʃn] (kb)

2



quiz [kwɪz] (kb)

3



state meeting [steɪt'mi:tiŋ] (kb)

4



talk show [tɔ:k ʃəʊ] (kb)

5



birthday party ['bɜ:θdeɪ 'pɑ:ti] (kb)

6



radio programme ['reɪdiəʊ 'prəʊgræm] (kb)

7



seminar ['semɪnɑ:] (kb)

Pictures:

1. <http://www.legothique.co.uk>
2. <http://www.christarrant.net>
3. <http://www.opinimasyarakat.com>
4. <http://www.microsoft.com>
5. <http://www.realbodies.com>
6. private collection
7. <http://www.atmajaya.ac.id>



Task 2

Tantowi and Helmi Yahya are famous presenters in Indonesia. In small groups, study the following tips from them and then answer the questions.

Hallo, I'm Tantowi Yahya. I'm a presenter for many quizzes and talk-shows and sometimes an emcee for a wedding party as well.

An emcee is a person that hosts or presents a show. He/she usually presents performers, speaks to the audience, and keeps the event moving. The MC also acts as the protocol officer during an official state function.

Adapted from: <http://Wikipedia.com>



<http://www.ey.com>



<http://images.google.co.id>

Hallo guys, I'm Helmi Yahya. Like my brother, Tantowi, I also host some quizzes like "Siapa Berani?" and sometimes become a presenter for a live concert.

A host or presenter is a person responsible for running an event. A television presenter is a term for a person who introduces or hosts television programmes, while a radio presenter is the same as a television presenter except that he/she presents radio programmes instead of television programmes.

Adapted from: <http://Wikipedia.com>

Questions

1. Mention some other famous emcees and presenters that you know.
2. Based on your knowledge, what are the differences between an emcee and a presenter?
3. Mention some similarities between an emcee and a presenter.

B. Let's Act



1. Listen and Speak



Task 3

Listen to the emcee of a seminar on the climate crisis in Indonesia and complete the missing parts of the script below. Then, answer the questions. The listening script is in the Appendix.

Youth Participation in the Climate Crisis

Opening: greeting and welcoming	<p>_____, Ladies and Gentlemen.</p> <p>_____ to welcome everyone to the seminar at SMA 1 Banda Aceh. The main issue of today's seminar is the Youth Participation in the Climate Crisis.</p>
Reading the agenda	<p>First of all, I would like to read _____ of today's seminar. The first is the opening prayer. The second is _____ by the Principal of SMA 1 Banda Aceh. The third is the presentation by the guest speaker, Mr Denias Putra, the founder of Anomali Youth Empowerment Centre. The seminar is closed with a closing prayer.</p>
Opening prayer	<p>Ladies and Gentlemen, now let's have _____, shall we? ... Thank you.</p>
Inviting and Announcing speaker 1	<p>Ladies and Gentlemen, _____ the Principal of SMA 1 Banda Aceh, Mr Abdul Adib who will say some words and officially open the seminar.</p>
Speech 1	<p>Assalamu'alaikum w.r. w.b.</p> <p>Ladies and Gentlemen,</p> <p>I feel very honoured to say a few words in front of smart young people who are concerned with one of the serious problems the Earth is facing today.</p> <p>Let me begin by welcoming you all to SMA 1 Banda Aceh. I hope that this seminar will produce some smart ideas in solving the issue and inspire other young men to care for nature.</p> <p>As we know, the Earth's temperature is getting higher and higher. This is caused by the global warming as the result of the depletion of the ozone layer. I'm relieved that you have put your concern on the issue. So, let's save the Earth.</p> <p>Finally, I now take a great pleasure to declare this seminar open.</p> <p>Thank you very much.</p> <p>Wassalamu'alaikum wr. wb.</p>

Thanking	Thank you very much, Sir.
Inviting speaker 2	<p>Dear audience, we come to the presentation by our guest speaker. _____ Mr Denias Putra.</p> <p>Mr Putra, the floor is yours.</p>
Speech 2	<p>Thank you. Good morning.</p> <p>I'm very proud that young people in Banda Aceh have initiatives to participate in solving the climate crisis.</p> <p>To tackle the crisis, we need to take some actions. On this occasion I would like to propose two simple steps to solve the crisis. First, we need to make everybody aware of the crisis. We have to make all people in the whole parts of the planet realize the seriousness of the crisis. Second, we should take practical actions to stop the crisis. And of course the actions should involve the whole world community. Let me elaborate each of the steps.</p> <p>First, there are a number of strategies that we can employ to make everybody understand the crisis. One of the strategies is ...</p> <p>I think that's all I need to propose in this seminar and thank you very much for your attention.</p> <p>Good morning.</p>
Inviting applause	Ladies and gentlemen. Please give _____ for Mr Putra. (<i>lead applause</i>) Thank you, Sir.
Closing and closing prayer	<p>Finally, _____ of the seminar.</p> <p>Let's close it with a prayer, shall we? ... Thank you.</p> <p>_____ and good bye.</p> <p style="text-align: right;"><i>Adapted from Youthspeak #2 December 2007, TheJakartaPost.</i></p>

Questions

1. Where does the seminar take place?
2. What is the main issue of the seminar?
3. How does the emcee open the seminar?
4. How does the emcee read the agenda of the seminar?
5. How does the emcee open a prayer?
6. How does the emcee invite the speech?
7. How does the emcee invite applause for the speaker?
8. How does the emcee close the seminar?



Task 4

In pairs, study the following stages in emceeing.

Stages in Emceeing

1. **Opening Word**
 - a. **Greeting:** *Good morning, good afternoon, good evening*
 - b. **Welcoming:**
 - i. *Welcome to the ...*
 - ii. *It is my pleasure to welcome you to the ...*
 - iii. *Let me begin by giving you a warm welcome to ...*
 2. **Reading the Agenda**
 - a. *First of all, I would like to read today's agenda ...*
 - b. *The first is ..., the second is ..., the next is ..., and the last is ...*
 3. **Opening Prayer**
 - a. *Let's say our prayer, shall we? ... Thank you.*
 - b. *Let's have a minute of silence, shall we? ... Thank you.*
 - c. *Let's open it with a prayer, shall we? ... Thank you.*
 4. **Announcing the Speeches or Performance**
 - a. *The first speech is by Mr/Mrs/Ms/Miss ...*
 - b. *The next speech is going to be delivered by Mr/Mrs/Ms/Miss ...*
 5. **Inviting the speaker or performer:** *Mr/Mrs ..., the floor is yours.*
 6. **Thanking**
 - a. *Thank you so much*
 - b. *Thank you for ...*
 7. **Closing Prayer**
 - a. *Let's say our prayer, shall we? ... Thank you.*
 - b. *Let's have a minute of silence, shall we? ... Thank you.*
 - c. *Let's close it with a prayer, shall we? ... Thank you.*
 8. **Closing**
 - a. *I thank you for coming ...*
 - b. *We hope that the programme would ...*
 - c. *Have a nice day, programme, weekend, etc.*
 - d. *Good bye.*
-



Task 5

Read aloud the emcee script above with good pronunciation. The following tip may be helpful for you.

Tip #1 Pronunciation

If speakers or performers have difficult or unusual names, you must note their names and check the pronunciation. After that, you must write them out phonetically and practice saying them aloud.

Proper pronunciation of names is essential if you are to have any credibility in the eyes of the assembled audience.

Adapted from: <http://www.weddingmc.com>



Task 6

Practise saying aloud some common names from English foreign countries.

Male Names		Female Names	
Alistair [ælistə(r)]	Cyril ['sɪrəl]	Angela ['ændʒələ]	Georgia ['dʒo:dzə]
Angus [æŋgəs]	Eugene ['ju:dʒi:n]	Barbara ['bɑ:brə]	Heather ['heðə(r)]
Archibald ['ɑ:tʃɪbɔ:ld]	Horace ['hɔrɪs]	Cheryl ['tʃerəl]	Rosemary ['reuzməri]
Claude [klɔ:d]	Murray ['mʌri]	Daphne ['dæfni]	Yvonne [ɪ'vɒn]



Cultural Tips

In America, an emcee uses the title “Ms.” when addressing a woman, unless he/she knows that she prefers “Mrs.” or “Miss.”

Many women in America keep their maiden names after marriage. Some use both their maiden and married names.

Adapted from: <http://www.ediplomat.com>



Task 7

Listen to a radio programme and then complete the following summary. Then, answer the questions below by putting a tick on the correct answer. The listening script is in the Appendix.

Let's Save the Earth



Picture: Microsoft clipart

A Radio Programme Profile

1. The name of the radio station is
2. The frequency is
3. The name of the programme is
4. The slogan of the programme is

9. The tips to slow global warming down are ... and
10. The name of the caller is
11. The question is
12. The tips given to the caller are ..., ..., and

5. The name of the radio presenter is
6. The duration of the programme is
7. The name of the guest star is
8. He/she represents

Questions

1. How does the host open the programme?
 - Good afternoon, listeners.
 - Good night, listeners.
 2. How does the host welcome the listeners?
 - Welcome to Radio Green, 101, 2 FM.
 - Welcome to Math 101 Quiz.
 3. How does the host introduce himself?
 - I am your host, Andy.
 - I am your emcee, Andy.
 4. How does the host invite the listeners to participate?
 - You are invited to join us and participate by dialling 555 444.
 - If you have any question, feel free to ask.
 5. How does the host indicate break for commercials or songs?
 - Let's check this song out and stay tune.
 - The Sunday News will return after the break.
 6. How does the host return to the programme after the break?
 - Welcome back to Radio Green.
 - Welcome back to Sunday News.
 7. How does the host start the dialogue?
 - Well, we're going to start the dialogue with Miss Retno Hayu Prabandani.
 - Let's start the programme by saying a prayer, shall we?
 8. How does the host answer the call?
 - Hello, who's speaking?
 - Can I speak to Radio Green?
 9. How does the caller respond?
 - Anita speaking
 - Anita speaking, can I speak to Miss Prabandani?
 10. How does the host close the programme?
 - It's time to wrap up the show.
 - It's time to wrap up the package.
-



Task 8

In pairs, study the following stages on presenting a radio programme.

Stages in Presenting a Radio Programme

1. **Opening**
 - a. **Greeting:** *Good morning, good afternoon, good evening, Hello, what's up, guys? etc.*
 - b. **Welcoming:** *Welcome to ... (the programme) from Radio ... (the name and frequency).
It's my pleasure to welcome you to ... (name of the programme), etc.*
 2. **Introducing the programme, the duration, and the host:**
*I'm your host, (name of the host).
I'm (name of the host), will be your host for about ... (minutes/hour).*
 3. **Introducing and welcoming the guest:**
*We have a very special guest in the studio. He is...
We are going to have a dialogue with ..., our guest for today's programme.
Welcome to the show/programme.*
 4. **Inviting listeners' participation:**
*You are invited to join us and participate by dialling... (phone number).
We are awaiting your participation by dialling... (phone number). You may request a song or ask some questions to the guest.*
 5. **Commercial break or break for songs:**
*The ... (the programme) will return after the song/break and don't go anywhere.
Let's check this song out and stay tune for more.
Stick around and enjoy the next song.*
 6. **Returning after the break:**
Welcome back to the show.
 7. **Starting the dialogue:**
*We are going to start the dialogue with...
Let's start the dialogue.*
 8. **Question and answer session:**
What's your current activities..., What do you think of..., What about..., Why do you think that..., etc.
 9. **Answering a call:**
*Hello/Good morning, who's speaking?
Your question, please.
What song would you like to request?*
 10. **Closing:** *It's time to wrap the show/programme. That's it for this week.*
 11. **Thanking:** *(for the guest) Thank you so much for coming. It's nice to meet you.
(for the listeners) Thank you for your attention, guys.*
 12. **Parting:** *Good bye, bye-bye, see you again in the next programme, see you soon, etc.*
-



Task 9

Be an event organizer and then write an emcee script based on the following event organizer checklist. You can make either formal or less formal emcee script depending on your interest. Read aloud the script to your classmates. The guideline below may be helpful for you.

Event Organizer Checklist

Event:	Birthday party
Client:	Nicola Richardson (17 years old)
Day/date/time:	Sunday, March 30, 2009 at 7 p.m.
Speech:	a) Parents: Mr Richardson b) Class representative: Angela Sukardi
Performance:	a) Poetry reading b) Karaoke
Arrangement:	a) Opening programme and opening prayer b) Speech: Parent c) Poetry reading d) Speech: Classmate e) Karaoke f) "Blow the Candle" Session g) Game session h) Dinner i) Closing



Picture: Microsoft clipart

MC-ing Guidelines (formal)

1. **Opening words:**
 - a. **Greeting:** *Good evening*
 - b. **Welcoming:** *Welcome to the ... (name of the client) birthday party. I'm your MC, ... (your name).*
2. **Opening prayer:** *Let's say our prayer, shall we? ... Thank you.*
3. **Reading the agenda:**
 - a. *First of all, I would like to let you know tonight's agenda ...*
 - b. *The first is ..., the second is ..., the next is ..., and the last is ...*
4. **Announcing the speeches or performances:**
The first speech is by Mr/Mrs/Miss/Ms ..., The next speech is
5. **Inviting the speaker or performer:** *Mr/Mrs ..., the floor is yours.*
6. **Thanking:** *Thank you so much, Thank you for ...*
7. **Closing prayer:** *Let's say our prayer, shall we? ... Thank you.*
8. **Closing:** *I thank you for coming ..., Goodbye.*

MC-ing Guidelines (less formal)

- Opening words:**
 - Greeting:** *What's up everyone!*
 - Welcoming:** *Here we are, on our beloved friend's birthday party (name of the client). I'll be your MC, ... (your name).*
 - Opening prayer:** *(optional)*
 - Reading the agenda:**
 - First, I'm going to tell you tonight's list of sessions...*
 - The first is ..., the second is ..., the next is ..., and the last is ...,*
 - Announcing the speeches or performance:**
It's time for speeches.
 - Inviting the speaker or performer:** *Mr/Mrs/Miss/Ms ..., the floor is yours.*
 - Thanking:** *Thank you so much, Thank you for ...*
 - Closing prayer:** *(optional)*
 - Closing:** *I thank you for coming ..., Good bye.*
-



2. Read and Write



Task 10

In pairs, study the following script for a host and then answer the questions.

Save Our Mother Nature Live-Concert by Students of SMA 7 Banjarmasin

- Anita** : Hello, what's up, guys? *(together)*
- Denias** : Hello, what's up, guys? *(together)*
- Anita** : Welcome to the show!
- Denias** : We've got a very special show tonight namely *Save Our Mother Nature Live-Concert* by students of SMA 7 Banjarmasin.
- Anita** : Alright, the purpose of today's show is to raise students' and youths' awareness to participate in saving our earth from the global warming.
- Denias** : Tonight, we have a band performance, poetry reading, and a theatrical play.
- Anita** : You're right, Deni. Ok, let the show begin. Now, we have a speech from the representative of the committee from OSIS. Please welcome, Miss Arnis Irja. *(Applause)*
- Arnis** : Good evening.
I feel very happy that today we are going to hold a concert. It is the committee's great work to prepare all the properties for today. We have spent a whole month to complete these.
We all know that the purpose of the concert is to remind us all that the global warming is worsening. Therefore, we respond it by conducting a concert which one of the concerns is to raise our awareness to act. Of course, we have to follow this concert up with the next programme that is a bicycling campaign. That's why I expect you to be ready for that.
I hope you enjoy the show.
Thank you and have a nice performance.

Anita : Thank you very much, Arnis. Ok, Deni. What's next?
Denias : Well, we have the next speech from our beloved principal. Give a warm welcome for Mrs Retno Hayu. (*Applause*)
The principal : Good evening, everybody.
Welcome to the show. I'm very glad as well as proud that my pupils put serious concern on the current climate crisis. I agree with you that the youths must act immediately to slow down global warming and also to inspire others to do the same. This concert is to open the gate of our action which will be followed by a bicycling campaign.
I really hope that this event will explore your creativity and help our earth to survive.
Today, February 29, 2008. I declare *Save Our Mother Nature* Live-Concert by Students of SMA 7 Banjarmasin officially open.
Thank you. (*Applause*)
Anita : Now, it's time for live-band performance. The group is going to sing a song entitled "Heal the World" by Michael Jackson.
Please welcome "Restoe Boemi" Band. (*Applause*)
Denias : Make some noise, guys. (*Applause*)
The band : It's special song for you all.
..... (*Song playing*).....
Anita : Everybody, "Restoe Boemi" Band. (*Applause*)
Denias : What an inspiring song. Ok, let's continue the show. We have a poetry reading with an acoustic guitar instrument.
Anita : Will you give both performers welcome, Virga and Andy? (*Applause*)
Poetry reader : Hello, it is for you.
`
..... (*Poetry reading performance*).....
Anita : I'm sure you've been waiting for this one. The theatrical play.
Denias : You are right, Nita. The drama play will be awesome. You know? The actors have spent a whole month to prepare it.
Anita : Ladies and Gentlemen, a play by students of SMA 7 Banjarmasin, give the warmest welcome for ... "The Earth and I".
Denias : Big applause, Ladies and Gentlemen. (*Applause*)
..... (*drama play*).....
Anita : It's time to wrap up the show.
Denias : With a great hope that our earth will survive against global warming.
Anita : Therefore, it is the youths' turn to struggle to save the earth.
Denias : We'll see you again some day.
Anita : Thank you very much.
Anita & Denias : Good bye (*together*)
..... (*a closing song playing*).....

Questions

1. How do both hosts open the show?
2. How do both hosts introduce the show?
3. What is the name of the show?
4. How do both hosts mention the agenda of the show?
5. Mention the arrangement of the performance.
6. What is the purpose of the show?
7. How do both hosts announce and then invite the speaker?
8. How do both hosts thank the speaker?
9. How do both hosts invite applause from the audiences?
10. How do both hosts close the event?



Task 11

Summarise the script above by filling the event organizer checklist below.

Event Organizer Checklist

Event:
Committee:
Day/date/time:
Speech:
Performance:	1. ... 2. ... 3. ...
Agenda:	1. Opening 2. ... 3. ... 4. ... 5. ... 6. ... 7. Closing



Task 12

Work in pairs and then read aloud the script. Pay attention to the punctuation. You may put a slash (/) to indicate pause to get better understanding of the expressions. The following tip may be helpful.

Tip #2 Preparation

As a beginner MC, don't try to rehearse too many times, since over preparation might reduce your spontaneity.

All the best MCs make it look incredibly spontaneous, but you will find that they have spent hours polishing their performance so it looks 'off the cuff'. Think of preparation as free insurance.

Adapted from: <http://www.weddingmc.com>



Task 13

In pairs, study the following event organizer checklist and then write the emcee script of it. Be an emcee and then read it aloud to the class.

Event Organizer Checklist

Event:	School Graduation 2007/2008
Client:	SMA N 3 Denpasar
Day/date/ time:	Saturday, August 23, 2008 at 8 p.m.
Speech:	<ol style="list-style-type: none">1. The representative of the committee2. The representative of the Grade X and XI students3. The representative of the Grade XII students4. The school committee5. The school principal
Performance:	<ol style="list-style-type: none">4. SMA N 3 Denpasar student choir5. Solo-song performance6. Band performance from students7. Drama play8. Comedy performance by "Team-Lo" (guest star)
Arrangement:	<ol style="list-style-type: none">9. Opening (Greeting and welcoming) (Reading the Agenda) (Opening prayer: optional)10. The representative of the committee (Announcing and Inviting the speaker, ... then thanking)11. Song performance (Announcing and Inviting the performer, ... then thanking)12. The representative of the Grade X and XI students (Announcing and Inviting the speaker, ... then thanking)13. The representative of the Grade XII students (Announcing and Inviting the speaker, ... then thanking)14. Band performance from students (Announcing and Inviting the performer, ... then thanking)15. The school committee (Announcing and Inviting the speaker, ... then thanking)16. A song entitled "A Great Farewell" by SMA N 3 Denpasar student choir (Announcing and Inviting the performers, ... then thanking)17. The school principal (Announcing and Inviting the speaker, ... then thanking)18. Band performance (Announcing and Inviting the performers, ... then thanking)19. The announcement of the Students of the Year 2007/2008 (Announcing the winner, inviting the school principal to give the prizes, and congratulating the winners)20. Drama play (Announcing and Inviting the performers, ... then thanking)21. Closing (closing prayer, thanking, and parting)



Task 14

Work in pairs and then read again the script you have just made with two friends. The following tips to be a good master ceremony may be helpful for you.

Master of Ceremony

How to be a brilliant Master of Ceremonies at a wedding

1. Prepare a detailed running sheet and share it.
2. Keep everything and everyone to time.
3. Get the introductions and protocol correct.
4. Keep speeches and toasts short.
5. Help the guests feel comfortable and connected.
6. If you are nervous while you are talking - pause at full stops.
7. Don't crack irrelevant jokes.

Adapted from: <http://www.rachelgreen.com>

C. Let's Do More



Task 15

Watch a TV show or listen to an English radio programme and summarise the events. Don't forget to note if you find any interesting expressions on emceeing and on being a host.



Task 16

Visit any English seminar or event which requires an English emcee near you and then summarize the event. Report it to the class.



Task 17

Find two host scripts from newspapers, magazines, or internet. Then summarise them.



Task 18

Find two MC scripts from newspapers, magazines, or internet. Then summarise them.

D. Let's Check Your Competence



Task 19

Write a host script based on the following event organizer checklist.

Event Organizer Checklist

Event:	Product launching
Client:	PT SABUN BERSIH JAYA with its latest product "Fragrant" Soap.
Day/date/time:	January 23, 2008 at 8 p.m.
Place:	Pontianak Expo Centre
Speech:	The general manager of PT SABUN BERSIH JAYA
Performance:	Live-band performance by "Ungu"
Arrangement:	<ol style="list-style-type: none">1. Opening2. Band performance3. Speech by the general manager4. Band performance5. Product profile presentation6. Band performance7. Door prize8. Closing

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit, you learn how to:

1. How to read an emcee script

a. Opening words:

- 1) Greeting: *Good morning, good afternoon, good evening*
- 2) Welcoming: *Welcome to the ..., It is my pleasure to welcome you to the ...*

b. Reading the agenda:

- 1) *First of all, I would like to read today's agenda ...*
- 2) *The first is ..., the second is ..., the next is ..., and the last is ...,*

c. Opening prayer:

- 1) *Let's say our prayer, shall we? ... Thank you.*
- 2) *Let's have a minute of silence, shall we? ... Thank you.*
- 3) *Let's open it with a prayer, shall we? ... Thank you.*

d. Announcing the speeches or performance: *The first speech is by Mr/Mrs/Miss/Ms ..., The next speech is going to be delivered by Mr/Mrs ...*

e. Inviting the speaker or performer: *Mr/Mrs ..., the floor is yours.*

f. Thanking: *Thank you so much, Thank you for ...*

g. Closing prayer: *Let's say our prayer, shall we? ... Thank you.*

h. Closing

- 1) *I thank you for coming ...*
- 2) *We hope that the programme would ...*
- 3) *Have a nice day, programme, weekend, etc.*

2. How to read a host/presenter script

a. Opening

- 1) Greeting: *Good morning, good afternoon, good evening,*
- 2) Welcoming: *Welcome to ...*

b. Introducing the programme, the duration, and the host: *I'm your host, (name of the host).*

c. Introducing and welcoming the guest:

- 1) *We have a very special guest in the studio. He is...*
- 2) *Welcome to the show/programme.*

d. Commercial break or break for songs:

- 1) *Let's check this song out and stay tune for more.*
- 2) *Stick around and enjoy the next song.*

e. Returning after the break: *Welcome back to the show.*

f. Starting the dialogue: *We are going to start the dialogue with..., Let's start the dialogue.*

g. Question and answer session: *What's your current activities..., What do you think of..., etc.*

h. Closing: *It's time to wrap the show/programme. That's it for this week.*

i. Thanking: (for the guest) *Thank you so much for coming. It's nice to meet you.*

j. Parting: *Good bye, bye-bye, see you again in the next programme, see you soon, etc*

UNIT REVIEW SEMESTER 1

I. Choose the suitable expression to complete the short dialogues.

1. Dimas : Would you accompany me to the internet?
Bonar : ...
Dimas : Thanks. I really appreciate it.
 - a. I'm disappointed.
 - b. I'm not so sure.
 - c. Sure.
 - d. Not at all.
 - e. I don't know.

2. Boni : How was your trip to Nias?
Yudha : ... with it. I want to go there again next year.
 - a. I'm very pleased
 - b. I'm really disappointed
 - c. I'm very displeased
 - d. I'm very unsatisfied
 - e. I'm not happy

3. Endang : How was your visit to the museum?
Tetelepti : It was closed when I got there. ... about it.
Endang : I'm sorry to hear that.
 - a. I'm satisfied
 - b. I'm happy
 - c. I'm really content
 - d. I'm very disappointed
 - e. I'm delighted

4. Arum : What do you think is the effective way to reduce global warming?
Della : ... planting trees is one of the effective ways to reduce global warming.
 - a. I don't know
 - b. How do you see
 - c. I'm not sure
 - d. In my opinion
 - e. Are you certain that

5. Aspani : ... we help reduce global warming?
Rini : I think we can help reduce global warming through saving energy and recycling.
 - a. What do
 - b. Why should
 - c. How can
 - d. When can
 - e. Where should

6. Aldo : ... I would stay away from drugs.
Tius : Yes, I know. I'll stay away from it.
a. I don't want to say that
b. I wouldn't say
c. If I were you
d. I don't think
e. Don't think
7. Nanis : ... get persuaded by drug peddlers.
Matias : OK. Don't worry I won't.
a. Make sure you
b. Make sure you don't
c. I think you should
d. Be sure you
e. You'd better
8. Elang : Look, the library is still open.
Endra : ... I thought we can't make it.
a. This is horrible!
b. I'm very unsatisfied!
c. Oh, this is bad!
d. Thank goodness!
e. This is so disappointing!
9. Agung :
Candra : I'm sorry. I didn't mean to hit you.
a. Thank goodness!
b. What a relief!
c. Whew!
d. Terrific!
e. Ouch!
10. Bella : What do you think of the book?
Ajeng : ... I really love it.
a. It's terrific!
b. It's disappointing!
c. It's very unsatisfying!
d. It's horrible!
e. It's displeasing!

II. Read the text and choose the correct answer for every question below.

Questions 11-17 are based on the text below.

New York (city), the largest city in the United States, the home of the United Nations, and the center of global finance, communications, and business. New York City is unusual among cities because of its high residential density, its extraordinarily diverse population, its hundreds of tall office and apartment buildings, its thriving central business district, its extensive public transportation system, and its more than 400 distinct neighborhoods. The

city's concert houses, museums, galleries, and theaters constitute an ensemble of cultural richness rivaled by few cities. In 2000 the population of the city of New York was 8,008,278; the population of the metropolitan region was 21,199,865. New York City consists of five boroughs they are Queens, Brooklyn, Staten Island, The Bronx, and Manhattan.

There are so many attractive places in the city. One of its most popular landmarks is the statue of liberty. It is a symbol of freedom for many, was one of the first sights to welcome immigrants arriving in the United States. The statue stands 93 m (305 ft) tall on Liberty Island in New York Harbor. It was designed by French sculptor Frédéric-Auguste Bartholdi and is a gift from France commemorating the first centennial of U.S. independence from Britain.

New York's 250 museums cater to every specialty and every taste. It has museums in such fields as natural history, broadcasting, fire-fighting, crafts, and ethnic cultures. As the world's greatest art center, New York City has more than 400 galleries and is a mecca for artists, art dealers, and collectors. Madison Avenue between 57th and 86th Streets is the most important locale for galleries, but dozens of others are located in SoHo (south of Houston Street) and adjoining neighborhoods.

New York also has a famous botanical garden. It is called Brooklyn Botanic Garden, 21-hectare (52-acre) botanic garden, located in the borough of Brooklyn, in New York City. The garden includes such attractions as the Children's Garden, the first of its kind in the world.

Taken from: Microsoft © Encarta © 2007. © 1993-2006 Microsoft Corporation. All rights reserved.

11. What is the text about?
 - a. Washington D.C.
 - b. The statue of Liberty
 - c. New York boroughs
 - d. The culture of New York
 - e. New York City

12. The following is true about New York, except
 - a. It have a botanical garden.
 - b. It is the home of the statue of Liberty.
 - c. It has 250 museums.
 - d. It consists of four boroughs.
 - e. It has more than 500 galleries.

13. Where is the statue of liberty located?
 - a. Liberty Island
 - b. Brooklyn
 - c. SoHo
 - d. Manhattan
 - e. Queens

14. What does the word commemorating in the second paragraph means?
 - a. Acknowledgement
 - b. Ignore
 - c. Memorize
 - d. celebration
 - e. Memorializing

15. What does the word “it” in the last paragraph refers to?
- New York
 - Brooklyn
 - Children’s garden
 - Museum
 - Botanical garden
16. How many galleries are there in New York?
- 400
 - More than 400
 - Less than 400
 - Not more than 500
 - More less than 350
17. SoHo is the acronym of
- South of Honolulu
 - South of Hillside
 - South of Hoboken
 - South of Houston
 - South of Hackensack

Questions 18-23 are based on the following text.

Should Americans be Forced to Use Public Transportation?

by Jack Davis

First, let me define what the question is and isn’t asking. It isn’t asking if we should we all abandon cars right now, nor is it asking if we should abandon them completely, nor is it asking if every American should do so. It is asking whether some Americans should have to take public transit some of the time, and I would say yes.

Oil use and pollution aside, in some cities like Los Angeles and New York there just isn’t room for any more roads, so in order for large cities to grow, they need more people to take public transit or risk permanent traffic jam. One bus can safely hold 40 people, so even at half capacity that’s nearly 20 cars’ worth of space in traffic cleared up, and nearly 20 parking spaces that don’t need to be built.

There are a lot of people that can take public transit with little inconvenience but simply don’t because they never have in the past. If residents in areas with plenty of transit had to buy transit passes as part of their property taxes then they would have little excuse not to bus occasionally. A number of universities already bundle a ‘U-Pass’ with their tuition fees, forcing their students to take the bus. When given the chance the majority of those students have voted to keep these programs.

A similar system in apartments where a portion of the tenants are not issued parking spaces in exchange for a discount on their rent would also be forcing people to use public transit. This is already being done with the assignment of one community car to several apartment tenants that arrange a schedule for the car, and this program gets many positive reviews.

So yes, I would say that Americans should be forced to use public transit, as Americans whom are already forced to do so find that it works well for them.

Taken from: www.helium.com

18. What does the writer suggest?
- Americans should learn to use public transportations.
 - American should give up their cars.
 - Americans should be forced to use public transportations.
 - The government should limit the number cars.
 - The government should charge extra taxes for those who uses cars.
19. The following is one of the writer's suggestions in forcing people to use public transportations
....
- Make people buy transit passes as part of their property taxes.
 - Banning the use of cars.
 - Stop automobiles productions.
 - Fine people who do not use public transportations.
 - Limit the number of gasoline.
20. What is the purpose of the article?
- Defining the functions of public transportations.
 - Arguing that American should not use public transportations.
 - Suggesting American the ways to use public transportation.
 - Asking for more public transportations.
 - Suggesting that American should be forced to use public transportations.
21. What is the function of the first paragraph?
- Repeating the thesis or proposal
 - Stating the proposal
 - Stating the reasons behind the thesis
 - Describing the problem
 - Giving arguments
22. In the article you find the word transit a few times. What does it means?
- Stop
 - Transportation
 - Exit
 - Entrance
 - Bus stop
23. What is the function of the last paragraph?
- Describing the problem
 - Stating the reasons behind the thesis
 - Giving arguments
 - Stating the proposal
 - Repeating the thesis or proposal

Questions 24-30 are based on the following text.

The Jackal who Saved the Lion

Once upon a time, there lived a lion in a forest. One day, when he went to drink water in a river, one of his feet got stuck into the damp mushy mud of the river. He tried a lot to get out

of the mud, but didn't achieve. He had to lie without food for days because he didn't find any help. On one fortunate day, a kind jackal came to drink water from the river. When he saw the lion, he went closer to the lion and said, "What is the matter? Why are you resting here?"

The lion narrated him the pathetic story. The Jackal instantly made a way out from the sand but the lion was unable to move his feet. As he was set in the same posture for last several days, his body became stiff. The jackal understood the condition of the lion and helped him to get out of the mud with an extra effort. The Lion was really thankful to jackal for his kind help. He was very happy to get free after so many days.

The Lion appreciated the effort made by the jackal. He offered the jackal to live close to him and also promised to give food to him whenever he caught food. The jackal accepted the offer and started living with the lion. Thus, they lived happily sharing the food. With the passing time, they expanded their families. The lion had cubs and the jackal had kid jackals. Both, the lion and the jackal were passing their days happily. They didn't have any idea that their friendship was not liked by their families.

One day after a long time, the lioness, lady of the lion's house, told her cubs that she didn't like the amity between the jackal and her husband. The cubs passed the message to the kid jackals. The kids complained the matter to the lady jackal. The lady jackal passed the complaint to her husband.

The jackal went to the Lion and asked, "I helped you without any thought in return. You had asked me to live with you, so I started living with you. Now, if you don't want me to live with you, you should have told me yourself. What did you involve your wife and cubs to convey this? ". The Lion was shocked to hear such words. He said, "My dear friend, what are you saying? I don't find any problem with you or your friendship". He assured the jackal that he had no such ill-feelings for the friendship between them.

The Lion also assured that he would talk to the lioness and solve the whole matter. The jackal was intelligent and understood the situation. He said to the lion, "Dear friend, I know you are sincere, but our families could not exactly respond the same level of friendship. So, let us stay apart and meet often as friends. We could also hunt together. It would be better, if our families stay apart". The Lion agreed to the proposal with a heavy heart.

The two families parted from each other as friends. The Jackal and the Lion continued to share the friendship. They often met each other and hunt together. Thus, the two friends shared a healthy friendship throughout their life.

Taken from: www.culturalindia.net

24. What is the story about?
 - a. The friendship between the Lion and the Jackal family.
 - b. The rivalry between the Lion and the Jackal.
 - c. The evilness of the Lioness.
 - d. The friendship between a lion and the jackal.
 - e. The thoughtfulness of the Lion.

25. Who are the main characters of the story?
 - a. The lion's family and the Jackal's family
 - b. The Lion and The Jackal
 - c. The Lioness and the Lady Jackal
 - d. The lion cubs and the Jackal kids
 - e. The Lion and the Jackal's family

26. What does the lion do in return of the Jackal's help?
 - a. He told the Jackal to always hunt with him.
 - b. He told the Jackal to live with him in his house.
 - c. He told the Jackal to live near the Lion and give him food.
 - d. He gave him a home.
 - e. He gave him a present.
27. What did the lioness feels of the lion's and the jackal's friendship?
 - a. She was not pleased.
 - b. She was pleased.
 - c. She was delighted.
 - d. She was happy about it.
 - e. She was content about it.
28. From whom did the jackal heard that the lion's family doesn't like the friendship between them?
 - a. The Lion
 - b. The lion cubs
 - c. The kid Jackals
 - d. The lady Jackal
 - e. The Lioness
29. The synonym of the word amity in the fourth paragraph is.....
 - a. rival
 - b. rivalry
 - c. enemy
 - d. opposition
 - e. friendship
30. How did the story end?
 - a. The Lion and the Jackal lived apart but still be friends.
 - b. The Jackal's and the Lion's friendship ends.
 - c. The Lion and the Jackal still live together and hunt together.
 - d. The Lion and the Jackal lived apart and doesn't hunt together.
 - e. The Jackal is very angry and cannot accept the Lion as his friend anymore.

III. Listen to the monologue and then choose the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers. The monologue is in the Appendix.

31. What is the name of the programme and the presenter?
 - a. News English & Ratu Revolusi
 - b. English Revolution News & Prabu
 - c. News English & Prabu Revolusi
 - d. Prabu News & Dian Krishna
 - e. News Prabu & Krishna Mukti
32. What is the category of the news item presented by the news reader?
 - a. Entertainment
 - b. Politic
 - c. Education
 - d. Sport
 - e. Environment

33. What is the name of the event and the place where it takes place.
- VISIT INDONESIA YEAR 2008 in Gelora Bung Karno
 - VISIT INDONESIA YEAR 2007 in Mandala Krida Stadium
 - VISIT INDONESIA YEAR 2006 in JEC
 - VISIT INDONESIA YEAR 2008 in JEC
 - VISIT INDONESIA YEAR 2008 in Brawijaya Stadium
34. What does the man mean?
- He opens the occasion.
 - He feels happy to open the occasion.
 - He greets the audience.
 - He welcomes the audience to the programme.
 - He says “hello” to the audience.
35. What does the man mean?
- He invites the audience to start the programme.
 - He wants the audience to keep silence.
 - He invites the audience to say an opening prayer.
 - He wants the audience to be quiet in a few minutes.
 - He invites the audience to say a closing prayer.

IV. Complete the missing expressions with provided appropriate expressions.

JERO WACIK, TOURISM MINISTER

(36)

A tourism campaign with flashy new ads is designed to push Indonesia’s visitor count up to seven-million this year.

But there are many critics of “Visit Indonesia Year 2008.”

The man responsible for the promotion is Tourism Minister Jero Wacik. And we talked first about the reason for his optimism.

Welcome to the show, Sir.

Jero W: Thank you

What do you think of the world’s perception towards Indonesia?

Jero W: The perception from the world about Indonesia now is good. We met in Europe, and Korea and Japan. All industries in those countries have good perception about Indonesia now and this has raised our optimism to achieve that figure.

But are we prepared for it? Critics say it’s like opening up a curtain to a show when the players haven’t even rehearsed yet. And they say our airport’s a mess, let alone our transportation system. And from a tourist’s point of view, there aren’t many tourist-friendly infrastructures here. What do you say to these critics?

Jero W: We have so many strengths of our destinations in Indonesia. Tourists from around the world can visit Indonesia. We have many choices of destinations. For example: golf destination, and spa destination, etc.

What other tourist’s destinations besides Jakarta or Bali that Indonesia should be known for?

Jero W: Bali is one of the best destinations in Indonesia. But we have also Yogyakarta, Borobudur, Prambanan, Jakarta, Bandung, Toba Lake and Musi. Our job is to promote these to the world.

(37)

Jero W: Welcome

See you again next week, bye-bye.

Adapted from Indonesia Now Transcript, Saturday, 12 January 2008

36. a. Good morning. Welcome to the show.
 b. Good morning, I'm reporting from the Toba Lake Festival.
 c. I'm happy you finally here.
 d. Stay tune for more.
 e. Thank you for coming, Sir. Good evening.
37. a. It's time to wrap up the show.
 b. Stay tune for more, I'll soon return.
 c. Good bye
 d. Your report, please.
 e. Thank you for coming, Sir. Have a nice day.
38. The best order of the following expressions on presenting a news is
 1. Good morning
 2. Lee Kuan Yew visits critically ill Soeharto..
 3. For the next 5 minutes, you'll be watching current information from JATV.
 4. You're with me Ayu Yuanita.
 5. Welcome to the "English Reporting"
 6. Here is the headline for today...
 a. 1 6 4 3 5 2
 b. 1 5 4 3 6 2
 c. 1 5 4 2 6 3
 d. 1 6 3 4 2 5
 e. 1 6 3 4 5 2

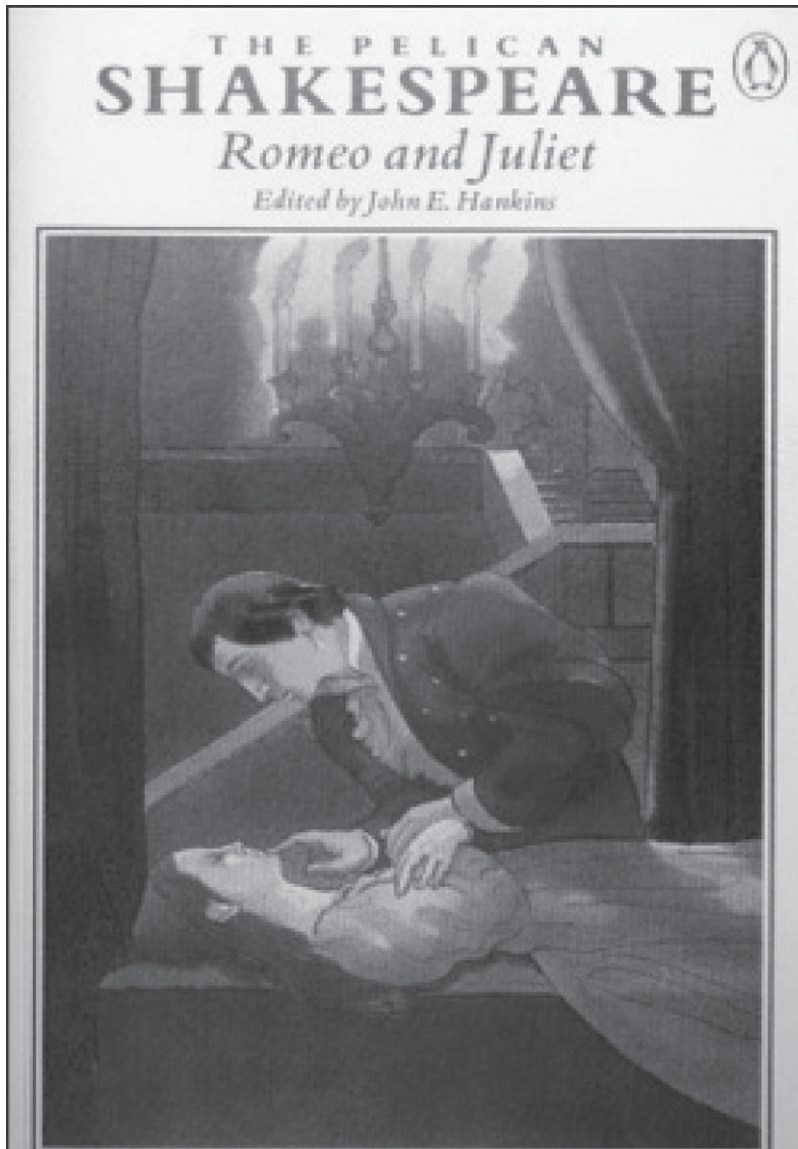
Event Organizer Checklist

Event:	Birthday celebration
Client:	Mr Mike Padma Djaya
Day/date/time:	Monday, April 1 st 2008 at 5 p.m.
Speech:	Mr Padma Djaya
Performance:	School band performance
Arrangement:	Opening Speech "Tumpengan" Band performance Closing.

39. If you're the emcee of the programme. How would you welcome the audience?
- Welcome to Mike's birthday party.
 - Welcome to Mr Padma Djaya's birthday party.
 - Welcome to the Mike's show.
 - Welcome to the show, Mike.
 - Let's welcome our client, Mr Mike.
40. How would you invite Mr Padma Djaya to say some words?
- It's time for Mr Padma Djaya to give speech in his son's birthday party.
 - Please welcome, Mr Padma Djaya Band.
 - Mr Mike, the floor is yours.
 - Mr Padma Djaya joins us in the studio to discuss the topic.
 - Please welcome Mr Padma Djaya, who will say some words and open the show.

UNIT VIII

**ONCE UPON A TIME, THERE
WAS A GUY WHO WAS VERY
MUCH IN LOVE WITH A GIRL.**



<http://www.srumley.co.uk>



In your age, you may find someone that you fall in love with. You need to express your love to the one using acceptable expressions. Do you know how to do it very well?

You like reading English stories, don't you? The stories that you read may include love stories. Can you also write such stories effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

In pairs, study the following stories and then decide which ones are love stories and which ones are not.



Pictures:

1. <http://members.tripod.com>
2. <http://www.bridgetothestars.net>
3. <http://www.zaalbooks.nl>
4. <http://www.all-about-agatha-christie.com>
5. <http://www.srumley.co.uk>



Task 2

Have you ever fallen in love with someone? Have you ever told your parents that you love him/her very much? Reflect on your experience to answer the following questions. Compare your answers with your classmate's.

1. Have you got a boyfriend or a girlfriend?
 2. What makes you love him/her?
 3. How do you express love to him/her?
 4. Do you feel that expressing love to your parents is different from that of to your girlfriend or boyfriend? Why?
 5. What will you feel if someone you love leaves you?
-

B. Let's Act



1. Listen and Speak



Task 3

How do you feel if someone you love leaves you? Here is an example of the situation. Listen to the dialogue between Ayu and Denias and then answer the questions. The listening script is in the Appendix.

Situation: Denias tells Ayu that his father will send him to a boarding school far away.

Questions

1. What does Denias tell Ayu?
2. What is Ayu's feeling about what Denias tells her?
3. Why does Denias leave Ayu?
4. Where is he going to go?
5. When is Denias going to leave?
6. What does Ayu feel when she knows that the one she loves is going to leave her?
7. How do they express their feelings?



Task 4

Study the following expressions.

Expressing Love and Sadness

1. In the dialogue between Denias and Ayu, you find an expression: *I love you*. The expression is used to express 'love'.

Here are some other examples to express your love:

In Formal Situations	In Informal Situations
I fall in love with you. I do love you. Let me love you.	I have a crush on you. Let me be with you. I think I love you.

2. In the dialogue between Denias and Ayu, you also find an expression of sadness. Ayu says “Oh no, It’s very hard for me, Denias,” to express that she is sad because Denias has to leave her.

You can use many expressions to show your sadness, for example:

In Formal Situations	In Informal Situations
... comes as my great sadness. I must say I had hoped I’m very sad about	I can’t believe what’s going on. I can’t hold my tears on it. Oh, no...(crying)*



Task 5

**note: crying is the most common expression to show sadness.*

Listen to the dialogue among Adib, Virga, and Ayu. Do not forget to complete the summary to check your comprehension. The listening script is in the Appendix.

Situation: Adib tells Virga that he loves Ayu. Ayu hears what Adib says through the speaker



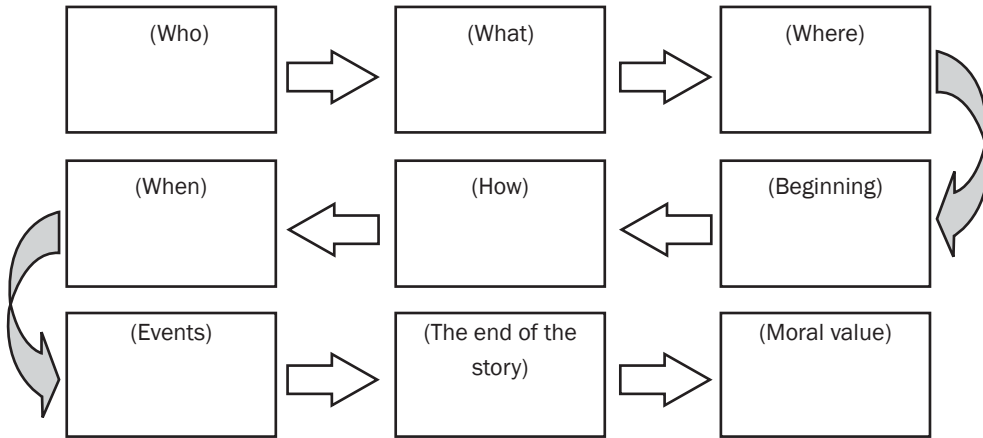
Summary

1. Adib tells ... that he loves
2. He thinks that he
3. He thinks that she is
4. ... helps Adib by giving her phone to ... And let her speaks.
5. Finally Denias knows that ... also loves him.



Task 6

Listen to the story of a lion in a forest and then complete the chart by noting down information on who, what, where, when, and how, the listening script is in the Appendix.



Task 7

It is time for you to practise expressing love to someone. In pairs, study the following dialogue and then answer the questions. After that, act it out with your classmate.

- Adib : Hi, Virga. Are you ready for the discussion tomorrow?
Virga : No, I'm not yet ready at all. There are some points still confusing me.
Adib : What points do you find it difficult? Perhaps, I can do something for you.
Virga : It's about the arguments I should propose. It's hard to find good arguments.
Adib : Well, I have some books which may meet your needs. I will bring them with me tomorrow.
Virga : How nice of you. Thanks.
Adib : No problem. And, why don't you search some ideas in the internet? There's so much information you can download.
Virga : That's also my problem. I'm not familiar with the internet and I don't understand how to use internet.
Adib : Really? Let's go to the internet shop. I'll teach you how to use the internet.
Virga : You will? Why are you so nice to me?
Adib : Because I love you.
Virga : Really?
Adib : Do you mind?
Virga : Not at all. I've been expecting those words from you.
Adib : Really? I'm very happy to hear you say so.
Virga : Are we going to the internet?
Adib : Sure. Anywhere you like.

Questions

1. What is Virga preparing for?
2. What does Adib offer Virga?
3. What is Adib going to teach Virga?
4. Why is Adib that nice to Virga?
5. What is Virga's feeling to Adib?

Intermezzo



What is the word that everybody always says wrong?

“wrong”



Task 8

Let's say it right.

Silent /w/

In the dialogue between Virga and Adib, you find the word *download* ['daʊnləʊd]. When pronouncing the word, you do not need to pronounce /w/. Here are some other examples:

- arrow ['ærəʊ]
- bow ['bəʊ]
- bowling ['bɔʊlɪŋ]
- rowing ['rəʊɪŋ]
- wrap [ræp]
- wreck [rɛk]



Task 9

Listen and repeat after your teacher. After that, categorize the words whether /w/ in the words are pronounced or not.

- | | |
|-----------|--------------|
| 1. wish | 6. wrestling |
| 2. write | 7. where |
| 3. always | 8. crawl |
| 4. wrist | 9. weather |
| 5. now | 10. bawl |



Task 10

In pairs, make a short dialogue based on the following guideline and then act it out with your partner.

1. Attracting attention (greeting or mentioning someone's name).
2. Saying that he or she is very good at a school event, for example, in a play or in a singing performance.
3. You say that you often see his or her performance and always sit on the front row.
4. You tell her or him that you actually love him or her.



Task 11

In pairs, create a dialogue based on the following guideline and then act it out with your partner.

Guideline:

1. Say hello to your boyfriend/girlfriend.
 2. Someone tells you that he saw your boyfriend/girlfriend with another person. You are jealous about it.
 3. Your boyfriend/girlfriend convinces you that it is not true.
 4. You express your sadness about the news given by your friend.
 5. Your boyfriend/girlfriend promises that such a thing would not happen.
-



Task 12

Make groups of five and then your teacher will give you a list of questions. The questions should be discussed by all members. Report your discussions result to your classmates in groups. The questions are in the Appendix.



Task 13

Now, it is your time to express yourselves. In pairs, create short dialogues based on the following situations and then act them out with your classmate. You can see the guideline in Task 10 as the model.

Situations

1. You are invited to a party. You ask someone to be your partner. She accepts your invitation and she asks why you choose her. It is a great moment for you to say that you love her for a long time and you have the courage to say it just now.
 2. You love someone who is very cute and adorable. Fortunately, she has the same hobby as you which is watching plays. Someday, you encourage yourself to ask her to go to the theatre with you. Then you say that you love her since the very first sight.
 3. You love someone but she has already had a boyfriend. You think that there will no chances for you to get her. Surprisingly, she is noticing you and she secretly loves you too. You finally meet her at a birthday party. She already breaks up with her old boyfriend. It is your chance to say that you love her very much.
 4. You have just broken up with your boyfriend/girlfriend. One of your friends sees you feeling blue for few days. Your friend asks about your problem. You tell him/her about your sadness.
 5. When you hang around the mall, you see your girlfriend/boyfriend walking with another person and you know that the person is not his/her family. Now, you know the truth. You tell your best friend that you are sad about it.
-



Task 14

Do you believe that people do not have to spend any money to love someone or something? Study the following words and then read the story that, perhaps, makes you realize that you do not need to spend anything to love someone or something. Complete the summary to check your comprehension.

delight [dɪ'laɪt] (kb)	: kesenangan
fence [fɛns] (kb)	: pagar
nail [neɪl] (kkt)	: menggantung
overall [əʊvə'ɔ:l](kb)	: seragam
puppy ['pʌpi] (kb)	: anak anjing
ramp [ræmp] (kb)	: jalan yang landai
trousers ['traʊzəz] (kb)	: celana panjang
tug [tʌg] (kb)	: sentakan

No Charge for Love

A farmer had some puppies he needed to sell. He painted a sign advertising the 4 pups and set about nailing it to a post on the edge of his yard. As he was driving the last nail into the post, he felt a tug on his overalls. He looked down into the eyes of a little boy. "Mister," he said, "I want to buy one of your puppies."

The boy reached deep into his pocket and pulled out a handful of change and held it up to the farmer. "I've got thirty-nine cents. Is that enough to take a look?"

"Sure," said the farmer.

Out from the doghouse and down the ramp ran four little balls of fur.

The little boy pressed his face against the chain link fence. His eyes danced with delight. As the dogs made their way to the fence, the little boy noticed something else inside the doghouse. Slowly another little ball appeared. This one was noticeably smaller. Down the ramp it slid. Then the little pup began hobbling toward the others, doing its best to catch up.... "I want that one," the little boy said, pointing to the runt.

The farmer knelt down at the boy's side and said, "Son, you don't want that puppy. He will never be able to run and play with you like these other dogs would. "

With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. In doing so he revealed a steel brace running down both sides of his leg attaching itself to a specially made shoe. Looking back up at the farmer, he said, "You see sir, I don't run too well myself, and he will need someone who understands."

With tears in his eyes, the farmer reached down and picked up the little pup. Holding it carefully he handed it to the little boy.

"How much?" asked the little boy.

"No charge," answered the farmer,

"There's no charge for love."

Adapted from: <http://www.dizzyboy.com>

Summary

1. ... sold his puppies.
2. He offered ... his puppies.
3. He said that the puppies ... and they had good price.
4. The little boy bought a puppy for
5. The boy saw
6. The puppy was different from others because
7. The boy was interested in the puppy because
8. Their similarity was on the ... Both the boy and the puppy lost one of their legs.
9. The boy ... for the invalid dog.
10. The farmer said that



2. Read and Write



Task 15

Read the text below and in pairs find the Indonesian equivalents of the following words according to the context. You may consult your dictionary.

Words	Indonesian Equivalents
regain [ri:'geɪn] (<i>kkt</i>)	...
cemetery [ˈsemətəri] (<i>kb</i>)	...
condo [ˈkɒndəʊ] (<i>kb</i>)	...
obstacle [ˈɒbstəkl] (<i>kb</i>)	...
saloon [səˈluːn] (<i>kb</i>)	...
tombstone [ˈtuːmstəʊn] (<i>kb</i>)	...
weep [wi:p] (<i>kki</i>)	...

Let Me Love You

Once upon a time, there was once a guy who was very much in love with this girl. This romantic guy folded 1,000 pieces of papercranes as a gift to his girl. Although, at that time he was just a small executive in his company, his future doesn't seem too bright, they were very happy together. Until one day, his girl told him she was going to Paris and will never come back.

She also told him that she cannot visualise any future for the both of them, so let's go their own ways there and then... heartbroken, the guy agreed.

When he regained his confidence, he worked hard day and night, just to make something out of himself. Finally with all these hard work and with the help of friends, this guy had set up his own company...

“You never fail until you stop trying.” he always told himself. “I must make it in life!” One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still drenched. It didn’t take him long to realise those were his ex-girlfriend’s parents. With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury saloon. He wanted them to know that he wasn’t the same anymore, he had his own company, car, condo, etc. He had made it in life!

Before the guy can realise, the couple was walking towards a cemetery, and he got out of his car and followed them...and he saw his ex-

girlfriend, a photograph of her smiling sweetly as ever at him from her tombstone... and he saw his precious papercranes in a bottle placed beside her tomb. Her parents saw him. He walked over and asked them why this had happened. They explained that she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it someday, but she did not want her illness to be his obstacle ... therefore she had chosen to leave him.

She had wanted her parents to put his papercranes beside her, because, if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.

Adapted from: <http://www.lovefatedestiny.com/>

NOTES:

Love stories are stories which tell about love, whether love between men and women or one between family members. The parts of a story are opening, arousing of problems or series of events, and finally ending of the story

The social purpose of this type of text is entertaining because they deal with the unusual and unexpected development of events. It also instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them. Narratives in cooperate patterns of behavior that are generally highly valued.



Task 16

Read the story in Task 13 again and then check your comprehension on the story by answering the questions below.

Instruction: Choose the correct answer to each question.

1. The main character of the story is ...
 - a. a guy
 - b. a girl
 - c. a couple of husband and wife
 - d. a family
 - e. a group of people
2. Why did the guy break up with his girlfriend?
 - a. He wanted to concentrate on his career.
 - b. The girl said that she wanted to go to Paris and would not come back.
 - c. The guy had found another girl for him.
 - d. The guy’s parents did not like the girl at all.
 - e. The girl’s parents did not allow her to marry the man.

3. He..... after he broke up with his girlfriend.
- got very frustrated
 - found another girl who could understand him a lot
 - got married with another girl
 - regained his confidence and worked very hard.
 - met the girl's parents
4. Finally, he could.....
- establish his own company and succeeded in his business.
 - find another woman and got married with her.
 - recover himself after a long period of frustration.
 - meet the girl again and got married with her.
 - find her and got married and lived happily ever after.
5., he saw his ex-girlfriend's parents going to the cemetery.
- When he was in his office
 - When he was driving his saloon
 - When he was in a vacation
 - When he visited a friend's house
 - When he is in a funeral
6. He wanted to show his ex-girlfriend's parents that.....
- he had got another girl and was ready to get married.
 - their daughter did a bad thing by leaving him.
 - he was happy to break up with their daughter.
 - his parents were their friends.
 - he had become a rich man after he broke up with their daughter.
7. Actually, the girl died because of.....
- committing suicide
 - an accident
 - cancer
 - a fire in Paris
 - giving birth
8. Why did the girl want her parents put the papercranes next to her tomb?
- because she wanted the man to know that she loved him
 - because she hated the papercranes
 - because her parents did not know where to put it
 - because the man asked her to do
 - because her parents told her to
9. The man knew that she..... and he could only weep next to her tombstone.
- left him
 - got to Paris
 - died
 - hated him
 - always loved him
10. "...if the day comes when fate brings him to her again he can take some of those back with him." What does the statement mean?
- She wanted her parents to bring him to her.
 - She wanted the man to take back his papercranes.
 - She hated the papercranes so that she wanted the man to take them back.
 - He believed that the girl would return his papercranes.
 - The girl wanted the man to know that she loved him very much.



Task 17

Do you still remember the elements of a story you have learned in the previous unit? Read the story in Task 15 again and you will find that the story contains several parts. Summarize each part of the story.

1. The first part of the story introduces the characters in the story, where, and when the story happened.

2. The second part of the story is when the characters faced problems.

3. The last part is the ending of story which is how the story ends.



Task 18

Let's play a "chain story." Make groups of five and then decide the order of your group. Your teacher will tell you a story to the first member of your group while the others are outside of the classroom. Then, the first one will tell the second, and so on. The last one will tell the story to the class. Let's see how the story is shrinking. You may take notes of the important points of the story.

Notes:

- Who the characters are:

- What happen to the characters:

- How the story ends:

- The moral value you learn from the story:



Task 19

In pairs, study the following valentine card and then answer the questions.

Questions

1. Who sends the valentine card?
2. Who receives the valentine card?
3. What is their relation like?
4. What is the valentine card intended for?
5. To whom can we send valentine cards?



<http://render.fundraw.com>



Task 20

Send a valentine card, either to your friend, your close friend, or other people who are important for you and do not forget to write a beautiful message for them. You can refer to the valentine card in Task 19.



Task 21

Read the following story carefully and you will find that love can change impossible things into possible ones. Do not forget to check your comprehension by completing the chart.

A Miracle

Sally was only eight years old when she heard Mommy and Daddy talking about her little brother, Georgi. He was very sick and they had

done everything they could afford to save his life. Only a very expensive surgery could help him now . . . and that was out of the financial

question. She heard Daddy say it with a whispered desperation, "Only a miracle can save him now."

Sally went to her bedroom and pulled her piggy bank from its hiding place in the closet. She shook all the change out on the floor and counted it carefully. Three times. The total had to be exactly perfect. No chance here for mistakes. Tying the coins up in an old-weatherkerchief, she slipped out of the apartment and made her way to the corner drug store. She waited patiently for the pharmacist to give her attention. But he was too busy talking to another man to be bothered by an eight-year-old. Sally twisted her feet to make a scuffing noise. She cleared her throat. No good. Finally she took a quarter from its hiding place and banged it on the glass counter. That did it! "And what do you want?" the pharmacist asked in an annoyed tone of voice. "I'm talking to my brother."

"Well, I want to talk to you about my brother," Sally answered back in the same annoyed tone. "He's sick . . . and I want to buy a miracle."

"I beg your pardon," said the pharmacist.

"My Daddy says only a miracle can save him now . . . so how much does a miracle cost?" "We don't sell miracles here, little girl. I can't help you."

"Listen, I have the money to pay for it. Just tell me how much it costs."

The well-dressed man stooped down and asked, "What kind of a miracle does your brother need?"

"I don't know," Sally answered. A tear started down her cheek. "I just know he's really sick and Mommy says he needs an operation. But my folks can't pay for it . . . so I have my money."

"How much do you have?" asked the well-dressed man.

"A dollar and eleven cents," Sally answered proudly. "And it's all the money I have in the world."

"Well, what a coincidence," smiled the well-dressed man. A dollar and eleven cents . . . the exact price of a miracle to save a little brother. He took her money in one hand and with the other hand he grasped her mitten and said "Take me to where you live. I want to see your brother and meet your parents."

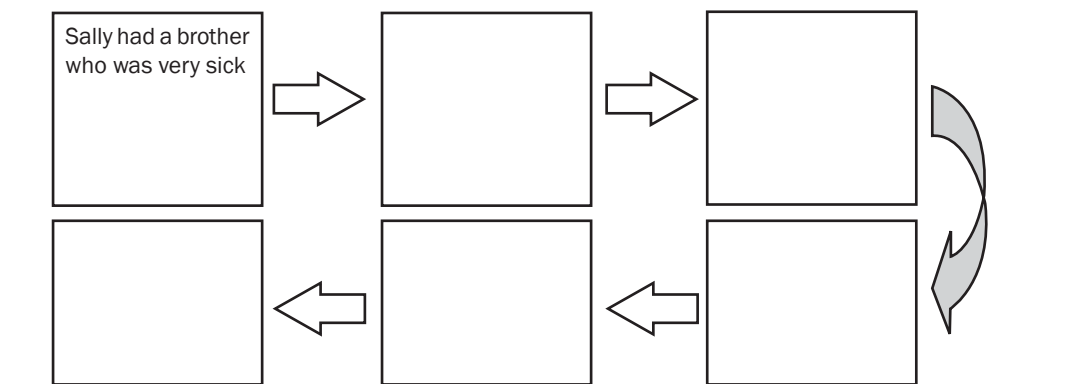
That well-dressed man was Dr. Carlton Armstrong, renowned surgeon specializing in solving Georgi's malady. The operation was completed without charge and it wasn't long until Georgi was home again and doing well.

Mommy and Daddy were happily talking about the chain of events that had led them to this place. "That surgery," Mommy whispered. "It's like a miracle. I wonder how much it would have cost."

Sally smiled to herself. She knew exactly how much a miracle cost... one dollar and eleven cents... plus the faith of a little child.

Adapted from: <http://www.gagirl.com>

Summary





Task 22

Now, go to the library or to the internet cafe to find at least two love stories that touch your heart very much and then summarize them. The following questions may help you to make your summaries more organized.

Questions

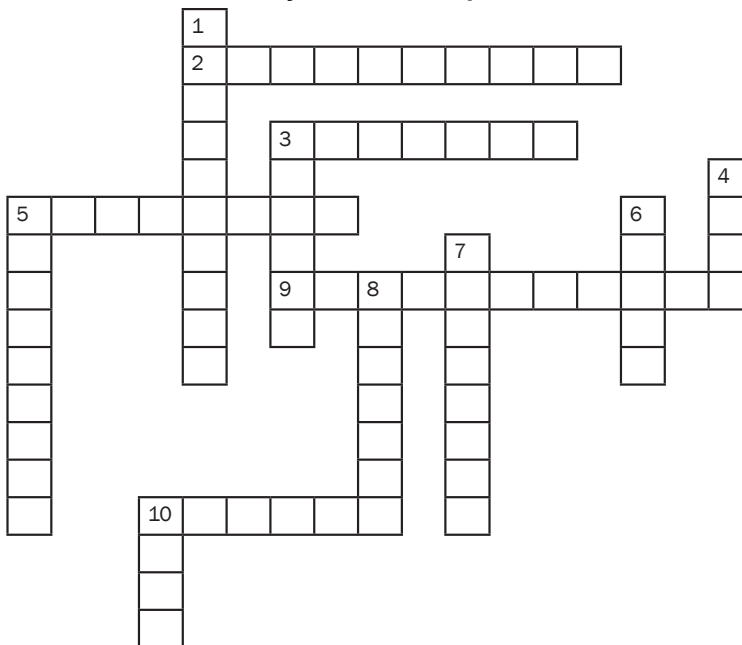
1. Who are in the story?
2. What happened to the characters?
3. How did they solve their problem?
4. How did the story end?
5. What do you feel after reading the story?



Task 23

It is now your time to do something interesting. Do the following crossword puzzle.

Hint: The words are from stories you read in the previous text.



Across:

2. great sadness or worry
3. a marvelous event which happens apparently by the power of God
5. problem, difficulty
8. anxiety, hopelessness
10. exclusive, extravagant

Down:

1. persons who sell medicines
3. ill, disease
4. improve, increase
5. treatment by cutting open the body
6. belief, trust
7. graveyard
9. treatment of disease which requires an operation
10. to have strong feelings for someone or something



Task 24

Now, your teacher will give you a set of cards. Each card contains a part of a story. Make groups of three, rearrange the parts and develop them into a good story. The cards are in the Appendix.

C. Let's Do More



Task 25

In groups of four, watch two of the following films or you can choose your own films, and then note down expressions to show love and sadness that you find in the films. Report the expressions to the class.

Film list:

1. Princess Diaries 2, The Princess Engagement
2. Titanic
3. City of Angels
4. Just Married

Report Sheet	
Name	:
Student Number	:
Movie	:
Expressing Love	Expressing sadness



By the Way...

Many feelings can be expressed by flowers. The most meaningful flower of all is considered to be the red rose. A single red rose is now usually used to send a message of love.



Picture: <http://img136.imageshack.us>



Task 26

In pairs, search two love stories from the internet, story books, or other source books and then note down some important points of the story.

Who are in the story and how their condition was

What happened to the characters and what problem they faced

How the problem was solved and how the story ended

D. Let's Check Your Competence



Task 27

In pairs, create short dialogues based on the following situations. After that, act them out with your partner.

Situations

1. You find your classmate's diary. Then, you find your photo in the diary. Surprisingly, the one loves you and actually you love him or her too. You return the diary and say you are sorry to see his or her writings about you and then you say that you love him or her.
 2. You fall in love with someone. You feel that you do not have any chance to get her since she is the most popular girl in your school. One day, you have a chance to express your feeling and you encourage yourself to say that you love her. Unfortunately, she does not love you but she does appreciate your feeling.
 3. Your girlfriend/boyfriend says that there is something that makes your relation to be ended. Both of you express sadness.
-

Task 28

Do you believe that love should be expressed? Do you believe that opportunities never come twice? Now, read a story which can make you realize that love should be expressed. Do not forget to answer the questions to check your comprehension.

The CD Boy

A boy walked into a CD store and saw a girl behind the counter. She smiled and he thought it was the most beautiful smile he has ever seen before and wanted to kiss her right there.

He said "Uh... Yeah... Umm... I would like to buy a CD." He picked one out and gave her money for it.

"Would you like me to wrap it for you?" she asked, smiling her cute smile again.

He nodded and she went to the back.

She came back with the wrapped CD and gave it to him. He took it and walked out of the store.

He went home and from then on, he went to that store everyday and bought a CD, and she wrapped it for him. He took the CD home and put it in his closet. He was still too shy to ask her out and he really wanted to but he couldn't. His mother found out about this and told him to just ask her.

So the next day, he took all his courage and went to the store. He bought a CD like he did everyday and once again she went to the back of the store and came back with it wrapped. He took it and when she wasn't looking, he left his phone number on the desk and ran out...

!!!RRRRRING!!!

The mother picked up the phone and said, "Hello?"

It was the girl!!! She asked for the boy and the mother started to cry and said, "You don't know? He passed away yesterday..."

"The line was quiet except for the cries of the boy's mother. Later in the day. The mother

went into the boy's room because she wanted to remember him. She thought she would start by looking at his clothes. So she opened the closet. She was face to face with piles and piles and piles of unopened CDs. She was surprised to find all those CDs and she

picked one up and sat down on the bed and she started to open one.

Inside, there was a CD and as she took it out of the wrapper, out fell a piece of paper. The mother picked it up and started to read it.

It said: Hi... I think you are really cute. Do you wanna go out with me? Love, Jacelyn

The mother opened another CD...

Again there was a piece of paper. It said: Hi... I think you are really cute. Do you wanna go out with me? Love, Jacelyn



Adapted from: <http://www.lovefatedestiny.com>

Picture: <http://www.cdbyme.com>

Questions

1. Who are the characters of the story and who is the main character?
2. Why did he buy CDs in the same shop very often?
3. Why did not he express his feeling directly to the girl?
4. What did the boy finally do?
5. What made the girl call his number?
6. What did actually the girl feel about the boy?
7. How did the story end?

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to express love

Expressing Love	
In formal situations	In informal situations
I fall in love with you. Let me be the one for you. Let me love you.	I have a crush on you. Let me be with you. I think I love you.

2. Love stories/Narrative Texts

Love stories are stories which tell about love, whether love between men and women or one between family members. The parts of a story are opening, arousing of problems or series of events, and finally ending of the story.

The social purpose of this type of text is entertaining because it deals with the unusual and unexpected development of events. It also instructs because it teaches readers and listeners that problems should be confronted, and attempts made to resolve them. It incorporates patterns of behaviour that are generally highly valued.

INDONESIAN SHOULD PROMOTE MULTICULTURALISM AND PRESERVE ITS CULTURAL IDENTITY.



<http://www.satria.anandita.googlepages.com>



Are you sometimes asked to express your stance by giving reasons or arguments about an issue? In doing so, you need to define your position toward the issue so that others know your position.

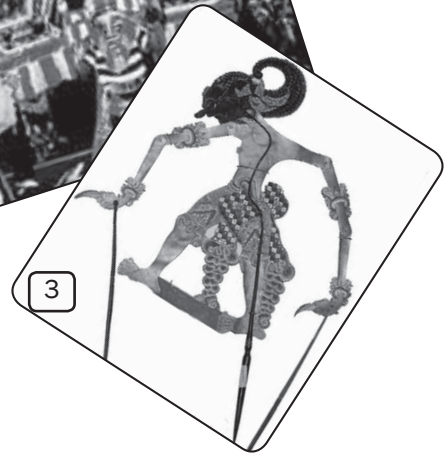
You like reading and writing, don't you? The texts that you read may include hortatory expositions in which the writer provides arguments to support his/her stance. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

Study the following cultural heritage. Then, answer the questions based on your knowledge. Compare your answers with your classmates'. First, study the words in the box.



Picture 1.

<http://www.kangguru.org>

Picture 2.

<http://www.indonesiamedia.com>

Picture 3.

<http://satria.anandita.googlepages.com>

culture ['kʌltʃə] (kb) : budaya	preserve [prɪ'zɜ:v](kkt) : melestarikan
heritage ['hɛrɪtɪdʒ] (kb) : warisan	art work [ɑ:t wɜ:k](kb) : karya seni
dance [dɑ:ns](kb) : tarian	building ['bɪldɪŋ](kb) : bangunan
shadow puppet ['ʃædəʊ 'pʌpɪt](kb) : wayang kulit	mask [mɑ:sk](kb) : topeng
origin ['ɒrɪdʒɪn](kb) : asal daerah	tribe [traɪb](kb) : suku bangsa

Questions

1. What is the origin of each of the cultural properties above?
2. What is the significance of those properties for the native people?
3. How do you appreciate the diversity of culture represented by those properties?
4. What would you do to preserve those cultural heritages?



Task 2

In groups of three, based on your knowledge, discuss what you can learn from culture of the following countries and then answer the question by putting a tick.



1

The Great Britain:

- The British have a strong determination toward progress.
- The British appreciate time as an invaluable thing.
- The British respect equality among different races or religions.

Australia:

- Australians take punctuality seriously.
- Australians respect people with strong opinions, even if they don't agree.
- Australians value modesty and equality.



2

Pictures:

1. <http://www.izsvenezie.it>
2. <http://wpp.greenwichmeantime.com>

B. Let's Act



1. Listen and Speak



Task 3

Listen to the dialogue between Andi and Ayu on the preservation of Indonesian culture and then answer the following questions. The listening script is in the Appendix.



<http://www.indonesiamedia.com>

Questions

1. What are they talking about?
2. What is Ayu's opinion on the festival?
3. What happens to people nowadays?
4. What is Andi's stance about cultural identity?



Task 4

Listen to the dialogue in Task 3 once more and then complete the following points.

1. The cultural preservation is used to.....
2. Cultural identity is.....
3. People should remember.....



Task 5

Study the following expressions.

Expressing Stance

In the dialogue between Andi and Ayu in Task 3, you find an expression on how to express stance.

Andi says *I think we should remember who we are...* to express his stance. The expression *I think.....* is used both in formal and in informal situations.

There are some other expressions you can use to express stance, for examples:

In formal situations	In informal situations
Personally, I believe	If you ask me,
My view of.... is.....	You know what I think? (I think)
From my point of view,	I guess



Task 6

In pairs, listen to some dialogues and then write down some stances you find in the dialogues. The listening script is in the Appendix.

No	Stances
1.	
2.	
3.	



Cultural Tips

Australians respect people with strong opinions, even if they don't agree.



Task 7

Listen to Mr Jero Wacik's statement, from the Ministry of Culture and Tourism. He argues that Indonesians should preserve their identity and culture. Then, complete the following text. The listening script is in the appendix.

We should preserve our Indonesian identity and culture.

It is a shameful phenomenon when we deny our cultural root and abandon our identity to run after the blind imitation of Western cultures. That's why we must ... our cultural identity for some reasons.

First, the concept of our identity and nationalism can never be ignored. Our ... is the inspiration for our present and ... are the foundations of our desired civilization.

Second, western cultures may be morally destructive propagandists. They replace ... and moral principles with the absurdity of Western culture, which conflicts with our traditional and religious values.

Finally, the method of our ... to the west must be in science, knowledge, seriousness and the determination to rush toward progress. Thus, a clear understanding of modernity is important in order to preserve our identity and culture.

Indonesian young generations are in charge to preserve the Indonesian culture and identity for future.

Source: <http://www.yementimes.com>



Task 8

Work in pairs and then listen again to the speech in Task 7. Based on the minister's speech, convince the class why Indonesian should preserve identity and culture. The following guideline may help you.

Indonesian must preserve their identity and culture. It is because ...

1. The first is....
2. The second is....
3. The last is
4. Therefore....



Task 9

Study the following dialogue between Virga and Denias. After that, answer the questions and then act it out with your classmate.

Virga : Hi, Denias. You look so happy.

Denias : Hi, Virga. Yes, I'm very happy. I'm going to go to the museum in the city.

Virga : Really? That's great. Is there anything special there?

- Denias : Yes, finally we can see a very wonderful statue which is returned home to Indonesia after a hundred years displayed in the Netherlands. The Dutch Government finally returned it.
- Virga : That's wonderful. By the way, is the statue important for us?
- Denias : I believe it is very important because it represents the evidence of the traditions and identity of our nation.
- Virga : That's great. Tell me more.
- Denias : The cultural treasure like the statue is also important to reveal the history of our ancestors. It can be easily understood only in its context. It is here, in Indonesia.
- Virga : What is the benefit of such treasures for young generation like us?
- Denias : I think that young generation must understand and then appreciate and learn about the significance of these artefacts. Therefore, the national culture and identity can be preserved within a long period of time.
- Virga : What would you suggest, then?
- Denias : The government should preserve the cultural treasures by demanding the return of the treasures to our country.
- Virga : Let's go to the museum.



Task 10

Decide whether the following statements are TRUE or FALSE according to the dialogue above. Correct the false ones.

Statements	T	F	Correction
1. Cultural treasures represent the evidence of the future of a nation.			
2. The cultural treasure is meaningless in understanding the history of the ancestors.			
3. The cultural treasure can be easily found everywhere.			
4. Young generation should not understand and appreciate cultural treasures. It not relevant to today's needs.			
5. The government should not demand for the return of the treasures to Indonesia because it is not profitable.			



Task 11

In pairs, study the dialogue in Task 8 once again and then write down the important points about cultural treasures.

The importance of cultural treasures

The importance of cultural treasures for history of a nation

The importance of cultural treasures for young generation

The recommendation for the government



Task 12

Let's say it right.

The sounds of *th*

In the dialogue in Task 8, you find some words below:

then : [ðən]

that : [ðæt]

think : [θɪŋk]

the : [ðə or before a vowel ðɪ]

Based on the sample of words above you learn that **th** has two different pronunciations: [θ] and [ð].



Task 13

Listen and repeat after your teacher. Then, put the words on the correct columns.

Words:

1. them
2. these
3. this
4. with
5. their
6. birth
7. method
8. path

	[θ]	[ð]



Task 14

In pairs, complete the following dialogue and then act it out with your partner.

- Woman : Do you think that it is important to teach our children history of our ancestor?
 Man : Yes, our children must understand who they are. Then, I think ... (*not forget the identity*)
 Woman : What else should our children learn?
 Man : They must learn to live with different people of different races or religions. It is very important. I believe, ... (*learn multiculturalism*)
 Woman : How do we protect our children from the negative influences of other cultures?
 Man : Internet is a medium of cultural exchange. From my point of view, ... (*cancel internet*)



Task 15

In pairs, create short dialogues to express stance based on the following situations. Then, act them out with your classmates.

Situations

1. Your school is going to hold a seminar on multiculturalism. The purpose of the seminar is to raise student's awareness toward the cultural diversity.
2. Your school plans to have a study tour to a museum. The school is trying to teach history to the students through visiting the museum.



2. Read and Write



Task 16

Read the text below and then guess the meanings of the following words based on the context. Read again the text and then answer the questions.

diverse [daɪ'vɜ:s] (kb)	: ...
citizenry ['sɪtɪzənri] (kb)	: ...
vulnerable ['vʌlnərəbl] (ks)	: ...
heritage ['herɪtɪdʒ] (kb)	: ...
forbidden [fə'bɪdn] (ks)	: ...
plurality [plʊə'rælti] (ks)	: ...
preserve [prɪ'zɜ:v] (kkt)	: ...
cohesion [kəʊ'hi:ʒn] (kb)	: ...

Indonesian People Should Value All the Different Cultures to Promote Unity of the Nation.

Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity. Therefore, Indonesians should appreciate differences among culture for the following reasons.

Firstly, Indonesia is vulnerable to separation for its archipelago and culture diversity. Raising tolerance among people is the best way to maintain the unity among differences. Many ways or cultures of living are equally legal, even if they are not regarded as normal by some people. If a society claims to be tolerant of personal choice, then it must respect the personal choice to retain their heritage. Then, unity of the nation can be preserved.

Secondly, Indonesians must recognise that every culture has different customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.

Lastly, raising nationalism is one way to preserve unity of the nation. It is a sense of fellow-feeling between group members. This promotes cooperation and social cohesion within the group. The sense of social cooperation makes welfare, social security and medical programs much more likely and stronger.

Cultural differences are sometime a sensitive matter for people. Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.

Source: <http://www.idebate.org>

Questions

1. What issue does the author argue?
2. Why should Indonesian people raise the tolerance among them?
3. Why is it forbidden to make a judgement of comparative value of other cultures?
4. What is the benefit of a plurality of a nation?
5. What recommendation does the author propose?



Task 17

Based on the text in Task 16, decide whether the following statements are TRUE or FALSE. Correct the false statements.

Statements	T	F	Corrections
1. Indonesia is a culturally-homogeneous country. Therefore, Indonesian should not appreciate differences among culture.			
2. Although Indonesia is vulnerable to separation for its culture diversity, raising tolerance among people is unnecessary.			

2. People are allowed to make judgments of comparative value of other cultures, since people have rights to do so.			
3. Raising nationalism is not only to preserve unity of the nation, but also to occupy other nations.			
4. Indonesian people must teach younger generation about the importance of the modernisation and refuse cultural identity.			



Task 18

In pairs, study the following note.

The purpose of the text in Task 16 is to argue a case for or against a particular position or point of view and it proposes a suggestion in the end of the argumentation.

Read again the text in Task 16 and you will find that the text has the following elements:

1. **The general statement** of topic discussed.
2. **Arguments** which are arranged according to the writer's choice. Usually it is based on the criteria of weak and strong arguments.
3. **Suggestion/recommendation** which contains what should or should not happen.

Common grammatical patterns in exposition includes:

1. abstract nouns, e.g. *culture*, etc.
2. Action verbs, e.g. *value*, etc.
3. Connectives, e.g. *first*, *second*, etc.
4. etc.



Task 19

In pairs, study the following rule.

Connectives

In the text in Task 16, you find some connectives such as *firstly*, *secondly*, *finally* and *therefore*.

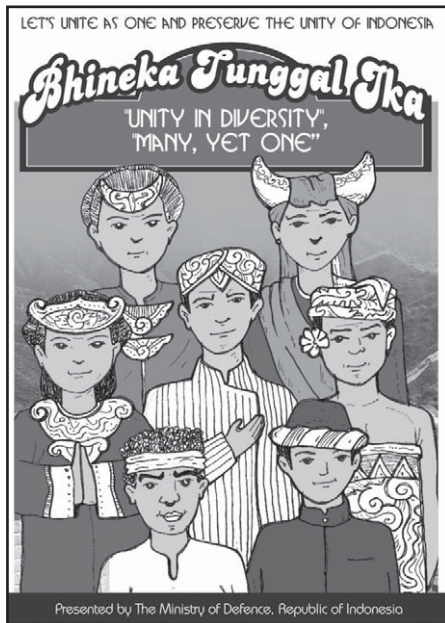
The words *firstly*, *secondly*, *finally* and *therefore* connect ideas or paragraphs in the text and they indicate that the ideas or paragraphs are still related. The following examples are taken from the text.

- a. Therefore, Indonesian should appreciate differences among culture for the following reasons.
- b. Firstly, Indonesia is vulnerable to separation for its archipelago and culture diversity.
- c. Secondly, Indonesian must recognise that every culture has different customs and beliefs.
- d. Lastly, raising nationalism is one way to preserve unity of the nation.



Task 20

Study the following poster and then answer the questions.



Questions

1. What does the poster tell us about?
2. Who publishes the poster?
3. What is the poster intended to?
4. How do you appreciate the National motto of Indonesia?
5. What would you do to participate in the preservation of the unity of Indonesia?



Task 21

Read the text below and then guess the meanings of the following words based on context. Read again the text and then answer the questions. Don't forget to complete the text with appropriate connectives.

treasure ['treʒə] (kb)	: ...
origin ['ɒrɪdʒɪn] (kb)	: ...
maintenance ['meɪntənəns] (kb)	: ...
heritage ['herɪtɪdʒ] (kb)	: ...
spirituality [ˌspɪrɪtʃu'æliːti] (kb)	: ...
loot [lu:t] (kb)	: ...
sculpture ['skʌlptʃə] (kb)	: ...
bribe [braɪb] (kkt)	: ...
artefact ['ɑ:tɪfækt] (kb)	: ...

Cultural Treasures Should Be Returned to Their Country of Origin.

Cultural treasures are important in the creation and maintenance of national identities. It represents the evidence of humans' origins and development, traditions and identity, artistic and scientific achievements. The treasures must be returned home to their place of origin based on the following reasons.

..., cultural treasures should be displayed in the context in which they originated; only then can they be truly understood. Display of cultural treasures outside the country origin also turns modern citizens of those ancient regions unable to appreciate or look after their great artistic heritage.

... , cultural treasures are crucial to the sense of certain people spirituality. They are spiritually anchored to most of these treasures. Some cultural treasures have religious and cultural associations for the area from which they were taken. To the descendants of their creators it is offensive to see aspects of their spirituality displayed for entertainment.

..., treasures from some cultural cite were often acquired illegally, for example through looting in war, under the force of imperial force, or by bribing officials to ignore the carrying away of sculptures from monuments they were meant to be guarding. Moreover, the fact that these cultural treasures were stolen means they need to be returned to their rightful owners.

..., cultural treasures are a very important part of culture and identity of a particular nation. Generations will grow up to appreciate and learn about the significance of these artefacts. The past is very important. That is why people study history as a subject.

There is no doubt on the importance of these cultural treasures to its people. Therefore, the government should preserve the cultural treasures and demand the return of the treasures to the place of origin.

Sources: [http:// www.idebate.org](http://www.idebate.org) <http://pcwww.liv.ac.uk> <http://cpprot.te.verweg.com>

Questions

1. What issue does the author argue?
2. What is the importance of cultural treasures for the origin country?
3. Why should cultural treasures be displayed in the context?
4. What is the relationship between cultural treasures and the spirituality of a nation?
5. What is the important of cultural treasures for young generation?
6. What recommendation does the author propose?



Task 22

Find two texts that argue an issue on culture in the magazine or from the internet and answer the questions below.

Questions

1. What is the issue presented in the text?
2. What is the author standpoint?
3. What arguments does the author provide to support his standpoint?
4. What is his/her recommendation?



Task 23

In groups of four, create a poster related to preservation of cultural treasures from illegal exploration. You may refer to the text in Task 20 to write the message of the poster.

C. Let's Do More



Task 24

In pairs, create short dialogues based on the following situations and then act them out with your partner.

Situations

1. One of your friends finds an old unique statue from a cultural site. You encourage him/her to return the statue to the related officials. You express your stance.
 2. Your teacher has designed a debate on Nationalism. You tell your group that you get a lot of information from the internet. You share the information you get with your friends and you express your stance on the issue.
-



Task 25

In pairs, search arguments on the ban of selling cultural artefacts in black market on the internet, newspaper, and any other sources and write your own text. Follow the design below to make the writing more organized.

(Title)

(General idea of cultural artifacts)

(The importance of cultural artifact historically)

(The importance of cultural artifact economically) _____

(Suggestion to ban the sale of cultural artifacts) _____



Task 26

Find two texts which highlight some issues with arguments and a recommendation from newspapers, magazines, or internet. Write your summary by answering the following questions.

Questions

1. What issue does the author highlight?
 2. What arguments does the author propose?
 3. What recommendation does the author propose?
-

D. Let's Check Your Competence



Task 27

In pairs, choose one of the following situations and then create a short dialogue on it. Act it out with your classmate.

Situations

1. The government has announced several cultural sites which are restricted for illegal exploration. You express your stance on it.
 2. The government plans to block some websites to censor harmful contents that may disrupt cultural identity. The government also sets up a regulation for those who make violation. You express your stance on it.
 3. Your school plans to have a study tour to Sangiran archaeological site. The purpose of the tour is to raise students' awareness on their cultural origin and identity.
-



Task 28

Read the following text and then answer the questions.

Should governments censor materials on the World Wide Web?

The internet is the fastest growing and largest tool for mass communication and information distribution in the world. There has been increasing concern about damaging internet content from violence and sexual content, which can give negative influence on the culture identity. The government should censor materials on the internet based on the following reasons.

Firstly, child pornography in the media is never tolerated. They are apparent victims of harmful and offensive content in the internet. The internet should be no exception to these basic standards. Truly offensive material such as pornography and extreme racial hatred are no different, simply because they are published on the World Wide Web as opposed to a book or video.

Secondly, people recognise that moving pictures and sound are more graphic and powerful than text and photographs or illustrations to influence people's minds. There is also normally more regulation of videos from the internet than cinema films. It is because the viewer of a video is a captive audience with the power to rewind, view again and distribute more widely.

Lastly, censoring harmful materials in the internet is an international problem. If a global solution is required then it can be achieved by international co-operation. Children are particularly vulnerable to the offensive and harmful content in the internet. The government should soon regulate a rule to protect the nations from negative influence from the internet.

www.idebate.org

Questions

1. What issue does the author argue?
2. Is the internet harmful for children? Why?
3. Does moving picture from internet give more harmful influence than text to people? Why?
4. What should government do to protect people?



Task 29

Write your own hortatory texts on the following topics.

1. The importance of Pancasila
2. The Importance of Democracy



Cultural Tips

Americans appreciate and are impressed by numbers. Using statistics to support your opinions will help you be persuasive.

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to express stance

Expressing stance	
In formal situations	In informal situations
Personally, I believe My view of.... is..... From my point of view,	If you ask me, You know what I think? (I think) I guess

2. The sound of -th
There are two sounds : [θ] and [ð].
3. Connectives
Connectives are used to connect ideas or paragraphs in the text. They indicate that the ideas or paragraphs are still related, for examples: first, second, third, etc.

4. Hortatory Exposition

Hortatory Exposition text is used to argue a case for or against a particular position or point of view and it proposes a suggestion in the end of the argumentation.

This such a text has the following elements:

1. **The general statement** of topic discussed.
2. **Arguments** which are arranged according to the writer's choice. Usually it is based on the criteria of weak and strong arguments.
3. **Suggestion/recommendation** which contains what should or should not happen.

Common grammatical patterns in exposition includes:

1. abstract nouns, e.g. *culture*, etc.
2. Action verbs, e.g. *value*, etc.
3. Connectives, e.g. *first, second*, etc.
4. etc.

UNIT X

THE GOVERNMENT SHOULD BUILD MORE BOARDING SCHOOLS.



<http://www.sitemaker.umich.edu>



In your daily life you often find people or things annoying. You need to express your annoyance on something using the correct expressions. Do you know how to do it very well?

You like reading people's opinions on newspapers, don't you? The text that you read may include hortatory exposition text on education issues. Can you write such text effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

Based on your knowledge, answer the following questions. Compare your answers with your classmates'.

1. What is a scholarship?
2. Have you ever applied for a scholarship?
3. Do you feel sad when you fail to get a scholarship?
4. Do you think that boarding schools are better than non-boarding schools?
5. Mention some problems of education in Indonesia.



Task 2

Match the words on the left column (Column A) with their definitions on the right column (Column B) and then fill in the blanks in the sentences using the words from Column A.

Column A	Column B
1. boarding school ['bɔːdɪŋ 'sku:l]	a. sum of money given to the school
2. compulsory [kəm'pʌlsəri]	b. money given to someone to help pay for
3. fee [fiː]	c. money for something
4. funding ['fʌndɪŋ]	d. something which everyone is forced to do
5. scholarship ['skɒləʃɪp]	e. school where the children live at the school

1. When my father was in high school, he got a ... from Supersemar foundation.
2. The treasurer is the one who is responsible for school
3. Every student should pay his school ... every month.
4. In ..., students are provided with accommodations and daily meals.
5. Every Indonesian child should complete nine-year ... schooling.



By the Way...

If you are teased, you are expected to reply kindly, with good humour. Such self-confidence will increase an Australian's respect for you. They do not admire a passive attitude.

B. Let's Act

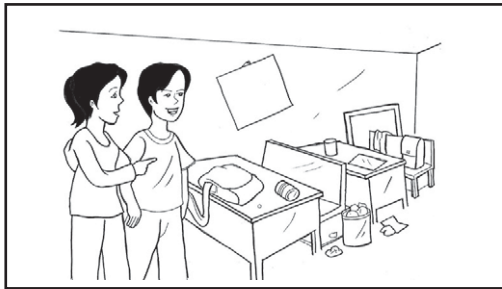


1. Listen and Speak



Task 3

Listen to the dialogue between Adib and Ayu talking about studying at a boarding school. Notice how Ayu expresses her annoyance. Then, answer the questions.



By the Way...

An annoyed camel will spit at a person.

Questions

1. What makes Ayu annoyed?
2. Was there any question that Ayu cannot answer?
3. Why was the next door class noisy?
4. Did Ayu's teacher warn the next door class? Why?
5. What do they offer to solve the problem? Why?



Task 4

In pairs, study the following expressions.

Expressing Annoyance

In the dialogue between Adib and Ayu in Task 3, you find an expression on how to express annoyance. Ayu says *I'm a bit annoyed* to express her annoyance.

There are some other expressions you can use to show your annoyance.

Expressing Annoyance	
In Formal Situations	In Informal Situations
I'm extremely displeased with is very irritating. I'm extremely unhappy about this.	... really makes me mad. I cannot stand ... Why on earth he didn't ...?



Task 5

Listen to some short dialogues and then write down what makes them annoyed. The listening script is in the Appendix.

No	Things Annoying
1.	
2.	
3.	
4.	
5.	

Intermezzo



What flowers have two lips?

Tulips



Task 6

Let's say it right.

The Pronunciation of the Letter "o"

In the dialogue between Adib and Ayu, you find the words containing the letter "o". Some of them are:

- annoyed : [ə'noɪd]
- how : [haʊ]
- to : [tu:]
- town : [taʊn]
- work : [wɜ:k]
- wrong : [rɒŋ]

Based on the examples, you learn that the letter "o" has different pronunciations.

Pronounced [ɒ]: such as in **cock, knock, shock, odd, pot**

Pronounced [u:]: such as in **move**

1. Pronounced [əʊ]: such as in **go, no, most, code, mode, hope**
2. Pronounced [aʊ]: such as in **cow, how, now**
3. Pronounced [ɔ:]: such as in **lord, cord, born, horse**
4. Pronounced [ʌ]: such as in **come, some, above**
5. Pronounced [ə]: such as in **command, collect, compete, promote, connect**



Task 7

Listen and repeat after your teacher. Then, pronounce the words again and again.

1. compete
2. show
3. come
4. top
5. cord
6. shower
7. wonder
8. hole
9. blow
10. pole

Intermezzo



What does letter “o” says to number 8?

“Nice belt”



Task 8

Listen to the following discussion on school rights to search school lockers. After that, complete the summary to check your comprehension. The listening script is in the Appendix.

Questions

1. ... is a small lockable cabinet where personal belongings can be left.
2. Lockers are ... students are merely allowed to use them as they do with sports equipment, library books, school computers, etc.
3. Lockers ... without notice, for example if they are vandalized or become smelly with rotting food.
4. Teachers could conduct search to prevent ... of drugs and weapons into the school.
5. Schools are ... to ensure that schools are safe places for students.



Task 9

Study the following dialogue and then answer the questions. After that, act it out with your classmate.

Denias : Hi, Anita. What are you doing?

Anita : Hi. I'm looking for Mr Sanusi. I need his signature for my scholarship application.

Denias : Do you get the scholarship?

Anita : Yes. After a long process of selection, the school decides to give me and Virga the scholarship.

Denias : Congratulations. You must be very happy.

Anita : Yes, I'm very happy. But you know it makes me mad. I have to submit all the documents today. The committee told me that only this morning.

Denias : I understand that's not easy. Anyway, what do you think of the scholarship?

Anita : It really helps us. I'm happy with this.

Denias : I see. Do you know that the Chinese government will provide free education for poor students?

Anita : Really? Never heard about that before.

Denias : I think our government should also do the same. You know, around 17% of Indonesian people are poor.

Anita : Many parents also think that it's better for their children to work and earn money than to go to school. I think free education for poor students could help poor people improve their life.

Denias : Yes, you're right.

Anita : Oh, Mr Sanusi is coming. I've got to see him.

Denias : I've got to go too. Bye.

Anita : See you later.

Questions

1. Who is Anita looking for?
 2. What makes Anita annoyed?
 3. Why should our government provide free education for poor students?
-



Task 10

Use the following guideline to make a simple dialogue. Then, act it out with your classmate. You may refer to the dialogue in Task 9.

1. Greeting.
 2. Your friend asks you why you look unhappy.
 3. You tell him or her that someone has borrowed your cassette and if you ask him or her about the cassette, he or she always says that he or she forgets to bring it with him or her.
 4. Your friend understands that it is annoying to have such a friend.
 5. Your friend tells you an annoying thing about someone and you also agree that that is annoying.
-



Task 11

In pairs, create short dialogues based on the following situations. Act them out with your classmate.

Situations

1. Your brothers and sisters are always noisy at home. You tell your friend that you are annoyed.
 2. Your friend forgets to return your dictionary back. You feel annoyed with that.
 3. One of your friends is cheating in a test. You warn him not to cheat in the next test but he does not listen to you. You tell your mother that you feel annoyed about it.
-



Task 12

Some people think that private schools really help their children to get better education. In groups of four, read the following discussion and then summarize it. Present it to the class orally.

Private School

Private schools are schools that are not run by the government. They offer various types of schools and levels of education. Although the government does not directly run the private schools, the government should give more attention to private schools for some good reasons.

Private schools provide parents with an alternative to the state sector, and a learning environment, which might better suit their children. In addition, whilst there are many bad state schools, there are also bad private schools, and some excellent state schools which compete with the best private schools.

The existence of private education can actually be financially beneficial to state

schools. The state funds the education system through taxation. Parents who do not send their children to state schools still pay the same taxes. Therefore, there is more money per child in the state sector. There is evidence that a large number of parents, who send their children to private schools, are both 'first time buyers' – i.e. neither parent attending a private school – and not from the privileged elite that the opposition would have us believe.

Based on the above discussion, it is obvious that the government should give more attention to private schools because they also contribute much in the education world.

Adapted from: <http://www.idebate.org>

Summary

1. What is a private school?

2. What advantages do we get from a private school?

3. What does the writer suggest that the government do?



Task 13

Meet five of your classmates and ask them things and events that annoy them. Ask them the expressions they say when they experience them.

Report Sheet		
Name	:	
Student Number	:	
	:	
Name	Things annoying	Expressions



2. Read and Write



Task 14

Based on your knowledge, answer the following questions. You may discuss the questions with your classmates in small groups.

1. Do you know what home schooling is?
2. Do you believe that home schooling is not good? Why? Why not?
3. Can you mention some positive sides of home schooling?
4. Can you mention some negative sides of home schooling?
5. How can people manage the negative sides of home schooling?

Intermezzo

What can't be used until it's broken?



An egg



Task 15

In this task, you will find information related to the questions in Task 14. Study the following words and then read the text on home schooling. Do not forget to answer the questions to check your comprehension.

abundant [ə'bʌndənt] (ks)	: banyak, berlimpah
achieve [ə'tʃi:v](kkt)	: mencapai
afford [ə'fɔ:d] (kkt)	: memberi
compulsory [kəm'pʌlsəri](ks)	: wajib
fit [fit](kkt)	: menyesuaikan
glue [glu:](kb)	: perekat
prepare [prɪ'peə](kkt)	: mempersiapkan
requirement [rɪ'kwaɪəmənt](kb)	: persyaratan
socialization [səʊʃəlɪ'zeɪʃn](kb)	: sosialisasi
unity ['ju:nɪti](kb)	: persatuan

Home Schooling

Home schooling is an education system which provides child's main education programme at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

First, the idea of taking our children's education on home schooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in home schooling. They will get the sense of unity when they are in the compulsory public schools since it is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society.

Recognizing the lack of home schooling in the case of children's socialization opportunity, we should afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school scouting troops and many more options to provide them opportunities to socialize with others.



Adapted from: <http://www.idebate.org>
Picture: <http://www.buzzle.com>

Questions

1. What does the text tell us?
 - a. Some complaints on home schooling
 - b. Children's complaints on home schooling
 - c. Ban on home schooling
 - d. Some criticisms and suggestions on home schooling
 - e. The government's concern in home schooling
2. Where does home schooling meet state requirements for compulsory education?
 - a. In Indonesia
 - b. In Canada and the US
 - c. In Japan
 - d. In Canada and Japan
 - e. In the US and in Great Britain
3. How many important points of home schooling should be noticed according to the text?
 - a. One only
 - b. Two points
 - c. Three points
 - d. Four points
 - e. Five points
4. What do our children need to live in such big country?
 - a. creativity
 - b. financial support
 - c. computer skill
 - d. independence
 - e. social awareness
5. What should be prepared for children to fit into the society according to the text?
 - a. creativity
 - b. financial support
 - c. the sense of unity
 - d. independence
 - e. high quality school
6. Where do children get the sense of unity easily according to the text?
 - a. In home schools
 - b. In public schools
 - c. In their own home
 - d. In their own community
 - e. In their own ethnic society
7. Considering the weakness of home schooling, what should be done according to the text?
 - a. Parents should give them many social opportunities.
 - b. Parents should be able to tell them to study harder.
 - c. Home schools teachers should be able to teach social sciences.
 - d. The government must ban home schooling.
 - e. Parents should not have their children home schooled.
8. The word "it" in line 16 refers to ...
 - a. a social community
 - b. an ethnic group
 - c. a public school
 - d. home schooling
 - e. the government
9. The word "them" in the last line refers to ...
 - a. The government
 - b. parents
 - c. children
 - d. home schools
 - e. public schools
10. The Indonesian equivalent of "scouting troop" is ...
 - a. Karang taruna
 - b. OSIS
 - c. PMR
 - d. Pecinta alam
 - e. Pramuka

Note:

The elements of hortatory exposition texts are:

1. The general statement of topic discussed.
2. Arguments which are arranged according to the writer's choice. Usually it is based on the criteria of weak and strong arguments.
3. Suggestion which contains what should or should not happen.

The purpose of hortatory exposition texts is to argue a case for or against a particular position or point of view and it proposes a suggestion in the end of the argumentation.



Task 16

Do you still remember the elements of a hortatory text you have learned in the previous unit? Read the text on Home Schooling in Task 15 and then find the general idea, arguments, and suggestions you find in the text.



Task 17

Complete the sentences below with the words in the box. The words are from the text in Task 15.

fit occasion prepare provide socialize	abundant goal opportunity requirement value
--	---

1. People should ... with other since the nature of human is as social beings.
 2. Instead of learning subjects, moral ... should be taught during the classes.
 3. Students from home schools will not ...to the society as easy as common school students.
 4. To be a student of a boarding school, you need to complete some ...
 5. Boarding schools ... students plenty of ... to use the school facilities.
 6. Yesterday, I missed the discussion class with Mrs Hani. It was a rare ... to have a discussion in an English class.
 7. Some parents decide to home school their children to ... them to the university.
 8. Home school students as well as common students need ... social opportunities.
 9. My brother gets a reward from my parents since he ... the highest mark in his English class.
-



Task 18

Study the following rule.

Should, Ought to, and Had Better

In the text in Task 15, you find two sentences using the word *should*. They are:

1., there are some points *should* be noticed from the home schooling.
2., we *should* afford them abundant social opportunities.

The word *should* is one of the modal auxiliaries. The word *should* in the sentences indicates that the writer suggests that the readers do or not do something. The word *should* also has many other functions. Two of them are:

1. Giving an opinion about something.
Example: I *think* the government *should* maintain the quality of our education.
2. Saying that something is not right.
Example: Those children *shouldn't be playing*. They *should* be in school.

Notes: *Should* has the similar meaning to *ought to* and *had better*.



Task 19

Study the following poster and then answer the questions.

If
graduating
high school
was worth
\$200,000
would you
still
drop out?

Actually, it does.

Result studies show that high school graduates earn an average of \$200,000 more than non-graduates over the course of a 40-years period following school.

That's right, almost a quarter of a million dollars more.

The trouble is that most people thinking about dropping out of school don't realize that their earning potential will be all but gone, and that they will never own home and drive a car nicer than the one they currently cruise in.

So, if you are considering dropping out of school, at least there's one good thing... you won't have to worry about what to do with all that money.

Questions

<http://www.allposter.com>

1. What is the poster intended for?
2. Mention the elements of the poster.
3. Do you believe that a poster is a useful medium to convey messages? Why?



Task 20

In pairs, study the following situations and then write down your suggestions on the cases.

1. The nine-year compulsory education programme is completed. The government plans to launch a twelve-year compulsory education programme. Many parents think that the senior high school fee is too high for them, especially for the disadvantaged parents.

Suggestion: _____

Arguments: _____

2. Your school finds that some students are engaged in gang fights. There are also some students also who are suspected abusing drugs.

Suggestion: _____

Arguments: _____

3. The government finds that boarding schools provide more quality education than conventional ones do. However, students should pay much money to go to the boarding schools.

Suggestion: _____

Arguments: _____



Task 21

In pairs, discuss the ban on smoking at school and then write a simple composition on it. The following questions help you to develop the text. Publish your text in the school magazine.

1. Do you agree that smoking at school should be banned?
 2. Why do you think so? Present your arguments.
 3. What is your suggestion on the issue?
-



Task 22

In groups of four, create a poster related to education issues in Indonesia, whether they are scholarships for unfortunate students, free education for tramps, or expensive school tuitions. You can refer to the poster in Task 19. Put your poster in your classroom.



Task 23

In groups of four, find an interesting issue around school and then write a simple composition on it. Do not forget to provide arguments and suggestions on the issue. Your teacher will publish the best three of your compositions to the school magazine.

C. Let's Do More



Task 24

In pairs, create short dialogues based on the following situations. Then, act them out with your partner.

Situations

1. You find it difficult to get a scholarship because there are many unnecessary requirements that should be met. You find it annoying.
 2. One of your friends forgets to return back your cassette. He has kept it for more than one month. You feel that it is annoying.
 3. You are annoyed because in a test you hear many hand phones ringing.
 4. One member of your discussion group does not prepare herself for today's discussion. You think that it is irritating since she should present some arguments.
-



Task 25

In groups of three, choose one of the following questions. Discuss the question and then write a simple composition based on your answer to the question.

1. Should all schools be cigarette free? Why? What is your suggestion?
 2. Should students be allowed receive phone calls during the class? Why? What is your suggestion?
 3. Should the National Examination be dropped? Why? What is your suggestion?
 4. Should the government build SMA in every sub-district? Why? What is your suggestion?
 5. Should parents allow their children to take part time job? Why? What is your suggestion?
-

D. Let's Check Your Competence



Task 26

In pairs, complete the following dialogue and then act it out with your partner.

- Adib : Hi, Virga. Where have you been?
Virga : I've been from the library.
Adib : What's wrong?
Virga : There were some boys making noise in the library. They should ...
Adib : You're right. We need some kind of composure when we're in the library.
Virga :
Adib : I think warning from the librarian will not be effective without self-consciousness to keep quiet in a library.
Virga : That absolutely spots on. Have you ever experienced such a situation?
Adib : Yes. It's last week. I was in the district library. Before some girls came, the library was so quiet. But after the girls came ... Although they were warned by the librarian....
Virga : What did you do then?
Adib : I left. It's because
Virga : I think people ...
Adib : You're right.
-



Task 27

Read the following text on the school uniform. After that, answer the questions.

School Uniform, another Good Lesson

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioural problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveller, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatised as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear.

Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.



Adapted from: <http://www.idebate.org>

Picture: <http://www.marsden-h.schools.nsw.edu.au>

Questions

1. What is school uniform according to the text?
2. What is the finding of the research by Notre Dame's Department of Sociology?
3. What is the relation between school uniform and students' ethos and discipline?
4. Why do parents prefer uniforms than casual clothes?
5. What does the writer suggest?

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

- 1) How to express annoyance

Expressing Annoyance	
In Formal Situations	In Informal Situations
I'm extremely displeased with... ... is very irritating. I'm extremely unhappy about this.	... really makes me mad. I cannot stand ... Why on earth he didn't...?

- 2) Hortatory exposition text

The purpose of hortatory exposition text is to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation. It has the three elements: (a) The general statement of topic discussed; (b) Arguments which are arranged according to the writer's choice. Usually it is based on the criteria of weak and strong arguments; (c) Suggestion contains what should or should not happen.

Intermezzo



Why did the student take a ladder to school?

Because he was going to high school

GOOD, BECAUSE I DIDN'T.



<http://www.fs.fed.us>



In your everyday life you often find yourselves in embarrassing situations. It needs correct expressions to say your embarrassment. Do you know how to do it very well?

You like reading funny stories, don't you? The funny stories that you read may include spoof stories which have twisting endings. Can you write such stories? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

Study the following people with different facial expressions. Then answer the questions based on your experience. Share your answer with your classmates.



Questions

1. When do people laugh?
 2. When do people get embarrassed?
 3. When do people smile?
 4. Do you have any amusing experience? If so, tell your classmates your experience.
 5. Have you ever read a funny story? Tell your classmates the story if you have.
 6. Have you ever had an embarrassing experience? Tell your classmates the experience if you have one.
 7. If your teacher finds you cheating in a test, How do you feel?
-



Task 2

Repeat after your teacher pronouncing the words on the left column (Column A) and then match them with their synonyms on the right column (Column B). After that, use the words on the left column to complete the sentences. You may need to change the verb forms.

1. amuse [ə'mju:z]kkt)	a. creep
2. bang [bæŋ]kkt)	b. worried
3. embarrass [ɪm'bærəskki)	c. stupid
4. hassle ['hæsəl]kkt)	d. make laugh
5. laugh [lɑ:f]kki)	e. make ashamed
6. nervous ['nɜ:vəs]ks)	f. hit
7. silly ['sɪli]ks)	g. bother
8. sneak [sni:k]kki)	h. giggle

1. He started ... when he saw the funny thing.
2. I do not believe that my brother cheated on the exam. It is
3. The thief ... into the house.
4. The comedian ... the audience using his jokes.
5. The man keeps ... his head on the wall for no reasons.
6. I was ... when the police came to me.
7. I think the idea of skipping the class is
8. Do not ... your brother. He is preparing for tomorrow's exam.

B. Let's Act



1. Listen and Speak



Task 3

Listen to the dialogue between Denias and Adib and then answer the questions. Notice how Denias expresses his embarrassment.



Questions

1. How does Denias look according to Adib?
2. What does Denias tell Adib?
3. What did Denias do to the old lady?
4. What did the old lady actually want to do?
5. Which part do you think is the funniest?
6. Retell Denias' story in your own words.



Task 4

Study the following expressions.

Expressing Embarrassment

In the dialogue between Denias and Adib, you find an expression: *I was very embarrassed on what I did*. The expression is used to show that he is embarrassed. There are some other expressions to show embarrassment, such as:

In Formal Situations	In Informal Situations
What an embarrassment! I must say that it's an embarrassment. That's a real embarrassment.	What a shame! It's my embarrassment to ... I was so ashamed.



Task 5

Listen to a short dialogue and then complete the sentences with the expressions in the box. After that, act it out. The listening script is in the Appendix.

Actually I wasn't that great.
 It embarrasses me.
 I cannot do any play.
 It wasn't me.

- Andi : Hi, Retno. I watched your performance last night. You're great. You can be a great actress.
- Retno : Really? Thanks. ...
- Andi : What are you talking about? You did it very well.
- Retno : Actually, ...
- Andi : Why? I think your performance was great. Your acting in the play was just great.
- Retno : ... It's my twin sister, Ratna.
- Andi : Really? I thought it was you. I'm sorry.
- Retno : That's fine.
- Andi : No.
- Retno : That's all right. We are identical twins.

Intermezzo



Which letters do Tuesday, Thursday, Friday and Saturday have in common?

None! None of them have "c", "o", "m" or "n" in them.



Task 6

Let's say it right.

[ʒ] and [ʃ]

In the dialogue between Adib and Denias in Task 3, you find the words:

1. usually ['ju:ʒəli]
2. shopping ['ʃɒpɪŋ]

Notice how the two words are pronounced. The two words have 's' but pronounced differently: [ʒ] and [ʃ].



Task 7

Listen and repeat after your teacher.

1. pleasure
 2. exposure
 3. shame
 4. sheep
 5. sheet
 6. leisure
 7. conclusion
 8. measure
 9. vision
 10. shock
-



Task 8

Listen to the story of an attorney's son who was trying to tell his father's job. He used unusual words to describe his father's job. Do not forget to check your comprehension by answering the questions. The listening script is in the Appendix.

Questions

1. What did the teacher want the students to do?
 2. What did Tim's mother and Amie's father do?
 3. What did Billy's father do according to Billy?
 4. What did actually Billy's father do?
 5. In your opinion, did Billy's father feel embarrassed on what his son told to his teacher?
-



Task 9

Have you ever had a silly experience? Have you ever read a silly story? The following dialogue will give you both. So, study the following dialogue and do not forget to decide whether the statements are TRUE or FALSE. Then, act it out with your classmate.

- Retno : Hi, Anita. How're you? I've heard that you've been to the US last holiday.
Anita : Hi. Yes, stayed there for two weeks. I had a terrible day when I was in the US, though.
Retno : What is it? Come on, tell me.
Anita : Actually, it's embarrassing. But I'll tell you.
Retno : Ok.
Anita : One day, I went out without my parents. Walking around the city, I found many new things. When I felt tired, I went back to my hotel.
Retno : You were not lost, were you?
Anita : No. I went straight to the hotel and took the lift to get to my room.
Retno : So, what is the interesting part?
Anita : In the lift. I took a lift and there were already three black men in the lift. I was so nervous. I got into the lift and turned my back on the three men and faced the door. Shortly after the door closed, I heard one of the men said, "Hit the floor, little girl." I immediately dropped to my stomach in terror and the three men broke out hysterically in laughter.
Retno : You did? "Hit the floor" means push the floor button, right?
Anita : That's what made me so embarrassed. Nevertheless, I enjoyed my holiday in the US.
Retno : It's my dream to have a vacation in the US. Thanks for the interesting story.
Anita : Not interesting. It's embarrassing.
Retno : English is not our first language. We sometimes don't understand some expressions. Don't worry.

Statements	T	F	Corrections
1. Anita spends her holiday abroad.			
2. Anita tells Retno that his father had an embarrassing experience during the holiday.			
3. Anita found many interesting things when he went out alone.			
4. Because there was nothing interesting, she decided to go back to her hotel.			
5. She was afraid of three big dogs when she was in the lift.			
6. She consciously jumped when the men said "hit the floor."			
7. Retno thinks that it was embarrassing.			



Task 10

In pairs, create a dialogue based on the following outline and then act it out with your partner.

1. You greet your friend
 2. You ask your friend why he or she looks nervous.
 3. Your friend says that he or she has had a terribly embarrassing experience. He or she has to be a beggar in the school play. He or she thinks that it is embarrassing to perform as a beggar.
 4. You think that it is not because the point is his or her performance, not what he or she acts as.
 5. Your friend then realises that what you say is true. He or she thanks you.
-



Task 11

In pairs, have short dialogues based on the following situations.

Situations

1. In a class presentation, you pronounce important ['ɪmpərtənt]. You suddenly remember that you pronounce the word wrongly. You are so embarrassed.
 2. In a scholarship interview, you say that you are from a poor family. Suddenly your mobile phone rings. You are embarrassed on what happened.
 3. You go to a cinema. You are not allowed to bring food inside except you buy it from the vendors inside the cinema. You secretly take some food into the cinema. Then, some security guards come and ask you to leave the cinema as you bring some food in. You feel so embarrassed on what you did.
 4. One of your friends invite you to her birthday party. You do not read the invitation letter carefully and so you miss the information about the dress code. You come to the party wearing a dress different from others.
-



Task 12

In groups of four, read the following story and then retell it to your group. Before you retell the story, complete the summary to check your comprehension on the story.

The Brain Bank

It seems there was a woman who received some bad news. Her husband had been in an automobile accident and was brain dead. The doctor told her some good news, though. They had perfected their brain transplant technique and that she was lucky there were three fresh brains in the brain bank from which to choose.

A large explosion had killed a firefighter, a captain and a chief. Having insurance, she requested the cost for each of the brains. The firefighter's brain was \$10,000, the captain's brain was \$50,000 and the chief was a MILLION DOLLARS! Curious, she asked why the chief's brain was so much more expensive.

The reply.... you see the chief's brain has never been used!

Adapted form: <http://www.dizzyboy.com>

Summary

1. The main character of the story is
2. ... caused her husband's brain dead.
3. The only way to save the husband was to
4. The wife went to ... to get a new brain for her husband.
5. The most expensive brain was ... because



Task 13

Meet five of your classmates and ask them things and events that embarrass them. Ask them the expressions they say when they experience them. Note down your classmates' expressions they say to show their embarrassment.

Report Sheet		
Name	:	
Student Number	:	
	:	
Name	Things Embarrassing	Expressions



Task 14

Let's check how good your imagination is. Your teacher will give you the first sentence of a story. In pairs, continue the story. Your teacher will call the group that should continue the story. Have fun and do not too serious.

Teacher : *One day, a cow boy rode downtown on Tuesday.*



2. Read and Write



Task 15

Have you ever heard that bats use their ears better than their eyes? They cannot see anything clearly. Check out the following story and then you'll find the answer. Do not forget to answer the questions to check your comprehension. Before you read the story, study the following words.

excitedly [ɪksaɪ'tɪdli] (kb)	: dengan penuh ketertarikan
flap [flæp] (kki)	: mengepakkan (sayap)
frenzy ['frenzi] (kb)	: semangat, penasaran
give in ['gɪv 'ɪn] (kki)	: menyerah
hassle ['hæsəl] (kb)	: mengganggu
persist [pə'sɪst] (kkt)	: memaksa
piss off [pɪs ɒf] (kki)	: pergi (kasar)



Vampire Bat

A vampire bat came flapping in from the night, face all covered in fresh blood and parked himself on the roof of the cave to get some sleep.

Pretty soon all the other bats smelt the blood and began hassling him about where he got it. He told them to piss off and let him get some sleep, but they persisted until he finally gave in.

"OK, follow me," he said and flew out of the cave with hundreds of bats behind him. Down through a valley they went, across a river and into a huge forest.

Finally he slowed down and all the other bats were excitedly around him with their tongues hanging out for blood.

"Do you see that large oak tree over there?" he asked. "YES, YES, YES!!!!" the bats all screamed in a frenzy.

"Good!" said the first bat, "Because I didn't."

Adapted from: <http://www.office-humour.co.uk>

Picture: <http://www.fs.fed.us>

Questions

1. What did the vampire bat get before he got to the cave?
2. Why did other vampire bats hassle him?
3. Why do you think that the vampire bat finally told where he got all the fresh blood?
4. Where did he get all the fresh blood?

5. How did he get it?
 6. Why did the bat show the large oak tree to the other bats?
 7. What did probably happen when the other bats knew how he got the fresh blood?
 8. What makes the story funny? Tell it in brief.
 9. What do the following words refer to?
 - a. himself (line 2)
 - b. they (line 4)
 - c. him (line 5)
 10. The word *frenzy* is similar in meaning to
-



Task 16

Study the following explanation.

SpooF

SpooF is a type of story which has a twist (funny part in the end of the story). It contains an unpredictable event which makes the story funny. The main character of twist in a funny story should be unpredictable and funny. It consists of the following element.

- The beginning of the story. It contains the introduction of characters and the setting of the story.
- Series of events. It contains what happen to the characters.
- Twist. It contains unpredictable funny ending of the story.

The social purpose of this type of text is entertaining readers using twist (unpredictable-funny ending).



Task 17

Decide whether the following statements are TRUE or FALSE. Correct the FALSE ones.

Statements	T	F	Corrections
1. The vampire bat got fresh blood before he got to the cave.			
2. The other bats were not interested in the fresh blood.			
3. The vampire bat did not tell the others where he got all fresh blood.			
4. The vampire bat got the fresh blood from a husbandry.			
5. The vampire bat got an accident so that he was bleeding heavily.			



Task 18

Study carefully the text on how people sometimes do silly things to maintain their relationship with their neighbours. Then, answer the questions.

Fluffy Bunny Rabbit

After a long day at the office, Chris came home one day and found his dog with the neighbour's pet rabbit in his mouth. The rabbit was obviously dead. Chris panicked!

"If my neighbours find out my dog killed their bunny, they'll hate me forever," he thought.

So he took the dirty, chewed up rabbit into the house, gave it a bath and blow-dried its fur.

Chris knew his neighbours kept their backdoor open during the summer, so he sneaked inside and put the bunny back into the cage, hoping his neighbours would think it died of natural causes.

A couple of days later Chris and his neighbour saw each other outside.

"Did you hear that Fluffy die?" the neighbour asked.

"Oh. Uhhh... Sorry to hear that. What happened?" Chris mumbled.

The neighbour replied, "We just found him dead in his cage one day. But the strange thing is that the day after we buried him, we went out to dinner and someone must have dug him up, gave him a bath and put him back into the cage!"

Adapted from: <http://www.webwombat.com.au>

Questions

- What does the story tell us?
 - A rabbit and a dog
 - A boy who petted a rabbit
 - Neighbourhood in America
 - A boy who tried to maintain neighbourhood.
 - A boy who was angry with his neighbours because their dog killed his rabbit.
- What was his dog doing when Chris found it?
 - The dog was barking at a thief.
 - The dog was digging the neighbour's field.
 - The dog was eating the rabbit.
 - The dog was killing the rabbit.
 - The dog was carrying a dead rabbit in its mouth.
- What did Chris think of his neighbour's rabbit?
 - It was alive.
 - It was killed by his dog.
 - It was funny.
 - It was stinky because it was already dead.
 - He was upset because his neighbour did not bury it.
- How did Chris cover up the death of the rabbit?
 - By cleaning it and then putting it in his neighbour's house.
 - By burying it in the backyard.
 - By throwing it into his neighbour's rubbish bin.
 - By bathing it and then burying it.
 - By replacing it with his own rabbit.
- How did Chris get into his neighbour's house?
 - Breaking the side window of the house.
 - Breaking the front door of the house.
 - Sneaking through the backdoor.
 - Using the key hidden below the doormat.
 - Passing the front gate of the house.

6. What actually happened to the rabbit?
- The dog ate the rabbit.
 - The dog found it died.
 - Chris unconsciously killed it.
 - Chris's neighbour killed it and buried it before the dog found it.
 - It died and buried in the backyard before the dog dug it out.
7. "If my neighbours find out my dog killed their bunny, they'll hate me forever" (line 4).
The sentence implies
- Chris wanted his neighbour to know that his dog killed the rabbit.
 - Chris worried if his neighbour was angry with him.
 - Chris hated his neighbour so that he killed the rabbit.
 - Chris let his dog eat the rabbit.
 - Chris was happy because his dog could kill the rabbit.
8. The word 'him' in line 13 refers to
- The dog
 - Chris
 - The rabbit
 - Chris's neighbour
 - Chris's rabbit
9. "We just found him dead in his cage one day. But the strange thing is that the day after we buried him, we went out to dinner and someone must have dug him up, gave him a bath and put him back into the cage".
What does the statement mean?
- The dog was dead before the dog dug it out.
 - Someone consciously killed the rabbit and hid it.
 - Someone found a dead rabbit and then buried it.
 - Chris put it back to its cage because his dog killed it.
 - His neighbour did not know that the rabbit was dead in its cage.
10. What actually happened was
- the rabbit was dead because the dog killed it.
 - Chris ordered his dog to get the rabbit.
 - the rabbit did not die because of the dog.
 - Chris's neighbour thought that the rabbit was still alive.
 - Chris's neighbour actually wanted the rabbit dead.



Task 19

Study the following rule.

Verb-ing

Is a Present Participle or a Gerund?

- Present Participle
In the text on Task 15, you find a sentence:
A vampire bat came *flapping* in from the night.
The sentence is actually derived from two sentences
 - A vampire bat came in from the night
 - A vampire bat flapped.
 The two sentences are combined by using a present participle.
- Gerund
Study the following sentences.
 - The floor needs cleaning.
 - Sunbathing is what tourists do on the beach.

Both sentences contain Verb-ing. Both are not present participles. They are gerunds (verbal nouns).

The difference between a gerund and a present participle is in their function in a sentence. A gerund is a noun and functions as a subject or an object while a present participle is an adjective and functions as a noun modifier or a sentence complement.



Task 20

Study the following banner and then answer the questions. You may find it in everyday life.

Questions

1. What show does the banner inform?
2. Who are the actors and the actresses of the show?
3. Where will it take place?
4. When will it be held?
5. What is the price of the ticket?

Picture: <http://i55.photobucket.com>



Task 21

Rearrange the following jumbled paragraphs into a good funny story. Do not forget to answer the questions. Compare your answers with your classmates'.

Scottish Student

The one on the other side is always screaming away into the night!"

"Oh, Donald! How do you manage to put up with these awful noisy English neighbours?"

"And how do you find the English students, Donald?" she asked.

"Mother," he replied, "They're such terrible noisy people! The one on that side keeps banging his head against the wall, and won't stop.

A student at an English university, by name of Donald MacDonald from the Isle of Skye, was living in the hall of residence during his first year.

"Mother, I do nothing, I just ignore them! I just stay here quietly playing my bagpipes!"

After he had been there for a month, his mother came to visit, no doubt carrying reinforcements of oatmeal.

Questions

1. Who is the main character of the story?
2. Where did he live during his first year?
3. What was his view about his neighbours?
4. Did his neighbours do wrong?
5. What did actually make his neighbours noisy?
6. Which part of the story do you like most?



Task 22

In groups of four, try to make a banner on a school event. It can be a play, music concert, or any other performances. You may refer to the banner in Task 20.

C. Let's Do More



Task 23

Do you have any embarrassing experience? Think of two embarrassing experiences you have and in pairs share them with your partner.



Task 24

Complete the following story and then answer the questions.

Report or Being Reported

.....When she returned to her car after her shopping, she found four males in the act of leaving with her car. She dropped her shopping bags and drew her handgun, proceeding to scream at them at the top of her voice, "I have a gun and I know how to use it! Get out of the car you scumbags!"

The four men didn't wait for a second invitation but got out and ran like mad, whereupon the lady, somewhat shaken, proceeded to load her shopping bags into the back of the car and got into the driver's seat.

She was so shaken that she could not get her key into the ignition. She tried and tried and then it dawned on her why. A few minutes later she found her own car parked four or five spaces farther down.

The sergeant to whom she told the story nearly tore himself in two with laughter

Adapted from: <http://humor.rin.ru>

Questions

1. Where did the old lady go?
2. What did she do when noticing the four people trying to hijack her car?
3. Where did she go after finding her car?
4. What did the sergeant laugh at?
5. What actually happened?



What object has two heads, four eyes, six legs and a tail?

A horse and its rider.

D. Let's Check Your Competence



Task 25

Read the following story and then answer the questions by choosing the correct answers.

Fixing the Headstone

Once, there were two men walking home after a Halloween party. They decided to take a shortcut through the cemetery just for laughs. Right in the middle of the cemetery they were startled by a tap-tap-tapping noise coming from the misty shadows. Trembling with fear, they found an old man with a hammer and chisel, chipping away at one of the headstones.

"Holy cow, Mister," one of them said after catching his breath, "You scared us half to death, we thought you were a ghost! What are you doing working here so late at night?"

"Those fools!" the old man **grumbled**. "They misspelled my name!"

Taken from: <http://www.dizzyboy.com>

Questions

1. How many men were walking through the cemetery?
 - a. Two men
 - b. Three men
 - c. Four men
 - d. Five men
 - e. Six men
2. What made them shocked when they were walking through the cemetery?
 - a. The serene of the cemetery
 - b. The darkness of the cemetery
 - c. A tap-tap-tapping noise
 - d. The howling of wolfs
 - e. A man passing the cemetery in rush.
3. Who did they find in the cemetery?
 - a. A villager
 - b. Their friend
 - c. The guard of the cemetery
 - d. An old man
 - e. The maker of a tombstone
4. What did the old man do at that night?
 - a. He made a tombstone for someone.
 - b. He corrected his name written on his tombstone.
 - c. He was just passing through the cemetery.
 - d. He had just attended a Halloween party.
 - e. He was just making a devotional visit to a grave.
5. "The old man grumbled". The word grumble in the sentence is similar in meaning to ...
 - a. smile
 - b. attract
 - c. persuade
 - d. think
 - e. complain



Task 26

In pairs, choose two of the following embarrassing situations and then create short dialogues based on the situations.

Situations

1. You and your friends skipped the class and went to the mall. Unfortunately, some policemen were patrolling around the mall. Policemen arrested you and your friends and took you to the police office.
2. You usually get 9 for English. Unfortunately, this semester, you only get 8 because you miss some projects. You are so embarrassed.
3. In a story telling session, you told a story about Merlin, the famous magician. You described him very well. Suddenly, your teacher recognized that you pronounced beard [bɜ:d]. You said his beard was long and it was also white. You were very embarrassed.
4. In a shop, you bought some bottles of coke. When you finished taking some from the shelves, you went to the cashier. You forgot to bring any money.



Cultural Tips

Many Swiss businessmen would be embarrassed if a foreign businesswoman invited them to dinner. Swiss men are very conservative and still expect to pay for a meal. If possible, a foreign businesswoman should invite a Swiss businessman to lunch rather than dinner.

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit, you learn:

1. How to express embarrassment

In Formal Situations	In Informal Situations
What an embarrassment! I must say that it's an embarrassment. That's a real embarrassment.	What a shame! It's my embarrassment to ... I was so ashamed.

2. Spoof is a type of story which has a twist (funny part in the end of the story). It contains an unpredictable event which makes the story funny. The main character of twist in a funny story should be unpredictable and funny. It consists of the following elements.

- The beginning of the story.
- Series of events.
- Twist.

The social purpose of this type of text is entertaining readers using twist (unpredictable ending).

**A PIRATE WAS TALKING
TO A “LAND-LUBBER”
IN A BAR.**



<http://commons.wikimedia.com>



In your life you often find some people or things that make you angry. You need to express your anger on something appropriately. Do you know how to do it very well?

You like reading funny stories, don't you? The funny stories that you read may include spoof stories which have twisting endings. Can you read and write such stories effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

In pairs, study the following picture and then answer the questions based on your knowledge.

First, learn the following words.

1. anger ['æŋg ə]
2. angry ['æŋgri]
3. displeasure [dis'pleʒə]
4. feeling ['fi:lɪŋ]
5. mischievous ['mɪstʃɪvəs]
6. patience ['peɪʃns]
7. patient ['peɪʃənt]
8. situation [sɪtʃu:'eɪʃn]
9. stupidity [stju'pɪdɪti]
10. unhappy [ʌn'hæpi]



Questions

1. Why do people get angry?
 2. Have you ever got terribly angry? Why? How did you express your anger at that time?
 3. What do you usually do if you get angry with someone?
 4. What do you do when you find someone getting angry?
 5. In your opinion, may anyone get angry on his own stupidity?
-

B. Let's Act



1. Listen and Speak



Task 2

Once, there was a mischievous boy living in a town. He was only seven years old. Once his father was angry with him and asked him to meet his teacher. Listen to the dialogue between the boy, his father, and the teacher. The listening script is in the Appendix.

Questions

1. What did his father think about the boy?
 2. What did his father tell him to do?
 3. What did the teacher ask him?
 4. What made the priest angry?
 5. Did the boy understand what the priest actually meant?
-



Task 3

Study the following expression.

Expressing Anger

In the dialogue on Task 2, you find an example of expression to show anger. The teacher said “*you make me angry*” to show that he was angry with someone he was talking to. There are some other expressions you can use to show that you are angry, such as:

In Formal Situations	In Informal Situations
I really hate... I'm extremely unhappy about this. I'm not pleased at all.	I can't stand ... What displeasure! Bloody hell!



Task 4

Listen to the dialogue carefully and then complete the missing parts. Then, check your comprehension by answering the questions. The listening script is in the Appendix.

Virga : Hi Denias. Do you know what has happened to Adib? He's been sacked. He is no longer the student of our school.

Denias : Adib Ismawan? The one who always wears a black jacket?

Virga : Yes.

Denias : Oh. Once ... and some pebbles into my bag.

Virga : He did? What a naughty boy. You know ... and I didn't know when he did it.

Denias : What did you do, then?

Virga :

Denias : What happened then?

Virga : He was punished.

Denias : He deserved harsh punishments.

Virga :

Questions

1. Who are Virga and Denias talking about?
2. What happens to him?
3. How is the boy's attitude?
4. What did the boy do to Virga and Denias?
5. What do they feel about what the boy did to them?



Task 5

Study the following pronunciation.

Semi Vowels [j] and [w]

Listen to the dialogue in Task 4 once again. In the dialogue you find the following words:

1. went [went]
2. where [weə]
3. yes [jes]
4. you [ju:]

The words contain semi vowels.

- There are only two semi vowels in English. They are [j] and [w].

Intermezzo



Which letter is always trying to find reasons?

“Y”



Task 6

Below is a box of words. Some of them have [j] and [w] and some others do not. Consult your dictionary and then find the words which have [j] and [w]. After that, pronounce the words.

HEAL	JOIN	HUMAN	HAPPY	STUDENT	COMMAND	CHILD
NATURE	PURE	WOUND	CROWN	POLICE	WEAK	MUD
DURING	WING	CURE	WILL	BUY	WHEATHER	YES
WITCH	POWER	BUREAU	FLOUR	SWIM	CURIOUS	FUNNY
DRAW	UNIVERSITY	COMPACT	WRITE	SWEAR	FURY	GUN
WINDOW	PIE	YOU	JOY	CUCUMBER	ALWAYS	CATCH
SCIENCE	WINTER	CRAWL	YELL	KNOW	WOOD	WIN
YET	YIELD	SWORD	SWEATER	SWEEP	SOIL	STUDY



Task 7

Listen to the story of two boys who are trying to trick a guard. Then, answer the questions to check your comprehension on the story. The listening script is in the Appendix.

Questions

1. How many people were there in the story?
 2. Where did the young boys fish?
 3. What made the boy run away from that place?
 4. What did actually the boys plan? Was the plan successful?
 5. In your opinion, what did the guard feel when he realized that he had been tricked?
-



Task 8

Study the following dialogue between Rinto and Jack. Rinto misunderstands some of Jack's expressions. Then, answer the questions. After that, act it out with your partner.

- Rinto : Jack, my parents are getting divorced.
Jack : Really? I'm sorry to hear that. I thought they're okay.
Rinto : Well, my father is from Poland and my mother is from England. They sometimes misunderstand each other.
Jack : What's the relation?
Rinto : All my relations are still in Poland. They'll come this weekend.
Jack : So, what's their ground?
Rinto : An acre and half and nice little home.
Jack : No, I mean do they have a real grudge?
Rinto : We have a carport, and do not need one.
Jack : You start to piss me off. I mean why they decide to get divorce.
Rinto : It's my father. He said that my mother was trying to kill him.
Jack : Why?
Rinto : I don't know. He found something belonging to my mother which was very dangerous for my father.
Jack : Really? What's it?
Rinto : It's "Polish Remover". He found it in her shopping bag.
Jack : Oh. I see.
Rinto : And my father told me that he could not communicate with my mother.

Questions

1. What are they talking about?
 2. What does *ground* actually mean?
 3. What does *grudge* actually mean?
 4. How does Jack express his anger?
 5. Why does Rinto's father think that his wife will murder him?
 6. What does actually happen to Rinto's father?
-

 **Task 9**

It is now your turn to develop a dialogue based on an outline below. You can refer to the dialogue in Task 8. After that, act it out with your classmate.

- You : (greeting and drawing attention)
Your classmate : (greeting and asking why you look angry)
You : (telling your friend that you are angry with someone)
Your classmate : (asking what makes you angry)
You : (explaining what makes you angry)
Your classmate : (saying that you have to be more patient in facing such a situation)
You : (agreeing and thanking)

 **Task 10**

In pairs, create short dialogues based on the following situations.

1. Your sister sees you smoking on the way home from the school. You ask her not to tell your parents, but she ignored your request and told your parents. You were angry with her.
2. Your mother asks you to accompany her to withdraw money from the ATM. You are a bit busy with your school project. You ask your brother to accompany your mother but he refuses. You are angry with him.

 **Task 11**

Read the following story and then retell it to the class. Before you retell the story, decide whether the statements are TRUE or FALSE. Correct the false statements.

I'm sending out some cards



A guy walks into a post office one day to see a middle-aged, balding man standing at the counter methodically placing "Love" stamps on bright pink envelopes with hearts all over them. He then takes out a perfume bottle and starts spraying scent all over them.

His curiosity getting the better of him, he goes up to the balding man and asks him what he is doing. The man says, "I'm sending out one thousand Valentine cards signed, 'Guess who?'"

"But why?" asks the man.

"I'm a divorce lawyer," the man replies.

Adapted from: <http://www.dizzyboy.com>

Picture: <http://www.lovingwhisper.com>

Statements	T	F	Corrections
1. The main character of the story was a postman. 2. He was sending a “love mail” to his wife. 3. He used perfume to spray the envelopes. 4. He sent hundreds of envelopes. 5. Wives who received the mails would be very angry with their husband.			



Task 12

Meet five of your classmates and ask them things and events that make them angry. Ask them the expressions they say when they experience them.

Report Sheet		
Name	:	
Student Number	:	
	:	
Name	Things that make him/her gets angry	Expressions



2. Read and Write



Task 13

Have you ever heard of pirates? Why do they use peg legs, hooks in their hands, or eye patches? Below is a story on why pirates appear that way. Read the story carefully and then check your comprehension on the story by doing the TRUE or FALSE task.

A Pirate at a Bar



A pirate was talking to a “land-lubber” in a bar. The land-lubber noticed that, like any self-respecting pirate, this guy had a peg leg, a hook in place of one of his hands and a patch over one eye. The land-lubber just had to find out how the pirate got in such bad shape. He asked the pirate,

“How did you loose your leg?” The pirate responded,

“I lost my leg in a battle off the coast of Jamaica!” His new friend was still curious so he asked,

“What about your hand. Did you loose it at the same time?”

“No,” answered the pirate. “I lost it to the sharks off the Florida Keys.” Finally, the land-lubber asked,

“I notice you also have an eye patch. How did you loose your eye?” The pirate answered,

“I was sleeping on a beach when a seagull flew over and crapped right in my eye.” The land-lubber asked,

“How could a little seagull crap make you loose your eye?” The pirate snapped,

“It was the day just after I got my hook!”

Adapted from <http://www.dizzyboy.com>

picture: <http://commons.wikimedia.com>

Instruction: decide whether the following statements are TRUE or FALSE and then correct the FALSE statements.

Statements	T	F	Corrections
1. A land-lubber was interested in talking to the pirate.			
2. The land-lubber was interested in the pirate's jewellery.			
3. The land-lubber thought that the pirate had a nice appearance.			
4. The pirate lost his leg in Jamaica.			
5. The pirate lost his arm in a battle in Florida.			
6. The pirate lost his eye because of his own stupidity.			

Notes:

Spoof is a type of story which has a twist (funny part in the end of the story). It contains an unpredictable event which makes the story funny. The main character of twist in a funny story should be unpredictable and funny. It consists of the following element.

- The beginning of the story.
- Series of events.
- Twist.

The social purpose of this type of text is entertaining readers using twist (unpredictable ending).

Take a look at the text in Task 13. The pirate lost his leg and his arm for great reason, battle and shark. Yet, he lost his eye for a silly cause. He forgot that he used a hook in his arm and tried to clean bird crap on his eye using the hook so that he lost his eye.

**Task 14**

Find the synonyms of the words in the left column in the right column. Use your dictionary to help you if necessary.

1. bolt [bəʊlt] (kki)	A. proud of himself
2. coast [kəʊst] (kb)	B. saying something in angry tone
3. crap [kræp] (kb)	C. small wooden stake
4. eye patch [aɪ pætʃ] (kb)	D. small piece of material used for covering up eyes
5. mischievous [ˈmɪʃɪvəs] (ks)	E. run fast to escape
6. peg [peɪɡ] (kki)	F. waste, feces
7. seagull [ˈsiːɡʌl] (kb)	G. white sea bird
8. self-respecting [ˌselfrɪˈspektɪŋ] (ks)	H. naughty
9. snap [snæp] (kki)	I. strict
10. sterner [stɜːn] (ks)	J. beach

**Task 15**

Complete the following sentences using the words in Task 14. Compare your answers with your classmates'.

1. The boys ... and run home because they are chased by the police.
2. Captain Hook, the famous pirate, had a ... leg on his left one.
3. People do not like Mr Hardi because he is a ... man.
4. The pirate has an ... to cover his eye hole.
5. I went to the ... and saw many
6. The ... boys finally get punished by the chief.
7. Because her employee makes a mistake, Mrs Hardi ... at her employee.
8. The priest repeated the question in a ... tone.
9. Some people can produce organic fertilizer from bird



Task 16

Read the story in Task 13 again and then write down what makes the story funny.



Task 17

You are now challenged to rearrange the jumbled paragraphs of a story below. Do not forget to answer the questions to check your comprehension.

An Old Man's Dying Request

The Priest said, "I have to admit also, I kept \$25,000 dollars for the church. It's all going to a good cause. I did, however, throw the other \$25,000 in the grave."

Well the Lawyer just couldn't believe what he was hearing! "I am surprised at you two taking advantage of him like that."

"I wrote a check for the full amount and threw it all in!!!"

Well, today I found out I don't have long to live. So I have summoned you three here, because you are the most important people in my life, and I need to ask a favour. Today, I am going to give each of you an envelope with \$50,000 dollars inside.

When I die, I would ask that all three of you throw the money into my grave.

An elderly man, 82, just returned from the doctors only to find he didn't have long to live. So he summoned the three most important people in his life to tell them of his fate. They are his doctor, his Priest, and his Lawyer

After the man passed on, the 3 people happened to run into each other. The doctor said, "I have to admit I kept \$10,000 dollars of his money, he owed me on lots of medical bills. But, I threw the other \$40,000 in like he requested."

Adapted From: <http://www.dizzyboy.com>

Questions

1. Who were the most important people in the elderly man's life?
2. Why did the elderly man want to meet them?
3. What did the man want the people to do?
4. How much money did the doctor take? What was the reason?
5. What for did the priest take \$25,000?
6. Did the lawyer do what the elderly man asked?
7. "I wrote a check for the full amount and threw it all in". What does the statement mean?
8. The word "favour" has similar meaning to ...
9. "So he summoned the three most important people in his life to tell them of his fate" The word "he" in the sentence refers to...
10. Do you think that the story is funny? Why? Why not?



Task 18

Study the following rule.

Articles (*a*, *an*, and *the*)

In the story of *A Pirate at a Bar*, you find following phrases:

1. a pirate
2. an eye patch
3. the pirate

The words *a*, *an*, and *the*, are articles in English. You use *a* and *an* when your listener or your reader does not know which thing or person you mean. You use *the* when it is clear which thing or person you mean. For example, in the beginning (line 1) of the story of *A Pirate at a Bar*, the writer uses “a pirate” instead of “the pirate” because it is the first time the writer talks about a pirate and it is not clear for the reader which pirate the writer means.

When the writer uses “the pirate”, the writer refers to the one who is being told in the story.



Task 19

Look at the following pamphlet and then answer the questions. You may work in groups of three.

Questions

1. What show does the pamphlet display?
2. Who are the actors and the actresses?
3. When will the show be held?
4. Where will the show be held?
5. What is the pamphlet intended for?



Task 20

Complete the following story using **a**, **and**, or **the**, and then identify the funny ending of the story.

The Perfect Husband

There are several men sitting around in ... locker room of ... private club after exercising. Suddenly ... cell phone on one of ... benches rings. One of ... men picks it up, and ... following conversation ensues:

“Hello?”

“Honey, it’s me. Are you at ... club?”

“Yes.”

“Great! I am at ... mall two blocks from where you are. I just saw ... beautiful mink coat. It’s absolutely gorgeous!! Can I buy it?”

“What’s ... price?”

“Only \$1,500.00.”

“Well, OK, go ahead and get it, if you like it that much.”

“Ahhh, and I also stopped by ... Mercedes dealership and saw the 2001 models. I saw one I really liked. I spoke with ... salesman, and he gave me a really good price ... and since we need to exchange ... BMW that we bought last year “

“What price did he quote you?”

“Only \$60,000 “

“OK, but for that price I want it with all the options.”

“Great! But before we hang up, something else “

“What?”

“It might look like a lot, but I was reconciling your bank account and I stopped by ... real estate agent this morning and saw ... house we had looked at last year. It’s on sale!! Remember? ... one with a pool, English Garden, acre of park area, beachfront property.”

“How much are they asking?”

“Only \$450,000 - ... magnificent price and I see that we have that much in ... bank to cover.”

“Well, then go ahead and buy it, but just bid \$420,000. OK?”

“OK, sweetie ... Thanks! I’ll see you later!! I love you!!!”

“Bye. I do too.”

... man hangs up, closes ... phone’s flap, and raises his hand while holding ... phone and asks to all those present: “Does anyone know who this phone belongs to?”

Adapted from: <http://www.dizzyboy.com>

Funny Ending Part



Task 21

In pairs, create a story based on the following situation.

Situation

There was a couple of husband and wife; they were both old. On the wife's birthday, the husband asked her what she wanted for her birthday gift. Then she said that she wanted to be small again. Then the husband took her doing anything usually done by small kids. Then she fell sick. What she meant by *small* was actually her dress size.



Task 22

In groups of four, make a pamphlet of a show. It can be a music concert, a play, or other events, and then present it to the class. You can refer to the pamphlet in Task 19.



Task 23

Now, your teacher will give you a set of cards. Each card contains a part of a story. Make groups of three, rearrange the parts and develop them into a good story. The cards are in the Appendix.

C. Let's Do More



Task 24

In pairs, find two stories having unpredictable endings. Then, tell the class the story following the questions below.

Questions

1. What is the story about?
 2. Who are the characters of the story?
 3. What happened to the characters?
 4. What happened at the end?
 5. What makes the story funny?
-

Intermezzo



What part of your body disappears when you stand up?

Your lap.



Task 25

You have learned how people express their anger. Now, it is your turn to do the same. In pairs, create short dialogues based on the following situations. Let's see how you express your anger in the situations.

Situations

1. When you go to the mall, unexpectedly, you see your girlfriend walking hand in hand with another boy. You feel angry about it and talk to your girlfriend about it the following day.
2. At school, one of your classmates takes your diary from your bag and then read it aloud in front of the class. He really makes you angry.



Task 26

In groups of three, watch two of the following movies (or you can choose any other English movie if the movies below are not available at school). Note down how people in the film express their anger. List the expressions in the report sheet.

1. Harry Potter
2. School of Rock
3. Charlie and the Chocolate Factory
4. Princess Diaries
5. Anger Management

Report Sheet	
Name	:
Student Number	:
	:
Movie	:
Expressing Anger	
Formal Situations	Informal Situations

D. Let's Check your Competence



Task 27

Do you believe that sometimes we think something that is absolutely contrary to the reality? Now, you will read a story which proves the statement that people easily think that others are bad and they are right.

A Small Experiment

An elderly gentleman of 85 feared his wife was getting hard of hearing. So one day he called her doctor to make an appointment to have her hearing checked. The Doctor made an appointment for a hearing test in two weeks, and meanwhile there's a simple informal test the husband could do to give the doctor some idea of the state of her problem.

"Here's what you do," said the doctor, "start out about 40 feet away from her, and in a normal conversational speaking tone see if she hears you. If not, go to 30 feet, then 20 feet, and so on until you get a response."

That evening, the wife is in the kitchen cooking dinner, and he's in the living room. He says to himself, "I'm about 40 feet away, let's see what happens."

Then in a normal tone he asks, "Honey, what's for supper?" No response.

So the husband moved to the other end of the room, about 30 feet from his wife and repeats, "Honey, what's for supper?" Still no response.

Next, he moves into the dining room where he is about 20 feet from his wife and asks, "Honey, what's for supper?" Again he gets no response.

So he walks up to the kitchen door, only 10 feet away. "Honey, what's for supper?" Again there is no response.

So he walks right up behind her. "Honey, what's for supper?"

"Damn it Earl, for the fifth time, CHICKEN!"

Adapted from: <http://www.writers-free-reference.com>

Questions

- What is the story about?
 - A doctor who had a hard-hearing patient.
 - A doctor who was hard-hearing.
 - A doctor who had a hard-hearing wife.
 - A patient was hard of hearing.
 - A husband who tested his wife's hearing.
- Who is the main character of the story?
 - A husband
 - A wife
 - A doctor
 - A patience
 - A nurse
- Why did the man want to visit the doctor?
 - Because he wanted to have his hearing checked.
 - Because he wanted to check the doctor's hearing.
 - Because he wanted to have his wife's hearing checked
 - Because he could not communicate with people at all.
 - Because he did not want to speak to his wife.

4. What did the doctor suggest that he should?
 - a. have a simple informal test on his own hearing.
 - b. have a simple informal test on his wife's hearing.
 - c. take his wife to the hospital.
 - d. take his wife to the doctor.
 - e. buy some medicines for his wife.
5. How far did the man stand in the first test?
 - a. 10 feet
 - b. 20 feet
 - c. 30 feet
 - d. 40 feet
 - e. 50 feet
6. What question did the man ask his wife?
 - a. "What's for breakfast?"
 - b. "What's for lunch?"
 - c. "What's for dinner?"
 - d. "What's for supper?"
 - e. "What are you cooking?"
7. At what distance did he get the answer?
 - a. 10 feet
 - b. 20 feet
 - c. 30 feet
 - d. 40 feet
 - e. 50 feet
8. "Damn it Earl, for the fifth time, CHICK-EN!"
What does the statement mean?
 - a. She had cooked chicken five times.
 - b. She did not hear him.
 - c. She thought that chicken was great.
 - d. She had eaten the chicken five times.
 - e. She had answered his question five times.
9. The word "response" in the story is similar in meaning to ...
 - a. statement
 - b. question
 - c. reply
 - d. confession
 - e. declaration
10. "So **he** walks right up behind her". The word **he** in the sentence refers to ...
 - a. The doctor
 - b. The husband
 - c. The writer
 - d. The chicken seller
 - e. The cook



Cultural Tips

Americans smile a great deal, even at strangers. They like to have their smiles returned.



Task 28

Express your anger in dialogues with your classmate in the following situations.

1. One of your classmates does not help others in the School Cleaning programme.
2. You clean the floor in your house. The floor is still wet now. However, your sister enters the house with her dirty shoes still on.
3. Your teacher accuses you of cheating in an examination. The fact is that it is your classmate that cheated. Your teacher does not believe you and you are unhappy with her decision to penalize you.

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. Expressing Anger

In formal situations	In informal situations
I really hate... I'm extremely unhappy about this. I'm not pleased at all.	I can't stand ... What displeasure. Bloody hell!

2. Spoof is a type of story which has a twist (funny part in the end of the story). It contains an unpredictable event which makes the story funny. The main character of twist in a funny story should be unpredictable and funny. It consists of the following element.

- The beginning of the story.
- Series of events.
- Twist.

The social purpose of this type of text is entertaining readers using twist (unpredictable ending).

UNIT XIII

LET'S READ SHORT STORIES AND PERFORM THE DRAMA.



Picture: <http://www.wjhw.com>



Do you like watching drama performances? Have you ever staged a drama performance?

A drama is a story which is normally written in the form of dialogue and meant to be acted out by actors.

Performing a drama is not an easy task to do. To perform a drama, you must read the script carefully and memorize it, and then prepare the props for the performance. In addition, you must understand the characters and the setting very well.

Are you fond of short stories? In this unit, you will also read many short stories. A short story is a creative writing illustrating one character's internal conflict or conflict with others which centres upon only one incident. The basic elements of the short story include setting time and place, character, plot which requires conflicts, and theme.

If you need to learn how to perform a drama and enjoy short stories, let's do it now.

A. Let's Get Ready



Task 1

In pairs, study the following drama script and complete the names of its parts.

Here are parts of a drama script.

Title → **A Caterpillar's Voice**

→ *[Scene: in front of a cage in the forest]*

→ This play is *A Caterpillar's Voice*. It is a folk tale from Africa. Once upon a time in Africa there was a Hare. The Hare lived in a nice cave. One day when the Hare was away, a Caterpillar went into the Hare's cave.

→ **HARE:** I think it is a nice day for a walk. Maybe I will leave my cave and go visit a friend.

→ *[Hare exits.]*

→ *[CATERPILLAR enters.]*
.....

source: www.storiestogrowby.com

B. Let's Act



1. Listen and Speak



Task 2

Listen to a drama entitled *The Girl-Fish*. Pay attention to the intonation of the dialogue spoken by each character and then put a slash (/) to indicate a pause in each line. Then, answer the questions. The listening script is in the Appendix.

The Girl-Fish

by Grant

Characters, in order of appearance:

1. Cassandra	5. Mom	9. Fish-Queen
2. Joanne (Cassandra's friend)	6. Fish 1	10. Giant
3. Phil (Cassandra's friend)	7. Fish 2	11. King
4. Beautiful Fish	8. Fish 3	12. Prince

ACT I: [Scene: *The Riverbank near the sea where Cassandra lives*]

NARRATOR	Once upon a time in a magical place far from here, there lived a girl. This girl was named Cassandra. Cassandra's parents had never made her do any work, and so she was very lazy. But it so happened that one day her mother was so tired, that even Cassandra could not fail to notice it. Cassandra felt very sorry for her mother and offered to work so that her mother could rest for a while. Her mother told her it would be very helpful if she would take the fishing-net to the riverbank and mend it. This is where our story begins. [CASSANDRA enters carrying a net]
CASSANDRA	Oh, I shall do a good job on this net. [Enter CASSANDRA's friend, JOANNE]
CASSANDRA	Joanne, hi!
JOANNE	Hello! What are you doing?
CASSANDRA	I'm mending a fishing-net for my father to fish tonight.
JOANNE	Well, good luck! I've got to go get some bread from the bakers. [Enter PHIL, CASSANDRA's friend]
CASSANDRA	Hi Phil! Joanne just past by.
PHIL	Hi Cassandra! How're you doing? Well, talk to you later, I must be going, I've got a job to run to the miller's.

CASSANDRA	See you, Phil! (<i>To herself</i>) All my friends are passing by; this isn't so bad after all! (<i>CASSANDRA bundles up the net in her arms while speaking</i>) Well, anyway, I'm glad it's finished. (<i>Noticing a BEAUTIFUL FISH in the water</i>) Oh my! What a fish, I shall catch it for mother! (<i>She catches the fish in the net</i>)
BEAUTIFUL FISH	You'd better put me back at once, miss, or else you'll turn into a fish yourself if you eat me!
CASSANDRA	Ha! Yea, Right! [<i>CASSANDRA gives the fish to her mother who moves to the side of the stage.</i>]
CASSANDRA	Well, Mom, I'm going to talk with Joanne. [<i>She moves to the opposite side of the stage</i>]
MOM	(<i>calling</i>) Okay, come back when you hear the bell!
CASSANDRA	Hey, Joanne, guess what!
JOANNE	(<i>coming in from offstage</i>) What?
CASSANDRA	I caught a big fish today!
JOANNE	Cool, can I see it?
CASSANDRA	Sure, but my Mom has it. [<i>On the other side of the stage, MOM rings a bell</i>] Oh, it's dinner time! Talk to you later! [<i>JOANNE exits offstage, and CASSANDRA crosses stage to where MOM is</i>]
CASSANDRA	Hi, Mom, you cooked the fish?
MOM	Yes I did, and I cooked it with a special sauce.
CASSANDRA	Sounds good to me! [<i>When CASSANDRA eats she turns her head from the audience and shivers while slipping on a fish mask</i>]
CASSANDRA	(<i>turning back to the audience</i>) Oh, what happened? I need water, water!!
MOM	Cassandra, what's happened to you?
CASSANDRA	I don't know, but I think I have to live in the ocean now. I'll see you later! [<i>CASSANDRA jumps into the river</i>]

ACT II: [*Oceanic, below the waves*]

CASSANDRA	(<i>swimming alone</i>) Oh no! I should have listened to that dumb fish. [<i>FISH 1, FISH 2 and FISH 3 enter</i>]
FISH 1	Who are you?
CASSANDRA	Well, I was a human, but I ate a fish and now I'm a fish too!
FISH 2	Yes, it is a sad thing, but that is how many of us have gotten here, me included. But I'll take you to see the fish-queen, who lives in the most beautiful palace in the world.
FISH 3	Come on!

CASSANDRA

(the other fish are exiting as she says this, so no one hears her last words)

OK, but how far is it? I'm still new at this fish thing, and I don't know how far I can swim. Hello?

[She runs to catch up with them and exits]

Questions

1. Who was Cassandra? Where did she live?
2. Why did Cassandra feel sorry to her mother?
3. Who was Joanne? What did she do?
4. Who was Phil? What did he do?
5. What did Cassandra catch in the sea? What happened to it?
6. Why did the fish want Cassandra put him back to the sea?
7. Why did Cassandra refuse to do that?
8. What happened to Cassandra after she ate the fish?
9. What did Cassandra feel after she turned into a fish?
10. What can you learn from the drama?

**Task 3**

In pairs, study the definition of drama and its elements.

What is Drama?

A drama is a story which is normally written in the form of dialogue and meant to be acted out by actors. It is, therefore, different from short stories and novels which are not made to be performed.

The basic elements of a drama are (1) setting which consists of the setting of time and place, (2) characters which comprises protagonist and antagonist, (3) plot, (4) theme, and (5) message.

a. Setting is “the where and when of” (Cuddon, 1991:861) a drama/play takes place which may serve as a historical context and, therefore, it may add meanings.

Note that the setting of place may not explicitly refer to a certain geographical sphere like London, Yogyakarta or Malioboro in Yogyakarta but it may only give the description of the place such in horror stories as Stoker's *Dracula*. Accordingly, the setting of time may not be obvious, either. It simply describes the time when the story happens. In *Dracula*, the author only mentions that it happens some time in a dark and gloomy evening.

b. Character is an invented person in a drama/play that is presented through the description and discussion given by the narrator and other characters in the same work. Basically, there are two types of characters, i.e. protagonist and antagonist.

1. Protagonist is the main character of a play, the one who is the centre of action and holds the attention. Usually, this character has good personality.
2. Antagonist is the character who causes problems for the protagonist.

(Considering the level of difficulties of analysing these elements, the rest is not discussed in this unit. They will be treated in book for language program for grade XII, instead.)



Task 4

Work in pairs and then describe the characters of the drama above based on your own interpretation. The following checklist will guide you.

Describing the Characters of a Drama

Cassandra	<input type="checkbox"/> Kind-hearted <input type="checkbox"/> Patient <input type="checkbox"/> Others: ...	Beautiful Fish	<input type="checkbox"/> Weak <input type="checkbox"/> Others: ...
Mom	<input type="checkbox"/> Loving <input type="checkbox"/> Others: ...	Fish 1	<input type="checkbox"/> Friendly <input type="checkbox"/> Others: ...
Joanne	<input type="checkbox"/> Cheerful <input type="checkbox"/> Others: ...	Fish 2	<input type="checkbox"/> Wise <input type="checkbox"/> Others: ...
Phil	<input type="checkbox"/> Hard-worker <input type="checkbox"/> Others: ...	Fish 3	<input type="checkbox"/> Energetic <input type="checkbox"/> Others: ...



Task 5

Work in groups of 13 students. Each plays a character in the drama above. Then, perform the drama. The following guideline may help you.

Reading a drama aloud: Some Tips

1. After you get a character each, learn your line by heart. Don't forget to interpret the sense of the dialogue from each character whether it is sad, happy, etc.
2. When reading aloud a drama script, pay attention to the pause in each line indicated by a slash (/) to produce better intonation. Read aloud the drama with appropriate intonation to express the message intended by the playwright.
3. Read again the dialogue on your own with appropriate body language to show the interpretation of your character.
4. After having some rehearsal on your own, make a circle and read the drama script aloud together thoroughly. Don't forget to pay attention to the intonation and gesture required to show the message conveyed by each character.
5. Conduct extra rehearsal to make it better.



Task 6

Read the next act of the drama entitled *The Girl-Fish* and then guess the meaning of the following words. Read again and then answer the questions.

encounter [ɪn'kaʊntə] (kkt)	: ...
enchant [ɪn'tʃɑ:nt] (kkt)	: ...
despair [dɪ'speɪə] (kb)	: ...
fling [flɪŋ] (kkt)	: ...
wizard ['wɪzəd] (kkt)	: ...
collar ['kɒlə] (kkt)	: ...
toad [təʊd] (kb)	: ...

ACT III: [In a palace underwater, with the FISH and FISH-QUEEN]

CASSANDRA	<i>(staring in awe all around)</i> Wow, I've never seen anything like this. It's the most beautiful thing ever!
FISH-QUEEN	Thank you Cassandra. Now tell me your story.
CASSANDRA	Well, I was just a normal human girl until today. Today I went down to the river and sat and mended my father's fishing-net. When I was finished, I saw a beautiful fish. I caught him because I thought that my mother would like to cook him for dinner. The fish told me that I would turn into a fish if I ate him, which I did not believe. Then I turned into a fish and I had to swim to the sea. When I got there, I was met by them <i>(gesturing to the other FISH)</i> .
FISH-QUEEN	I see. My fate is similar to yours. I was once a human princess married happily to a prince. One day, a giant encountered me in my gardens and grabbed my crown away. He told me that he was going to give it to his own daughter, and then enchant my husband so that he couldn't tell the difference between us. When this happened I was filled with despair. I flung myself into the sea. But a kindly wizard transformed me into a fish, and a fish I will stay until the day when my crown is returned.
CASSANDRA	Oh good queen, I will get back your crown!
FISH-QUEEN	Are you sure?
CASSANDRA	Yes!
FISH-QUEEN	Okay. This is what you must do. First you must return to earth and go to the top of the highest mountain. That's where the giant lives in a castle. He has the crown there now because his daughter, the queen, sent it to him before she died, which was recently. To help you I give you the power to turn yourself into any animal of the forest, field or stream, except a human.
CASSANDRA	I shall go at once!

ACT IV: [The GIANT's bedroom, with CASSANDRA and the GIANT]

NARRATOR	Cassandra swam to the shore, and then she changed into a deer. As a deer, she ran to the castle, passing by a Prince on her way. <i>[CASSANDRA, changed into a deer, runs before the PRINCE, who crosses the stage, staring at her]</i> At the castle, she changed into a parrot so she could fly into the Giant's bedroom.
CASSANDRA	I have been sent to get the crown from you because it is no longer yours now that your daughter is dead.
GIANT	You evil bird! Why should I give you the crown for nothing? Let me think what I will have in exchange. <i>(Giant scratches his head)</i> Ah, yes! You shall have the crown if you bring me a collar of blue stones from the Great Arch.
CASSANDRA	Well, Deal! <i>[CASSANDRA flies across the stage and lands on an arch. She pulls a dozen blue stones from the arch.]</i>
CASSANDRA	Ah, well this isn't so hard. Now I shall get the crown and be able to return home. <i>[As a parrot, she strings the stones on a string.]</i>

CASSANDRA	Well, away I go! <i>[Parrot flies back across the stage to the castle and the Giant.]</i>
CASSANDRA GIANT	There you go. Now you give me the crown. They are hardly as blue as I expected. You must go get a bag of stars from the sky to make up for this.
CASSANDRA GIANT	Stars from the sky!?! But that's impossible!
NARRATOR	Well, if you really want the crown, you'll find a way. Cassandra goes outside and says: <i>[CASSANDRA goes to the other side of the stage, and the GIANT turns his back but stays onstage]</i>
CASSANDRA NARRATOR	I want to be a toad! And she turns into a toad. She goes to a pool and sees the stars reflected in the water. She fills a bag with the water and returns to the castle, saying:
CASSANDRA NARRATOR	I want to be a parrot! And flies into the Giant's window. <i>[GIANT turns around]</i>
CASSANDRA GIANT	Here are the stars you asked for. Your power is greater than mine. Have the crown, I no longer need it.
CASSANDRA NARRATOR	Okay, well good-bye!
CASSANDRA NARRATOR	Cassandra grabs the crown and flies to the shore. At the shore, she says: I want to be a fish!
QUEEN CASSANDRA QUEEN	Then she turns into a fish, jumps into the water, and swims to the Fish-Queen. She gives the crown to the Fish-Queen in the presence of all the other fishes. The Fish-Queen turns back into a human, and so does Cassandra. Cassandra, thank you very much. I am so happy to be human again. As am I! Then let us go to my old palace and rejoin my husband and son.

Questions

1. Who is the playwright?
2. Identify the characters involved and decide the protagonist and antagonist.
3. Mention the setting of time and place of the play (see the note in Task 4).
4. Who was the Fish-Queen?
5. Why did the queen turn into a fish?
6. Who was the giant? was he evil? Why?
7. What did he do to the queen?
8. What did Cassandra has to do to release the curse of being a fish?
9. What power did the fish-queen give to Cassandra?
10. What animal did Cassandra change into at the shore? Whom did she meet?
11. What did the giant want in exchange on the Queen's crown?
12. What else did the giant want? How did Cassandra fulfil the Giant's requirement?
13. What happened to the queen and all fishes after she wore the crown? Why?
14. Is there anything that you can learn from the drama?



Task 7

Work in pairs and then describe the characters in Acts III and IV. Use the same guideline as that in Task 4.

1. The Fish-Queen
2. The Giant
3. Cassandra



By the Way...

- In the history of English Literature, the first true novel is *Pamela* written by Samuel Richardson in 1740.
- William Shakespeare wrote his first play *The Taming of the Shrew* in 1593.

Adapted from: <http://www.didyounknow.com> & The History of English Literature (anonymous).



Task 8

In pairs, read the last Act of the drama entitled *The Girl-Fish* and then answer the questions.

ACT V: [A palace above water, with KING, QUEEN and PRINCE]

KING	At last, it is you. I am so happy to finally be returned to you!
QUEEN	Yes, it has been long indeed since I have looked upon your face, dearest.
KING	Well, I have kingly matters to attend to, but I shall be back within the hour. <i>[KING exits]</i>
PRINCE	Mother! I haven't seen you for ages.
QUEEN	Yes, well I am home at last. But anyway, son, you seem to be troubled. Tell me what is bothering you.
PRINCE	It is nothing that can be helped.
QUEEN	Well, at least tell me so I can share your grief.
PRINCE	Well, I saw a beautiful deer while I was hunting, but it looked like no deer I have ever seen. I fell in love with it.
QUEEN	<i>(laughing out loud)</i> That is funny!
PRINCE	<i>(ashamed)</i> You see! Now you're laughing at me! This isn't making me feel better!
QUEEN	No, not laughing at your falling in love with a deer, but because that deer was really a maiden. I sent her to rescue my crown. She turned into a deer so she could run across the land to the giant's castle.
PRINCE	So the deer really was a maiden! That's what I thought.
QUEEN	I shall call her in. Cassandra! <i>[CASSANDRA enters]</i>

CASSANDRA	Yes?
QUEEN	I would like you to meet my son, the Prince.
CASSANDRA	(shyly) Hello.
PRINCE	(shyly) Hi.
QUEEN	I think I must go attend to wedding preparations.

All acts are taken from: <http://www.storiestogrowby.com/script.html>

Questions

1. How did the palace welcome the queen home?
2. Why did the prince look so troubled?
3. Does the drama end sadly or happily? Support your answer.
4. What can you learn from the drama?



Task 9

Let's make some masks before you perform the drama to make the performance lively. Use the following guideline to make the masks.

Let's Make Masks for Drama Performance

1. Materials:

- a. Thick paper (20 X 25 cm)
- b. Rope (20 cm)
- c. Scissors
- d. Hole-punch
- e. Crayons or markers



pictures :<http://www.CanTeach.ca>

2. Steps:

- a. Draw the eyes on your mask. Make them about as big as, or a little bigger than, your own eyes.
- b. Draw the shape of a head around the eyes. The head should be as big as the paper, especially at the sides. (Otherwise, among other things, the elastic will not be long enough.) Depending on the character you have in mind, you can make the head basically oval or a more fanciful shape. Remember, though, that it should use most of the paper, or your own face will show through.
- c. Once you have drawn the basic shape of your mask, you can decorate it any way you like with crayons or markers. Try to make your mask a definite character.
- d. You may also put more real things such as flowers, etc.
- e. Once the mask has been decorated, cut it out.
- f. Your mask is ready to wear.



Cultural Tips

Flowers as Drama Properties

Flowers have always been a part of nearly every culture in the world. Flowers can also be very meaningful properties for a play. Each flower has a corresponding language, whether expressing romantic feelings, jealousy, gratitude, admiration, or celebration of a momentous occasion. Below are a few types of flowers and what they mean:

- | | |
|----------------------------|-------------------------------------|
| 1. Anthurium – hospitality | 7. Red Tulip – declaration of love |
| 2. Aster – patience | 8. Sunflower – pure thoughts |
| 3. Lily – majesty | 9. Red Tulip – declaration of love |
| 4. Orchid – a belle | 10. Sunflower – pure thoughts |
| 5. Pink Rose – indecision | 11. White Rose – I am worthy of you |
| 6. Red Rose – love | 12. Yellow Rose – Friendship |

Adapted from: <http://EzineArticles.com>



2. Read and Write



Task 10

Work in pairs to discuss the following questions.

Questions

- Do you still remember the basic elements of a drama? If so, mention them.
 - Have you ever read any short story?
 - What is its title? What is it about?
 - Basically, a short story has the same elements as drama. Decide whether the following elements belong to a short story by putting a tick .
- Setting Character Plot Theme



Task 11

Read a short story entitled *My precious Boy* and then guess the meaning of the following words. Read again the story and answer the questions.

foster mom [ˈfɒstə mɒm] (kb)	: ...
nephew [ˈnefju:] (kb)	: ...
anxious [ˈæŋkʃəs] (kb)	: ...
pace [peɪs] (kkt)	: ...
caseworker [keɪs ˈwɜ:kə] (kb)	: ...
cautious [ˈkɔ:ʃəs] (ks)	: ...
overflow [əʊvəˈfləʊ] (kki)	: ...
blended [ˈblendɪd] (kki)	: ...
cherish [ˈtʃerɪʃ] (kkt)	: ...

My Precious Boy

(Jan Hanks)

I walked to the glass door and looked, hoping to catch a sight of them. My car and the Department of Human Services worker's car were the only ones present in the parking lot. It was 5:45 p.m. and the meeting was supposed to start at 5:30. I had signed paperwork to be the foster mom of my 2-year-old nephew. My sister had gotten into some trouble and was no longer allowed to keep her son. I hadn't seen him in over a year and was anxious to get to know him better. Not being able to control myself I began pacing the DHS lobby, hoping it would help time to go by faster. Of course, it didn't, but the thought was nice.

I looked at my watch again and noticed it had only been thirty minutes. It was now 6:15. Where were they, I thought, what's taking so long to get here. They should have been here already. The caseworker from Pontotoc County and Dalton's foster mom were bringing him. As I looked closely out the door again I saw a black pickup pull into the parking lot.

"Is that them?", I asked. The DHS worker accompanying me came to peer out the door.

"It's them", she told me with a big smile on her face. She knew of the wait we had had for months going through all the red tape that was necessary to get him.

I watched as the pickup came to a complete stop. All the while I wanted to run out and grab him up and tell him everything was going to be all right. The two ladies got out of the truck, one coming over to introduce herself to me and the other helping Dalton out of his car seat. I noticed as Dalton got out that he looked a lot like myself. Brown eyes and dark brown hair, you'd have thought that he was my biological son.

With a questioning look in his eyes, he was introduced to me. He finally smiled at me, still cautious. I knelt down to eye level to say hi, as the other foster mom got his clothes and toys out of the pickup. They transferred all his belongings to my van, and then we stepped into the DHS lobby to talk for a few minutes.

After the caseworkers had finalized all necessary paperwork and gave the copies to me, the caseworker from Pontotoc County pulled me aside to ask me some private questions. "For Dalton's safety, I need to know, if his mother showed up at the door to pick him up, would you let her have him", she asked with a look of apprehension on her face.

I replied emphatically, "Absolutely not! I would protect him with my life."

"Good. If it came to it, which it probably will, would you and Charles be willing to adopt him?" The look in her eyes displayed a look that she was hoping that I would say yes.

"Well, my husband and I have already discussed it and the answer is yes, we will." I replied.

The caseworker, obviously relieved, reached out to shake hands and said thank you.

After goodbyes were said I took Dalton home to introduce him to my three girls who were anxiously awaiting our arrival. Introductions went well, but Dalton stayed glued to his room and his cars until suppertime.

Later, while eating supper I asked him if he wanted ketchup, he said, "Yes, momma." I wasn't quite sure what to do, so I said nothing. Yet, knowing that my husband and myself would eventually adopt him, we didn't discourage him from referring to us as Mom and Dad.

He soon opened up and filled our house with the love and joy only a son could give. Being the only boy among our three girls, he quickly became the centre of attention for our girls. They didn't have a brother and were delighted to be getting one now.

One year after our 'new arrival' we were signing home study papers for the adoption process.

Although DHS called for a fast adoption it would be another year and two months before Dalton would obtain the last name of Hanks.

A boy with a smile as big as Texas and an overflow of energy, we couldn't ask for a better son. His personality blended so well with our girls that it is as if he was born into our family.

On April 12, 2002 at 10:00 am the adoption became final and our little boy whom we cherish is now and forever will be Dalton Gene Hanks.

Of course, we'll live happily ever after.

source:<http://www.studentsshortstory.com>

Questions

1. Who is the author of the story above?
2. Who are the protagonist and antagonist?
3. Where did the story happen?
4. What happened to Dalton's mother?
5. Was the arrival on time? If not, why?
6. What did both Jan and Dalton feel in their current meeting?
7. What did the caseworker try to convince Jan?
8. What was Jan's response?
9. What happened during suppertime in Jan's house?
10. When did the process of adoption become final?
11. Does the story contain any message? If so, what is it?



Task 12

Study the following definition of a short story.

What is a Short Story?

A short story is a creative writing illustrating one character's internal conflict or conflict with others which centres upon only one incident.

The basic elements of the short story include:

- setting time and place;
- character;
- plot which requires conflicts; and
- theme.



Task 13

Study the following jumbled summary of a short story entitled *My Precious Boy*. Arrange them into a good story.

My Precious Boy: The Summary

[1]

All right, let me tell you the summary of the short story entitled "My Precious Boy".

[]

Then, Jan said hello to Dalton while Dalton still felt uncomfortable. At last, he smiled at Jan. The two ladies from the department put all Dalton stuffs into Jan's car. Then, the case worker finalized all the administration and questioned Jan that she would take care of Dalton no matter what would happen to him. Of course, Jan agreed and promised to look after him well.

After that the case worker asked an official statement to Jan that she would adopt Dalton and be Dalton's foster mom. Jan left home with Dalton as her new son.

[]

Jan was waiting for Dalton's anxiously because it had taken a few hours. A case worker from the department accompanied her. Finally, the car arrived at the parking lot of the department. Dalton came out from the car and was accompanied by two ladies from the department. Jan immediately hugged Dalton and then noticed that Dalton looked a lot like herself. Dalton had Brown eyes and dark brown hair and people would consider him to be the real biological son of Jan's.

[]

Later, Dalton had become the centre of attention for three girls. He filled the house with cheers and joy. It was just because the girls had never had a brother. One year had passed; finally the process of the adoption was almost final. Dalton had the last name of Hanks, at last. He was the best gift given to Jan's family ever. He could be a good brother for the three Jan's Girl.

On April 12, 2002, the adoption was done. Jan had expected Dalton very much and he now became one of her family member. They would live happily ever after.

[]

The story begins with Jan Hanks. She was in the Department of Human Services to pick up her nephew. She was going to be a foster-mom for her own cousin named Dalton. He was the son of Jan's sister. His mom had got some trouble and could not look after him anymore.

[]

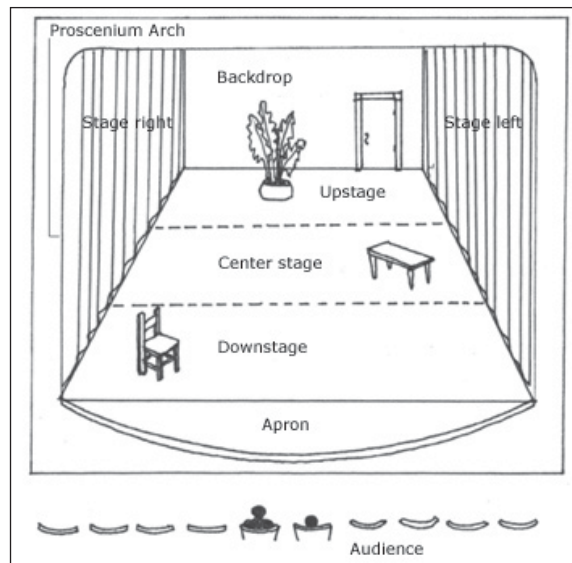
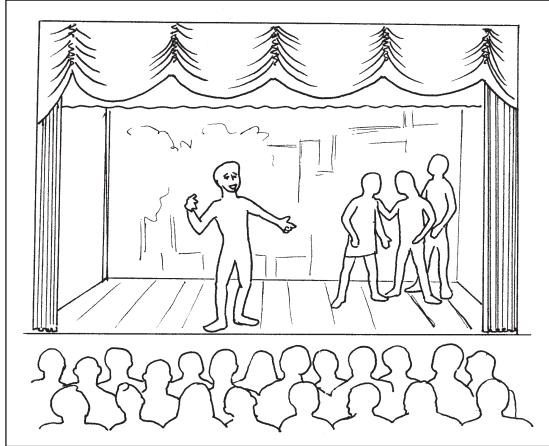
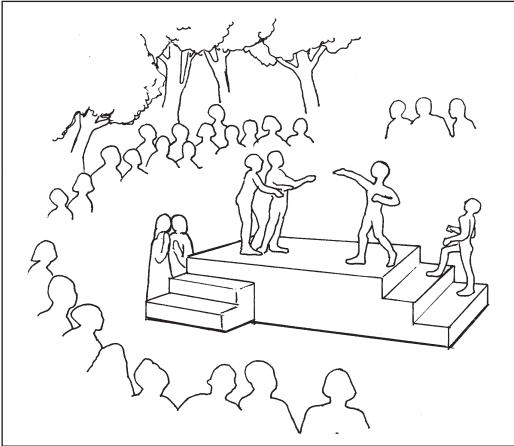
Jan had three girls and soon introduced Dalton to them. Dalton still kept in silent until they had a dinner together with Jan, Gene, Jan's husband, and also the three girls. During the dinner time, surprisingly Dalton called Jan "Momma" when he asked some sauce. Jan said nothing and just gave him what he wanted.

C. Let's Do More



Task 14

Make a simple stage and then perform the drama entitled *The Girl-Fish*. You may prepare the costumes and wear the masks you just made. You may use the following type of stage.



<http://english.unitecology.ac.nz>



Task 15

Work in pairs. Search English short stories on love from the magazines, books, and internet and then summarize them. Present your summary to the class in the next meeting.

D. Let's Check Your Competence



Task 16

Find English drama script from the magazines, books, and internet and then report it to the classmates. Prepare the simple properties and then perform it.



Task 17

Find two English short stories on love from the magazines, books, and internet and then summarize it. Present your summary to the class.

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. A drama is a story which is normally written in the form of dialogue and meant to be acted out by actors. It is, therefore, different from short stories and novels which are not made to be performed.

The basic elements of a drama are (1) setting which consists of the setting of time and place, (2) characters which comprises protagonist and antagonist, (3) plot, (4) theme, and (5) message.

2. How to Make Masks for Drama Performance

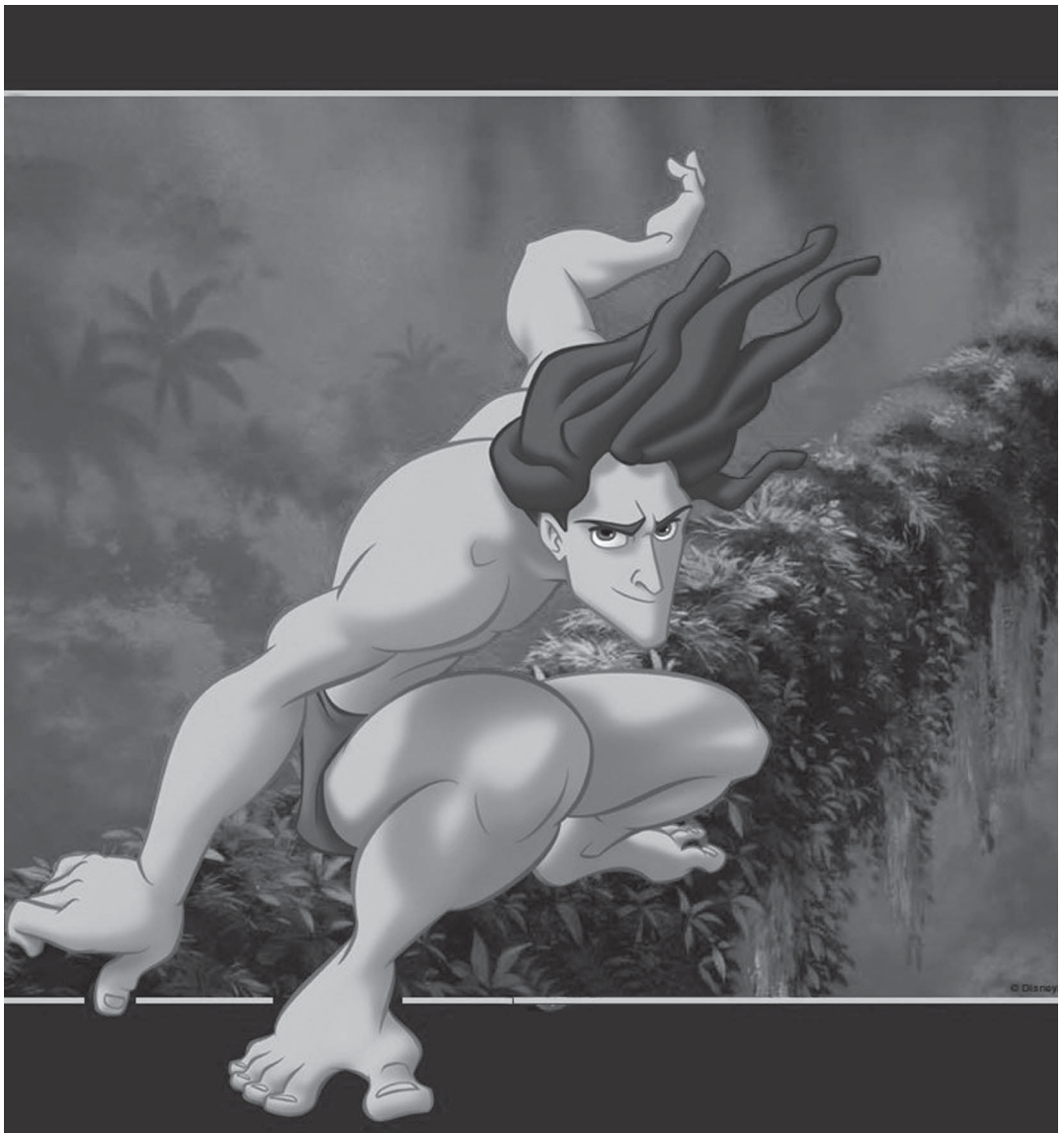
Materials: thick paper, rope, crayons or markers, hole-punch, and scissors.

Steps:

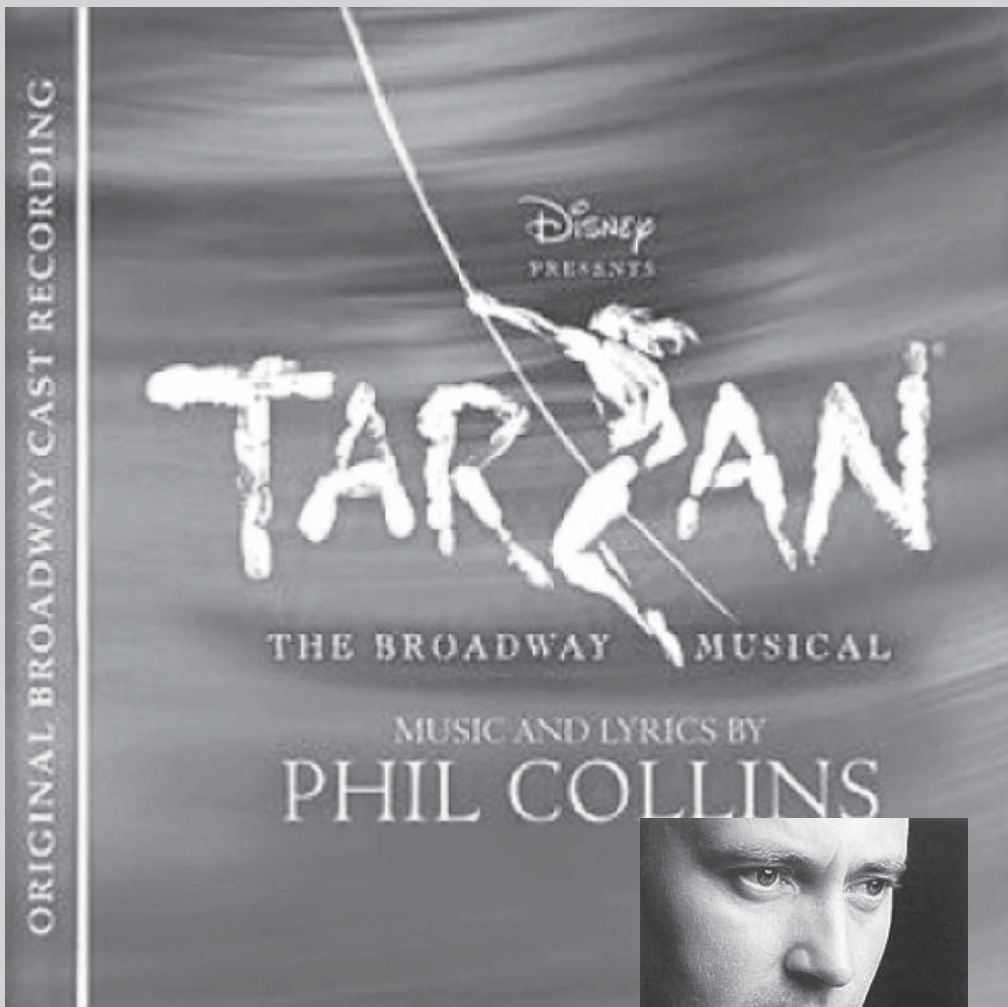
- a. Draw the eyes on your mask.
 - b. Draw the shape of a head around the eyes.
 - c. Decorate it any way you like with crayons or markers.
 - d. Try to make your mask a definite character.
 - e. Put more real things.
 - f. Cut it out.
3. A short story is a creative writing illustrating one character's internal conflict or conflict with others which centres upon only one incident.
The basic elements of the short story include: (1) setting time and place, (2) character, (3) plot which requires conflicts, (4) and theme.

UNIT XIV

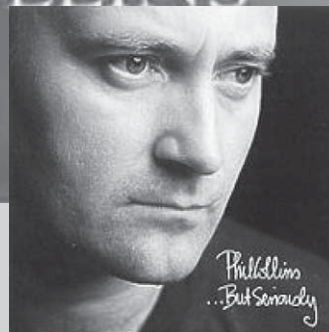
DO YOU LIKE WATCHING FILM AND SINGING SONG?



<http://www.cartoonwallpaper.in>



<http://www.991.com>



<http://upload.wikimedia.org>

Have you ever watched film and listened to popular songs? Films and songs are familiar in your daily life. In this unit you will learn how to appreciate films and songs. You also learn how to analyse the film and perform or act as the actors and actresses in the film. You like acting, don't you? So, act now.

How about singing? It is fun to sing a song. Singing a song is interesting but you will love to sing a song better when you understand what the song tells you. In this unit you can express your appreciation to songs by writing an essay. You will express your idea about songs in essays. Now, show your appreciation to the songs.

A. Let's Get Ready



Task 1

Pay attention to the following cartoon characters and then answer the questions based on your knowledge.



Picture sources: Microsoft Encarta © 2008

Questions

1. Do you know the cartoon characters above?
2. Which one do you not know?
3. What do we call those characters?
4. Are they real?
5. Do you know the title of each film? Write them down in the space provided below.

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>



Task 2

Repeat after the teacher to say the words below and write down the Indonesian equivalents. You may open your dictionary.

movie [ˈmʊːvi] (kb)	: ...
theatre [ˈsiːnəmə] (kb)	: ...
ticket [ˈtɪkɪt] (kb)	: ...
cartoon [kɑːˈtuːn] (kb)	: ...
animation [æniˈmeɪʃn] (kb)	: ...
soundtrack [ˈsaʊndtræk] (kb)	: ...
actor [ˈæktə] (kb)	: ...
actress [ˈæktɹəs] (kb)	: ...
genre [ˈʒɑːnrə] (kb)	: ...



Task 3

In pairs, write some information about the cartoon films in Task 1. See the example.

1. Title : SpongeBob Square Pants
2. Main Characters : Sponge Bob, Patrick, Sandy
3. Category : Funny

Picture 4

1. Title :
2. Characters :
3. Category :

Picture 2



Task 4

Based on your knowledge, write some information about the film below.



- | | |
|------------------|---------------------------|
| Title | : |
| Theme | : |
| Characters | : |
| Category | : |
| Soundtrack title | : "You'll Be In My Heart" |
| Singer | : Phil Collins |

<http://content9.flixster.com>

B. Let's Act



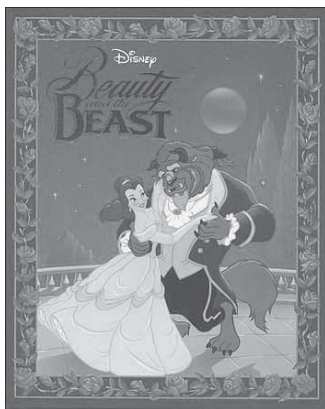
1. Listen and Speak



Task 5

Watch a film entitled *Tarzan* and complete the points in the box below. See the example.

Example



<http://www.movieposter.com>

Title : "Beauty And The Beast"

Theme : Love

Genre : Romantic

Main characters:

- Belle
- Beast
- Mourice

Characterisation:

- Charming and kind
- Kind and Brave

Moral value

Do not judge the book from its cover.
Don't look people just from his/her physical appearance.



<http://www.meeko.org>

Title : Tarzan

Theme :

Genre : Heroic

Main characters :

- Tarzan
-
-
-
-
-

Characterisation:

- brave
-
-
-
-
-

Moral value

.....



Task 6

Work in groups of four. Make a role play to act out the characters in *Tarzan*. They are Terk, gorillas, Kala, and Kerchack.

Script

Song (You'll Be In My Heart)

Terk : Mama, look! Look over there!
Various gorillas : Kala! She's back!
Gorilla : Are you all right?
Kala : I'm fine, no, really, honestly, it's just that I got a little...sidetracked.
Gorilla : Well, isn't that, um, well it's so...
Second gorilla : Well, it's just so, so...
Terk : Yeah, it's freaky-looking, okay that's what it is.
Gorilla : Terkina!
Terk : Well it is! I mean, what the heck is it, anyway?
Kala : He's a baby.
Terk : Whoa! Ow! I can't--So where's his mama?
Kala : Well, I'm going to be his mother now.
Terk : You know he's not so bad once you get used to him. Kala's gonna be it's mother now.
Kala : Kerchak, I saved him from Sabor.
Kerchak : Kala, it won't replace the one we lost.
Kala : I know that, but he needs me.
Kerchak : But it, it--Kala, look at it! It's not our kind. No, you have to take it back.
Kala : Take him back? But he'll die!
Kerchak : If the jungle wants him, then--
Kala : I want him!
Kerchak : Kala, I cannot let you put our family in danger.
Kala : Does he look dangerous to you?
Kerchak : Was it alone?
Kala : Yes. Sabor killed his family.
Kerchak : Are you sure?
Kala : Yes. There are no others.
Kerchak : Then you may keep him.
Kala : Kerchak, I know he'll be a good son.
Kerchak : I said he could stay. That doesn't make him my son. We will nest here for the night.
Terk : So um, whatcha gonna call it?
Kala : I'm going to call HIM Tarzan.
Terk : Tarzan? Okay, he's your baby.
Gorilla : All right little lady, come on, it's way past your nest time.
Terk : Aw, mom!
Gorilla : No.
Terk : Five more minutes?
Gorilla : No.
Terk : Two more minutes?
Gorilla : No.
Terk : One more minutes?
Kala : Oh, oh no, shh, shh, don't cry, come on, come on, I'm here. [singing] Come stop crying, it'll be all right, come take my hand, hold it tight, I will protect you from all around you, I will be here, don't cry.

Sumber:www.meeko.com

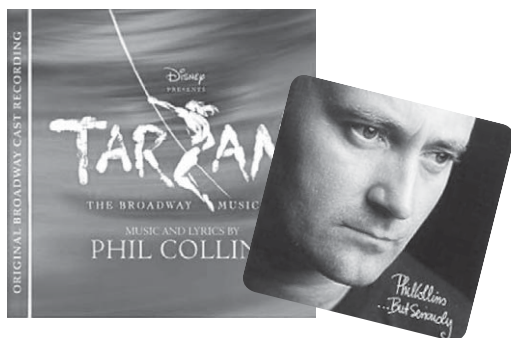


Task 7

Listen to the original soundtrack (OST) of *Tarzan* film. Sing along while listening and then study the lyrics and answer the questions.

You'll Be In My Heart

(Phil Collins)



They just don't trust what they can't explain
I know were different but deep inside us
Were not that different at all

Back to chorus

Don't listen to them, cause what do they know
We need each other, to have and to hold
They'll see in time, I know
When destiny calls you, you must be strong
I may not be with you, but you gotta hold on
They'll see in time, I know
Well show them together cuz...
You'll be in my heart
I believe, you'll be in my heart
I'll be there from this day on
Now and forever more
You'll be in my heart
No matter what they say
You'll be here in my heart always
Always...
I'll be with you
I'll be there for you always
Always and always
Just look over your shoulder
Just look over your shoulder
Just look over your shoulder
I'll be there always

Come stop your crying, it will be all right
Just take my hand, hold it tight
I will protect you from all around you
I will be here don't you cry
For one so small, you seem so strong
My arms will hold you keep you safe and
warm

This bond between us can't be broken
I will be here don't you cry

Chorus

And you'll be in my heart
Yes, you'll be in my heart
From this day on
Now and forever more
You'll be in my heart
No matter what they say
You'll be here in my heart
Always
Why can't they understand the way we feel

Taken from: <http://www.lyricsfreak.com>

Picture 1: <http://991.com>

Picture 2: <http://upload.wikimedia.org>

Questions

1. What is the title of the song?
2. Who sings the song?
3. What is the song about in short?
4. What must you do when your destiny calls?
5. Is "Come stop your crying...." (line 1), grammatically correct?
6. Explain the meaning the chorus in your own words?
7. What is the message of this song?



2. Read and Write



Task 8

Read the lyrics of the song entitled *Child* by Nidji below and answer the questions.

Child (Nidji)

I am one
I am child
I'm the saint who marches in love
I am the paint
Electric pain bolt of thunder in the rain

I'm the blood
I'm the key
You are evergreen who blessed in union
Let them born in to this world
Let them sing into the sky

I will be fading
As your child
As your child

Don't let go
Don't be frightened
Don't be scared and don't be late

I am one
I am child
I'm the saint who marches in love



Taken from: <http://www.ilirik.com>
Picture source: <http://upload.wikimedia.org>

Questions

1. What is the song about?
2. What does 'evergreen' mean?
3. How does the singer describe the child?
4. What must an elder not do to a child?
5. What is the message of the song?



Task 9

Read the lyrics of a song by Sherina Munaf entitled *Better Than Love* and answer the questions.

Better Than Love (Sherina)

Seemed impossible, seemed absurd
I didn't even know you before
Kept my distance, closing in
I don't mind caressing your skin

What did you say, what did you do?
Somehow, I feel I'm enchanted by you
Flying high on a mountain high
Suddenly you look as bright as the sky

Something old, something new
Something I didn't think could be true
Have I forgotten, or have I never
Felt like this, as light as a feather
Not interested in love,
but I'm attracted to you
I hope that you feel the same way, too
A little too fast but way too long
Though I'm not sure where I belong

Something old, something new
Something I didn't think could be true
Love is too strong and a bit cliché
For now this is enough, I've got a long way
Something old, something new
Something I didn't think could be true
I'm afraid to ask but I need to know
Would you want me to stay? Or would you
want me to go?



Taken from: <http://songlyrics-lyric.blogspot.com>
<http://mymusicblogging.com>

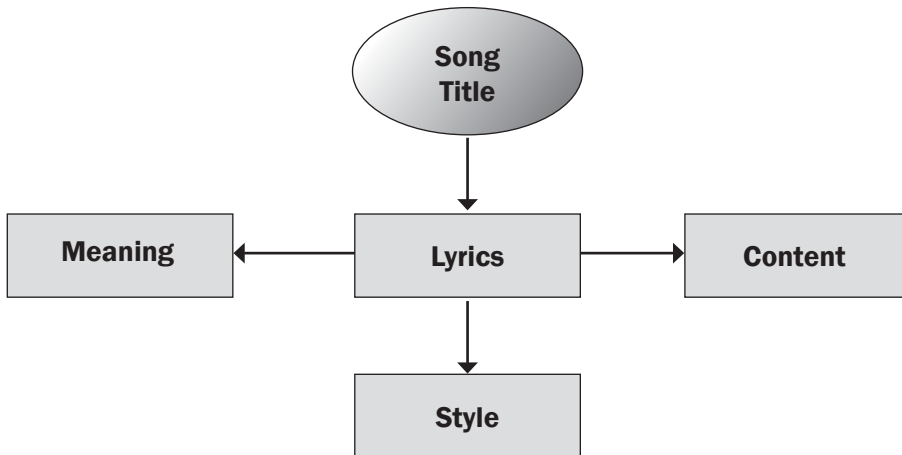
Questions

1. How does love seem according to the song?
2. How does her admirer look like?
3. What does the singer hope?
4. What does the word 'cliché' mean?
5. What is the song about?



Task 10

Study some points to bear in mind in understanding the lyrics of a song in order to write an essay about the song.



Better Than Love

(Sherina)

Lyric: rhyming, touchy, and complicated

- Meaning : love can be better than ever
- Content : someone who feels his/her loves better.
- Style : melancholic and romantic, etc.

Better Than Love

(Sherina)

Better than love is a song sung by Sherina Munaf. The song has a good diction that is so touchy and rather difficult to be understood. It may be possible that people cannot get the meaning at the first listening.

This song is about someone who feels that her love is better than ever. The style is melancholic and romantic so that it is easy listening to enjoy. When a couple feel so comfortable loving each other, he/she will accept a love not only in the happiness but also in the sadness.



Cultural Tips

When you first meet someone it can be difficult to know how to start a conversation, especially if your cultural background and mother tongue are different. One topic that is safe to small talk is 'Music', e.g. "What sort of music do you like?"

Adapted from: <http://www.ediplomat.com>



Task 11

Study the song lyrics below and write an essay about the song. See the guideline and the example.

Snow On The Sahara

(Anggun C Sasmi)

Only tell me that you still want me here
When you wander off out there
To those hills of dust and hard winds that
blow
In that dry white ocean alone

Lost out in the desert
You are lost out in the desert

To stand with you in a ring of fire
I'll forget the days gone by
I'll protect your body and guard your soul
From mirages in your sight

Lost out in the desert

If your hopes scatter like the dust across your
track
I'll be the moon that shines on your path
The sun may blind our eyes, I'll pray the skies
above
For snow to fall on the Sahara

If that's the only place where you can leave
your doubts
I'll hold you up, and be your way out

And if we burn away, I'll pray the skies above
For snow to fall on the Sahara
Just a wish and I will cover your shoulders
With veils of silk and gold
When the shadows come and darken your
heart

Leaving you with regrets so cold

Lost out in the desert

If your hopes scatter like the dust across your
track

I'll be the moon that shines on your path
The sun may blind our eyes, I'll pray the skies
above
For snow to fall on the Sahara

If that's the only place where you can leave
your doubts

I'll hold you up, and be your way out
And if we burn away, I'll pray the skies above
For snow to fall on the Sahara

For snow to fall on the Sahara (x3)

Taken from: <http://www.lyricsfreak.com>

Snow On The Sahara

(Anggun C Sasmi)

Lyrics:

- Meaning : (meaning on the lyric)
- Content :
- Style :

Snow On The Sahara

(Anggun C Sasmi)

.....

.....

.....

.....

C. Let's Do More



Task 12

Write an essay about a film soundtrack below. See the example in Task 11.

I Remember (OST of Catatan Akhir Sekolah)

(Mocca)

I remember...The way you glanced at me, yes I remember
I remember...When we caught a shooting star, yes I remember
I remember.. All the things that we shared, and the promise we made, just you and
I remember.. All the laughter we shared, all the wishes we made, upon the roof at dawn

Do you remember..?

When we were dancing in the rain in that December
And I remember..When my father thought you were a burglar
I remember.. All the things that we shared, and the promise we made, just you and I
I remember.. All the laughter we shared, all the wishes we made, upon the roof at dawn

I remember.. The way you read your books,
yes I remember
The way you tied your shoes,
yes I remember
The cake you loved the most,
yes I remember
The way you drank you coffee,
I remember
The way you glanced at me, yes I remember
When we caught a shooting star,
yes I remember
When we were dancing in the rain in that December
And the way you smile at me,
yes I remember



Taken from: <http://www.ilirik.com>

Picture source: <http://www.javajazzfestival.com>

D. Let's Check Your Competence



Task 13

Write some information about the film below and then sing it.



<http://www.transformersmovie.com>

Title :

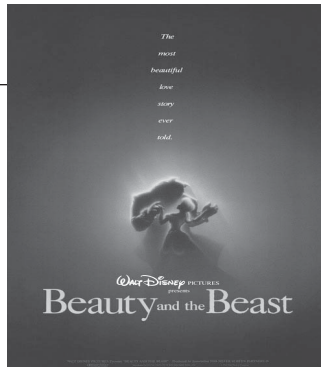
Theme :

Characters:

Category :

Soundtrack title : What I've Done

Singer : Linkin Park



<http://www.movieposter.com>

Title :

Theme :

Characters :

Category :

Soundtrack title : Beauty and the Beast

Singer : Celine Dion & Peabo Bryson



Task 14

Work in pairs, search the lyrics of popular songs below, and analyse the lyrics (based on previous Tasks). Then, write an essay based on your analysis. You may choose the song you like most.

Indonesian artists

Welcome to My Paradise
(Steven and Coconut Treez)

You're My Everything
(Glen Fredly)

Donna-donna
(Sita RSD-OST GIE)

Foreign artists

The Reason
(Hoobastank)

Wake Me Up When September Ends
(Green Day)

Welcome to My Life
(Simple Plan)

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

Analyzing Film:

- Title
- Theme
- Genre
- The characters
- Behaviour
- Moral value

Writing Song Essay:

- song title
- Lyrics
- Meaning
- Content
- Style

**THE WORDS IN THIS
POEM ARE BEAUTIFUL.**



<http://www.unila.ac.id>



Do you like reading poetry? Is it easy to understand a poem? Poems are literary genre that are sometimes difficult to understand and enjoy especially when you do not know how.

In order to understand and enjoy a poem you need to know elements. Your understanding of its elements such as persona/character and musical devices can help you understand and enjoy it.

Have you ever analysed a poem? Is it easy? How do you appreciate it? Let us learn how to understand and enjoy/appreciate poetry.

A. Let's Get Ready

Task 1

Pay attention to the following photos. Based on your knowledge, complete the boxes.



<http://www.unila.ac.id>

What do you know about him?

Name : CHAIRIL ANWAR

Nationality : _____

Famous as : _____

Put a thick in the boxes which indicate his monumental works:

1. Siti Nurbaya
2. Aku
3. Krawang-Bekasi
4. Diponegoro
5. Doa



<http://media.isnet.org>

What do you know about him?

Name : WILLIAM SHAKESPEARE

Nationality : _____

Famous as : _____

Put a thick in the boxes which indicate his monumental works:

1. Romeo and Juliet
2. Macbeth
3. Shall I Compare Thee to the Summer Time?
4. Othello
5. Harry Potter



Task 2

In pairs, study the words below and then identify the similarities and differences of the following texts.

poet ['pəʊt] (kb)	: penyair
poetry ['pəʊtri] (kb)	: puisi
poem ['pəʊɪm] (kb)	: puisi
stanza ['stænzə] (kb)	: bait
musical devices ['mju:zɪkl dr'vaɪs] (kb)	: sarana bentuk bunyi
rhyme [raɪm] (kb)	: rima
connotation [kɒnə'teɪʃn] (kb)	: konotasi
persona [pə:'səʊnə] (kb)	: si aku lirik
diction ['dɪkʃn] (kb)	: pilihan kata

The Wind

(James Stephens)

*The wind stood up and gave a shout
He whistled on his fingers and*

*Kicked the withered leaves about
And thumped the branches with his hand*

*And said he'd kill and kill and kill,
And so he will and so he will*

www.sheboyganfalls.kiz.wi.us

Wind

Wind is air in motion. The term is usually applied to the natural horizontal motion of the atmosphere; motion in a vertical, or nearly vertical, direction is called a current. Winds are produced by differences in atmospheric pressure, which are primarily attributable to differences in temperature. Variations in the distribution of pressure and temperature are caused largely by unequal distribution of heat from the sun, together with differences in the thermal properties of land and ocean surfaces.

Adapted from: Microsoft Encarta 2008

Questions

1. Which text is easier to comprehend?
2. Which one is a poem?
3. What is a poem you think?
4. What makes a poem difficult to comprehend?
5. What makes a poem different from a prose?



Task 3

In small groups, decide whether each of the following excerpts belongs to a prose or poem/poetry.

.....

Be Gentle: What You're Holding Is My Heart (Francois Campion)

*Be gentle: What you're holding is my heart.
Remember in your honesty my pride.
If you don't want to see me, please don't hide
The truth, yet tell it with some art.
Though you may not have asked for me to call,
A single leap of hope must be allowed.
Not easily are shy songs sung out loud.
Yet now I wait alone outside your wall.*

www.poemsforfree.com

.....

Diction

In writing a poem, a poet accurately and steadfastly selects his words and, therefore, the word choice in poem does not acknowledge synonyms. This selection of words, which is the foundation of every poem, is called **diction**.

Adapted from "Poetry One: An Introduction to Poetry Understanding" by Sugi Iswalono

.....

Quick Fixins

My name is Ronda and I was scheduled to appear on the Oprah Show to discuss my new cook book. My book, "Quick Fixins," had been on the market for eight months and left book store shelves empty weekly. Now I am going to get a chance to show the world how to make Southern Cooking in a snap.

.....
.....
.....
.....

Taken from: <http://www.authorsden.com>

.....

A Valentine Is Nothing Like (Rory Dall O'Caghan)

*A Valentine is nothing like
A chocolate or a rose.
For in a week these shall be gone,
But Valentines remain.*

*If love were always sweet to tongue
Or fragrant to the nose,
Each day would be like Valentine's,
And we would go insane.*

www.poemsforfree.com



Task 4

Complete the parts of the excerpts below. The words in the box may help you. See the example.

paragraph	rhyme	report
stanza	title	poet
poem		

a ...

The Wind
(James Stephens)

The wind stood up and gave a shout
He whistled on his fingers and

Kicked the withered leaves about
And thumped the branches with his hand

Title

...

...

...

... text

Wind

Wind is air in motion. The term is usually applied to the natural horizontal motion of the atmosphere; motion in a vertical, or nearly vertical, direction is called a current. Winds are produced by differences in atmospheric pressure, which are primarily attributable to differences in temperature. Variations in the distribution of pressure and temperature are caused largely by unequal distribution of heat from the sun, together with differences in the thermal properties of land and ocean surfaces.

Title

...

B. Let's Act



1. Listen and Speak



Task 5

Listen to the poem below and complete the missing words. Study the words in the box before you listen to the poem. The listening script is in the Appendix.

hum [hʌm]	: ...
gum [gʌm]	: ...
line [laɪn]	: ...
cheese [tʃi:z]	: ...
learn [lɜ:n]	: ...
hallway [ˈhɔ:lweɪ]	: ...
glue [glu:]	: ...
cough [kɒf]	: ...
sneeze [sni:z]	: ...
school [sku:l]	: ...
rule [ru:l]	: ...

What I've Learned at School

(Robert Pottle)

At school I've _____ a lot of things
I really like to do,
like running in the _____
and eating gobs of _____.
I've learned I'm good at making _____ 05
dangle from my nose.
I've learned to _____ and pop my _____.
I practice, and it shows.
I've learned I like to cut in _____
and love to cut the _____. 10
I've learned to fake a burp, a _____,
and even fake a _____.
You'd think with all this learning
I'd be doing well in _____,
but everything I learn to do 15
appears to break a rule.

www.gigglepoetry.com



Task 6

Study the poem in Task 5 above and answer the following questions.

1. Who is the author of the above poem?
2. How many stanzas does the poem consist of?
3. Where does it take place?
4. How many characters are involved in the poem?
5. What is the theme of the poem?
6. By considering the title, the expression 'to break a rule' in the line 16 seems to be an irony. What irony do you think that the poet wishes to say?



Task 7

Listen again to a different poem about education and then complete the missing words. When you finish, read it aloud to the class. The listening script is provided in the Appendix.

Up! Education

(Sylvia Chidi)

Education is _____

Right from when an _____

Education is not about _____

It entails a wider range of _____

Supplying a market of skills _____

05

Education is great

It creates and decides upon ones _____

Never leave it too _____

Education makes it a priority

To provide you with opportunities

10

So I say

OK! Up! Education

Feed the Nations

Up! Education

www.poemhunter.com



Task 8

Study the explanation below.

Poetry

In its simple way, poetry can be defined as “the most condensed and concentrated form of literature” (Perrine, 1977:9) which may be composed in rhyming lines and is normally written in certain line arrangement. Musical devices, figurative language and imagery are the basic elements which make up poetry.

The musical devices in poetry may comprise rhyme, assonance, and alliteration.



2. Read and Write



Task 9

Read the poem carefully and then answer the questions. You can use your dictionary to find the meaning of difficult words.

Education

(Norena M. Jones)

<i>You want to be in a gang</i>	
<i>And shoot up everything with a bang</i>	
<i>You say they'll have your back</i>	
<i>But education is what you lack</i>	
<i>Education is the key to life</i>	05
<i>And not getting stabbed with a knife</i>	
<i>Education will lead you to great heights</i>	
<i>And not to everyday fights</i>	
<i>Education will help you excel</i>	
<i>Not lead you to a county jail</i>	10
<i>You won't find yourself doing ten</i>	
<i>In any county pen</i>	
<i>Or being charged with first degree murder</i>	
<i>In a court of order</i>	
<i>And as your family wail</i>	15
<i>You're getting life without bail</i>	
<i>Be in a gang and stay there for keeps</i>	
<i>You'll find yourself underground six feet deep</i>	
<i>So instead of being laid to rest</i>	
<i>Get an education and be the best.</i>	20



www.poemhunter.com

Questions

1. What is the poem about?
2. What is 'education' according to the poem?
3. What is the purpose of this 'education'?
4. What does the word 'wail' mean?
5. What does the word 'bail' mean?
6. What can you learn from the poem?



Task 10

Study the explanation below.

A Persona and Character

A persona which is sometimes referred to as a 'lyrical speaker' is "the **speaker** of a poem and to **any speaking person** in a poem" (Iswalono, 2008:23), and if there are more than one speaking person, they are called personae. Based on this, it can be assumed that the persona in a poem is not necessarily the poet himself. Another to consider is a character which refers to "**any person of a poem, speaking or not**". Study the example below:

*At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.*

*Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.*



an excerpt from "**The Land of Story-Books**", stanza 1 and 2, *A Child's Garden of Verses*(page: 69) by R. L. Stevenson

The **persona** of the poem above is **a child who fancies himself/ herself as a hunter** whereas the **characters** are **the persona and his/her parents**.

However, a persona does not have to be a human as many poems are narrated by animals or inanimate (non-living) objects. See the example below.

*The Chinese plate looked very blue,
And wailed, "Oh, dear! What shall we
do?"*

*But the gingham dog and the calico cat
Wallowed this way and tumbled that,
Employing every tooth and claw
In the awfulest way you ever saw--
And, oh, how the gingham and calico
flew!*

an excerpt from 'The Duel' stanzas 6-7, *Sharing Literature With Children* (page: 63) by Eugene Field

The **persona** this second excerpt is the **Chinese plate**, which is an inanimate object or non-living thing. Thus, it is much obvious here that the persona is not the poet but it is his invention.



Task 11

Read the poem below in front of the class. Then, answer the questions.

A Child Is the Greatest Gift

(Domenico Scarlatti)

*A child is the greatest gift
That our lives can bestow.
It brings the most exquisite joy
That we will ever know.*

*Some days deliver happiness,
Far more than we can touch.
We need the help of all our friends
To comprehend how much.*

*And so we thank you for the gifts,
Both those you brought and are,
That celebrate this rich, full life
And its rising star!*

5

10



www.poemsforfree.com

Questions

1. Identify the persona and character(s)?
2. What is the poem about?
3. What is the greatest gift according to the poem?
4. What does a child bring?
5. What is the synonym of 'bestow' (line 2, stanza 1)?
6. What does the phrase 'some days deliver happiness' mean?
7. What can you learn from the poem?



Task 12

Study the explanation below.

Musical Devices

The commonly used musical devices in a poem are rhyme, alliteration, and assonance. These three basic devices, like the other types of musical devices, do not depend on spelling but on sound.

a. Rhyme

Founded on the above proposition, rhyme is usually defined as “a repetition of the final vowel or the final vowel and consonant sound of words” and, thus, “the letters that come before the vowels or the vowels and consonants” of which sound is repeated “must be unlike” (Iswalono, 2008:36). The words “sea” rhymes with “me” or “street” with “meet”, but the words “sight”

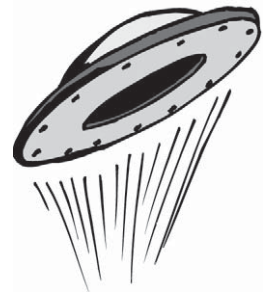
does not rhyme with “site” as, although their spelling is different, these two words simply repeat the same sound. The /i:/ vowel sound in “sea” and “me” is repeated but they have a different consonant sound which come before the rhyming sound. In “street” and “meet”, the vowel and consonant sound /i:t/ is repeated but they have unlike consonant sounds that come before the repeated sound.

At least, there are two kinds of rhyme, i.e. **end rhyme** and **internal rhyme**. The former is found at the end of each line of a certain poem and traditionally it is given a letter of the alphabet while the latter takes place within a single line in a poem. See the example provided below.

Walking on the Moon

(Sakshi Oberoi)

<i>With all the pollution of earth, and it gloom ...</i>	a
<i>I decided to have my house on the moon</i>	a
<i>Within no times, I caught the first flight ...</i>	b
<i>And reached the moon much later at night.</i>	b
<i>As soon as I stepped out, after clearing the mess ...</i>	c
<i>To my surprise I realized that I weigh quite less.</i>	c
<i>Unable to keep my happiness, I jumped with joy ...</i>	d
<i>And to my horror, found myself hanging up like a toy.</i>	d
<i>Walking on the moon was not a piece of cake ...</i>	e
<i>A slight push, and a long leap in the space I could take.</i>	e
<i>At last my excitement had to bear the penalty ...</i>	f
<i>That my dream house on the moon, cannot be made a reality.</i>	f



All the rhyming lines in the poem above form a pattern which is, in poetry, called a rhyme scheme. Here, the rhyme scheme is aa bb cc dd ee ff. Stanza one of “The Chimney Sweeper” by William Blake below is used as the example of internal rhyme. Here, the words “sweep” and “sleep” in the last line rhyme each other.

*When my mother died I was very young,
And my father sold me while yet my tongue
Could scarcely cry” ‘weep! ‘weep! ‘weep! ‘weep!’
So your chimneys I sweep, and in soot I sleep.*

b. Alliteration

Just as the case of rhyme, this device does not depend on spelling, either. Here, “the same initial consonant sound of words in a line of poetry is repeated” (Iswalono, 2008:38). For example, from the stanza above, the words “when” and “was”, and “my” and “mother” alliterate one another. Thus, this line uses alliteration. The first repetition is between the consonant sound of /w/ and the second between /m/. Could you find other lines in the stanza above which use alliteration?

c. Assonance

In this device, the repetition of the sound occurs between “the same vowel sound of words in a line” of poetry by disregarding the preceding and following sounds that the words have (Iswalono, 2008:38). From Blake’s first stanza above, assonance is, at least, found in line one as the words “mother” and “young” assonate each other. Here, the vowel sound /ʌ/ is repeated. Could find other lines in the stanza above which use assonance?



Task 13

In groups of four, read these two poems then underline the rhyming lines and decide which one has a rhyme scheme.

Good and Bad Children

(Robert Louis Stevenson)

*Children, you are very little
And your bones are very brittle;
If you would grow great and stately,
You must try to walk sedately.*

*You must still be bright and quiet,
And content with simple diet;
And remain, through all bewild'ring,
Innocent and honest children.*

*Happy hearts and happy faces,
Happy play in grassy places—
That was how, in ancient ages,
Children grew to kings and sages.*

*But the unkind and the unruly,
And the sort who eat unduly,
They must never hope for glory—
Theirs is quite a different story!*

*Cruel children, crying babies,
All grew up as geese and gabies,
Hated, as their age increases,
By their nephews and their nieces.*

www.poetryloverspage.com

Note: the words “ages” and “sages” in the last two lines of stanza 3 do not rhyme as the vowel and consonant sounds of “ages” are simply repeated in “sages”.

The Cow

(Robert Louis Stevenson)

*The friendly cow all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.*

*She wonders lowing her and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;*

*And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eat the meadow flowers.*

www.poetryloverspage.com



Task 14

In pairs, read the poem provided below and then decide which line employ alliteration and/or assonance.

The Blue Bowl

(Jane Kenyon)

*This is a poem that addresses
the difficult subject of burying a pet.*

*Like primitives we buried the cat
with his bowl. Bare-handed
we scraped sand and gravel 5
back into the hole.*

*They fell with a hiss
and thud on his side,
on his long red fur, the white feathers
between his toes, and his 10
long, not to say aquiline, nose.*

*We stood and brushed each other off.
There are sorrows keener than these.*

*Silent the rest of the day, we worked,
ate, stared, and slept. It stormed 15
all night; now it clears, and a robin
bubbles from a dripping bush
like the neighbour who means well
but always says the wrong thing.*

www.loc.gov

Alliteration

.....
.....
.....
.....

Assonance

.....
.....
.....
.....

D. Let's Check Your Competence



Task 18

Listen to the poetry below and then work in pairs to answer the questions. The listening script is in the Appendix.

Frustrated

(Charity Buckley)

*Like a lonely animal
Trapped in a cage
Full of confusion
Frustrated with rage*

*Questions always asked
Always have to explain
You don't understand
Frustrated with pain*

*No feelings to share
Hidden from a friend
Gets so frustrating
Want it to end*

*Wish you would know
Get to really know me
A social Butterfly
Is all I know how to be*

*Getting so angry
It's an on going game
Getting so frustrated
Carrying this shame*

*I want to be let out
I want to be free
Frustrating fights
I just want to be me!*

*Like a lonely animal
Trapped in a cage
Hoping to herself*

www.poemhunter.com

Questions

1. What is the poem about?
2. Who is frustrated?
3. How does the persona feel? Sad or happy?
4. Why does the persona want to end his frustration?
5. What does 'social Butterfly' mean?
6. What are the persona's hopes about her life?
7. Does it employ musical devices? Explain.
8. What can you learn from the poem?



Task 19

Work in pairs. Search any contemporary poem and analyse it based on its basic elements. Then, read it aloud in front of the class.

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. Poetry

Poetry can be defined as “the most condensed and concentrated form of literature” (Perrine, 1977:9) which may be composed in rhyming lines and is normally written in certain line arrangement. Musical devices, figurative language and imagery are the basic elements which make up poetry.

2. A Persona and Character

A persona which is sometimes referred to as a ‘lyrical speaker’ is “the **speaker** of a poem and to **any speaking person** in a poem” (Iswalono, 2008:23), and if there are more than one speaking person, they are called personae. The persona in a poem is not necessarily the poet himself. Another to consider is a character which refers to “**any person of a poem, speaking or not**”.

3. Musical Devices

The commonly used musical devices in a poem are rhyme, alliteration, and assonance. These three basic devices do not depend on spelling but on sound.

- a. Rhyme is usually defined as “a repetition of the final vowel or the final vowel and consonant sound of words” and, thus, “the letters that come before the vowels or the vowels and consonants” of which sound is repeated “must be unlike” (Iswalono, 2008:36).
- b. Alliteration does not depend on spelling, either. Here, “the same initial consonant sound of words in a line of poetry is repeated” (Iswalono, 2008:38).
- c. Assonance can be defined as the repetition of the sound which occurs between “the same vowel sound of words” in a line of poetry by disregarding the preceding and following sounds that the words have (Iswalono, 2008:38).

UNIT REVIEW SEMESTER 2

I. Choose the suitable expression to complete the short dialogues.

1. Man : Why should you leave me? I love you.
Woman : ... but I really have to go. I'm sorry.
 - a. I hate you
 - b. I love you too
 - c. I really do not want to be here
 - d. I'm sick of you
 - e. I don't like you
2. Man : I really have to say that
Woman : Thanks. But I'm sorry I can't.
 - a. I'm sorry.
 - b. You're really jerk.
 - c. You're really help me.
 - d. This is so embarrassing.
 - e. I have a crush on you.
3. Woman : Have you heard that the government will subsidize farmers who use organic farming?
Man : ... because not many farmers are willing to do organic farming without some support from the government.
 - a. I disagree with the idea
 - b. I don't really care about it
 - c. I think this is not a good idea
 - d. I think it is a good idea
 - e. I think the government should think about it twice
4. Man : Do you think that free education for poor people will be an effective policy?
Woman : ... because this is what they really need.
 - a. I think this will help them a lot
 - b. I don't think that this is good
 - c. I think they will be spoiled
 - d. I don't think that it's necessary
 - e. I disagree with the idea
5. Man : ... I've booked the table but you give it to other customers.
Woman : I'm really sorry, Sir. We're going to fix it.
 - a. I really don't mind
 - b. This is really a nuisance.
 - c. This is nice.
 - d. I like it.
 - e. I am really happy with that.
6. Man : ... You'd better go away now.
Woman : Fine.
 - a. I'm happy now.
 - b. You're so nice.
 - c. You're really helpful.
 - d. You make me happy.
 - e. You start to piss me off.

7. Man : Yesterday, I had to stand in the school corridor because I didn't do my homework. Many students stared at me.
 Woman : You should do your homework before you get to the class.
- I didn't really care.
 - It was so embarrassing.
 - I was so happy.
 - Finally, I could make it.
 - I was pleased.
8. Woman : There were so many people watching my performance and I made a mistake in front of them.
 Man : That's fine. Mistakes are not always bad things. You can learn from it and you won't make the same mistake in the future.
- I was so happy.
 - I was in doubt.
 - I was so embarrassed.
 - I did not agree.
 - I was little bit fuzzy.
9. Man : You should not scream at the man.
 Woman : He plays the cassette too loudly.
- It annoys me.
 - It makes me happy.
 - I'm still confused about it.
 - I don't know about it.
 - I am afraid of him.
10. Man : Stop disturbing me. I'm working.
 Woman : Oh. I'm sorry. I'm leaving. Bye.
- You make me happy.
 - You make me confused.
 - You make me angry.
 - I'm sorry.
 - I'm counting on you.

II. Read the text and choose the correct answer for every question below.

Questions 11-18 are based on the text below.

The Necessity of Salt

Once upon a time there was a king who had three daughters. Because they were good and beautiful, he loved them all sincerely. He did not know which one he should appoint as queen.

As his birthday approached he summoned his daughters and said to them, "My dear children, I love all three of you sincerely, and for a long time have not known which one of you I should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence."

The old king's birthday arrived, and the two oldest daughters brought him presents that were very necessary, but at the same time extremely expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry, and he drove his daughter out of the castle, forbidding her ever again to let herself be seen by him.

With deep sorrow the rejected daughter went out into the unknown world, comforted only by her faith in her own good sense. After walking a good while she came to an inn. There she found a female innkeeper who thoroughly understood cooking. She entered an apprenticeship with her and soon exceeded even the innkeeper in the art of cooking.

News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few kreuzers left in his pocket stopped to be served a roast or something even more elegant.

The king heard of the cook's reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared.

Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the cook. Finally the king's favorite dish arrived. Quickly taking a spoon he tasted it. "This has not been salted!" he cried out angrily. "Have the cook brought before me!"

They quickly ran for the cook, who entered the hall undaunted.

"Why did you forget to salt my favorite dish, you careless girl?" snapped the king at her.

The cook answered, "You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong."

When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful.

The king lived happily with his children for many years thereafter.

Adapted from <http://www.pitt.edu>

11. The text is about
 - a. a princess who wanted to celebrate her birthday.
 - b. a king who became a famous cook.
 - c. a princess who proved that salt was so necessary.
 - d. a princess who finally got married with a famous cook.
 - e. A princess who drove his own father out of their castle.
12. Why did the King ask his daughters to bring him a birthday present that was the most necessary thing in human life?
 - a. To show that he was the most powerful man in the kingdom.
 - b. To see who loved him most.
 - c. To decide who would be his cook.
 - d. To decide who would marry with the prince.
 - e. To decide who would be the next queen
13. Why did the King drive his youngest daughter out of his castle?
 - a. Because she wanted to become a cook.
 - b. Because he thought that she did not respect him.
 - c. Because the King did not want her got married with the Prince.
 - d. Because he wanted to prepare her to become the queen.
 - e. Because she did not want to give him any birthday gift.
14. Where did the King's daughter learn to cook?
 - a. In the castle.
 - b. In a villager's house.
 - c. In a famous restaurant.
 - d. In an inn.
 - e. In a course

15. Why did the King ask the famous cook to prepare the wedding feast?
 - a. Because the King knew that it was his daughter.
 - b. Because people believed that she was the best cook in the kingdom.
 - c. Because she applied for the position of King's cook.
 - d. Because the King wanted to prove that salt was not so important.
 - e. Because the King did not have any other cook in the kingdom.
16. How did the King's daughter prove that salt is the most necessary thing in human life?
 - a. By giving the King a container of salt.
 - b. By telling the King that she is the famous cook.
 - c. By serving dishes cooked with much salt.
 - d. By serving very sweet dishes.
 - e. By serving dishes cooked without salt.
17. The Indonesian equivalent of the word "cook" in paragraph 6 is ...
 - a. memasak
 - b. juru masak
 - c. dimasak
 - d. masakan
 - e. alat masak
18. The word "undaunted" in paragraph 8 is contradictory in meaning to ...
 - a. curious
 - b. fearless
 - c. doubt
 - d. confused
 - e. afraid

Questions 19-24 are based on the following text.

The Blonde and the Lawyer

A blonde and a lawyer are seated next to each other on a flight from LA to NY.

The lawyer asks if she would like to play a fun game.

The blonde, tired, just wants to take a nap, politely declines and rolls over to the window to catch a few winks.

The lawyer persists and explains that the game is easy and a lot of fun.

He explains, "I ask you a question, and if you don't know the answer, you pay me \$5.00, and vice versa."

Again, she declines and tries to get some sleep. The lawyer, now agitated, says, "Okay, if you don't know the answer you pay me \$5.00, and if I don't know the answer, I will pay you \$500.00."

This catches the blonde's attention and, figuring there will be no end to this torment unless she plays, agrees to the game. The lawyer asks the first question. "What's the distance from the earth to the moon?" The blonde doesn't say a word, reaches into her purse, pulls out a \$5.00 bill and hands it to the lawyer. "Okay" says the lawyer, "your turn."

She asks the lawyer, "What goes up a hill with three legs and comes down with four legs?" The lawyer, puzzled, takes out his laptop computer and searches all his references, no answer. He taps into the air phone with his modem and searches the net and the library of congress, no answer. Frustrated, he sends e-mails to all his friends and coworkers, to no avail. After an hour, he wakes the blonde, and hands her \$500.

The blonde says, "Thank you", and turns back to get some more sleep.

The lawyer, who is more than a little miffed, wakes the blonde and asks, "Well, what's the answer?" Without a word, the blonde reaches into her purse, hands the lawyer \$5.00, and goes back to sleep.

Adapted from <http://www.dizzyboy.com>

19. The story tells us about
- A plane which a blonde and a lawyer took.
 - A lawyer who played a game with a blonde.
 - A lawyer who bet on something with a blonde.
 - A blonde who was tricked by a lawyer.
 - A blonde who lost her money.
20. What did the lawyer want to play with the blonde?
- hide and seek
 - chicken limbo
 - jump rope
 - guessing game
 - scrabble
21. What was the rule of the game finally?
- If the blonde could not answer the lawyer's question, she paid him \$5.00, and vice versa.
 - If the blonde could not answer the question, she should pay \$5.00. If the lawyer could not answer her question, he should pay \$500.00.
 - If the blonde could not answer the lawyer's question, she paid him \$500.00, and vice versa.
 - If the blonde could not answer the lawyer's question, she paid him \$500.00. If the lawyer could not answer her question, he paid her \$5.00.
 - If the lawyer could not answer her question, he paid her \$500.00. If the blonde could not answer his question, she did not have to pay him.
22. How much money did the blonde benefit from the game?
- \$5.00
 - \$50.00
 - \$500.00
 - \$510.00
 - \$490.00
23. Who was cleverer, the blonde or the lawyer?
- the blonde
 - the lawyer
 - none of them was clever.
 - Both were clever.
 - They were the same.
24. The word "miffed" in the last paragraph has the similar meaning to...
- shy
 - happy
 - generous
 - doubt
 - angry

Questions 25-30 are based on the following text.

Muslim's Headscarf

The right to freedom of religion is enshrined in the UN charter and considered by many to be a basic human right. Some religions require special diet, others prayer at specific times. Why should a religious mode of dress receive as much protection as these other aspects of religious freedom?

Many Muslim women view the veil as a means to protect their modesty and privacy.

Just as we would not force any women to be seen in public in her underwear if she did not feel comfortable doing so, why should a woman be forced to show her hair if she does not want to? Modesty is a personal judgement call; some are comfortable in the smallest bikini while others prefer a lot more clothing. No one but the woman herself should make that decision.

Muslim women are not the only ones to feel coerced over their mode of dress. Most people are affected by the societal norms surrounding them. Fashion trends could be seen in exactly the same light as religious traditions.

Banning head coverings is only likely to provoke a more extreme reaction among highly religious communities. Framing laws to ban only Islamic forms of dress could be considered an attack on one religion. Feeling under attack could cause the Islamic community to close off into itself. They could set up religious schools where their children can dress as they want them to and not mix with children from other faiths. These effects could never be good for the integration of society and would further the influence of extremists. Internationally, the perceived attack on Islamic values would inflame wider Muslim opinion, feed conspiracy theories and add to the dangerous feeling that there is a clash of civilisations.

Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression. In a multicultural society, students should be aware of the different religious practise and cultural traditions of their classmates, and be taught to understand and respect these. Without such respect, Muslims and other groups with distinctive dress, such as Orthodox Jews and Sikhs, will be driven out of mainstream education and forced to educate their children separately, which will really create divisions and alienation.

Based on the above discussion, the government should not banned Muslim's headscarf as a part of school or office uniforms.

Adapted from www.wikipedia.com

25. What does the text discuss?
- Muslim students
 - Muslim boarding school
 - Muslim life
 - Muslim headscarf
 - Muslim community
26. What is Muslim women's view on the veil?
- It is an obstacle of their freedom.
 - It is to protect their modesty and privacy.
 - It is a fashion trend among them.
 - They feel being forced to wear it.
 - It is what their parents told them to wear.
27. Paragraph 4 tells us that banning on Muslim headscarf could ...
- arouse social conflict among social communities.
 - maintain solidarity among social communities.
 - provoke a more extreme reaction among highly religious communities
 - teach students social awareness.
 - make Muslim women loose their identity.
28. "Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression" (paragraph 5)
The sentence implies...
- Muslims freedom of religious expression may cause problems.
 - Many social conflicts arouse because of Muslims freedom of religious expression.
 - Schools should not be tolerant to any freedom of religious expression.
 - Schools are allowed to ban Muslim headscarf because it may cause problems.
 - Schools should not ban Muslims freedom of religious expression on any reason.

29. What does the writer suggest?
- Schools should not be tolerant to any freedom of religious expression.
 - Students should know various social groups among the society.
 - The government should ban Muslims headscarf because it may arouse conflicts.
 - Muslim's headscarf as a part of school or office uniforms should not be banned.
 - Schools are allowed to ban Muslim headscarf because it may arouse many problems.
30. The word "veil" in paragraph 2 has similar meaning to ...
- helmet
 - glove
 - headscarf
 - napkin
 - sock

Questions 31-33 are based on the following text.

The Journey
By Christina Stubblefield

It was a warm summer morning. My parents came into my room. "Dan, wake up," my father said, trying not to sound so stern. My mother sat on the edge of my bed, "Dan you have a piece of mail from the United States Draft Board." My mother started sobbing immediately. I sat straight up in my bed. I could hardly swallow the lump in my throat. I didn't want to open the letter. My father said, "Dan take it, open it, see what it says". I started opening the letter then stopped; I still had a hard time making myself open it. Once I got it opened, our suspicions were confirmed. I was to be at our National Guard Armoury.

Later that day I called each of my best friends, only Charles had gotten the same letter as I. Charles and I went to hang out together that night, talking, joking. What we didn't talk about was just how scared we actually were. Charles and I talked every day after that, even about how scared we were. We would talk about how proud we were, because we would be second generation soldiers. We tried to find as many positives as possible, because we knew there was no way out.

The day had come. My family was standing in front of the Armoury; my dad with his chest out full of pride and my mother crying. Several of our high school friends were there too. We loaded up and said our goodbyes, and then the bus started rolling away. I knew as well as all of my family and friends, this could be the last time I ever saw them. I tried to keep from crying; as I looked around at the other fellows I knew it was ok.

I have not had time to collect my thoughts for weeks. The training was gruelling and then came the assignments. They shipped me straight to the war. I am not sure what has become of Charles. I have made some friends. They are putting my platoon with an experienced combat platoon tomorrow so I do not know when I will be able to write more.

Well, this is the day of love. I want my family to know that I love them. Mom, you were the best. Dad, you made me into the man I am today. I hope that you are proud of me. I love my country and am proud to be a soldier for her. The bullets are soaring around us like fireflies. We are closing in on a target. I do not know if I will get home. There is a feeling in the pit of my stomach that I cannot explain. I think God is telling me something is going to happen. This fox hole is dark and wet and miserable. Fear has never been in my vocabulary and it still is not today. Just know that my thoughts are with my family at home even though I will not be with them again. I love you, mom and dad.

Adapted from: <http://www.studentshortstory.com>

31. What did the letter say?
- Dan was to be a soldier on National Guard.
 - Dan must fight in the war.
 - Dan applied to be a soldier.
 - Dan's parent received a letter from the government.
 - Dan's father was to be a soldier.
32. What did Dan and Charles actually feel after they were registered as the soldier of the National Guard?
- They felt very proud.
 - They felt so scared.
 - They felt very proud and scared.
 - They were happy.
 - They were happy and scared.
33. What did happen to Dan in the end of the story
- He came back home after war.
 - He received the medal from the State.
 - He was dead in the battle.
 - He was dead in the hospital.
 - He got promotion.

Questions 34-36 are based on the following poem.

Homework, I Love You

(Kenn Nesbitt)

*Homework, I love you. I think that you're great.
It's wonderful fun when you keep me up late.
I think you're the best when I'm totally stressed,
preparing and cramming all night for a test.*

*Homework, I love you. What more can I say?
I love to do hundreds of problems each day.
You boggle my mind and you make me go blind,
but still I'm ecstatic that you were assigned.*

*Homework, I love you. I tell you, it's true.
There's nothing more fun or exciting to do.
You're never a chore, for it's you I adore.
I wish that our teacher would hand you out more.*

*Homework, I love you. You thrill me inside.
I'm filled with emotions. I'm fit to be tied.
I cannot complain when you frazzle my brain.
Of course, that's because I'm completely insane.*

Taken from: <http://www.gigglepoetry.com>

34. What is the poetry about?
- school life
 - home
 - love
 - work
 - politics

35. How many stanzas does the poem have?
- a. one
 - b. two
 - c. three
 - d. four
 - e. five
36. What is 'true, do, adore, more' (stanza 3) called?
- a. assonance
 - b. alliteration
 - c. diction
 - d. rhyme
 - e. personae

Questions 37-38 are based on the following lyrics.

You Raise Me Up

(Josh Grobhan)

Intro:

When I am down and oh my heart's so weary
When troubles come and my heart burden be
But I am still and wait here for silence
Until you come and sit a while with me

Chorus:

You raise me up so I can stand on mountain
You raise me up to walk on stormy seas
I am strong when I keep on your shoulder
You raise me up to more than I can be

(back to intro and Chorus)

37. What is the song about?
- a. friendship
 - b. journey
 - c. politics
 - d. sailing
 - e. economy
38. What does the word "so weary" (line 1) mean?
- a. very scared
 - b. very tired
 - c. very hard
 - d. very sleepy
 - e. very okay

III. Listen to a piece of dialogue from a drama and a poem and then choose the best answer to each question. The listening script is in the Appendix.

Questions 39-42 are based on the following dialogue from a drama. Answer the questions on the basis of what is stated or implied by the speakers.

39. What does the hare feel?
- a. confused
 - b. angry
 - c. curious
 - d. disappointed
 - e. satisfied

40. What lesson can you learn from the dialogue you hear?
- work harder
 - be ourselves
 - listen carefully
 - be patient
 - think smartly
41. What is the setting of the drama?
- In the palace
 - In Baghdad
 - In the palace of Caliph Harun Al-Rasyid
 - In Iraq
 - In the merchant's house in Baghdad
42. What is the most possible title of the movie?
- Hercules
 - Tarzan
 - Finding Nemo
 - The Lion King
 - Tom and Jerry

Questions 43-45 are based on the following poem. The listening script is in the Appendix.

43. *I started on my ___(1)___,
but my pen ran out of ___(1)___
My hamster ate my ___(1)___
My computer's on the ___(1)___*
- homework, ink, home-walk, blink
 - homework, ink, homework, blink
 - homework, ink, homework, bring
 - homework, pink, homework, blink
 - homework, ink, home-walk, bring
44. *I tripped and ___(2)___ my homework*
- robbed
 - drubbed
 - drabbed
 - dropped
 - dragged
45. *through the ___(3)___ and the dryer*
- washer
 - watcher
 - waiter
 - wiser
 - waster

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LISTENING SCRIPT

UNIT 1 THANKSGIVING IS A CELEBRATION DAY.

Task 3

- Ayu : Palupi, you're from Bangka Belitung, aren't you?
Palupi : Yes, that's right. Why do you ask?
Ayu : Well, I was wondering if there is any thanksgiving festival in your hometown.
Palupi : Well, there's one that I know. It's called Maras Taun.
Ayu : Will you tell me about it?
Palupi : Sure. Maras Taun is a harvest festival celebrated by rice farmers. But then, it is also celebrated by fishermen. If the farmers celebrate their harvest, the fishermen celebrate the success of fish hauling and the calmness of the sea. Nowday, both celebrate their good earnings in a year together.
Ayu : When is it celebrated?
Palupi : Well, it's celebrated once a year, on the new season of planting or after the harvest time.
Ayu : How do you celebrate it?
Palupi : We dance a farmer dance and sing the Maras song. We pray together and spread blessed leaves called daun hati-hati or kesalan (Asian oregano) around our house and boat for luck. We also pound rice and cook lepat. Hundreds of lepat will be given to the villagers in the end of festival.
Ayu : What is lepat?
Palupi : Lepat is a steamed cake made of red rice filled up with a piece of fish or meat and wrapped in young coconut leaves.
Ayu : Wow that sounds delicious. Let's try to make lepat sometimes.
Palupi : OK.

Task 6

- Ayu : Ratu, will you accompany me to Palupi's house?
Ratu : **Alright.** But, what are you going to do there?
Ayu : I want to ask her about a thanksgiving festival in her hometown.
Ratu : Hey, look it's very dark out side. I think it's going to rain. Get the umbrella, please.
Ayu : **OK.** Oh, do you want to wear rubber sandals?
Ratu : Yes, that would be great. Could you get them for me too?
Ayu : **Sure.**
Ratu : Thanks.
- Randi : Yola, help me find Dad's encyclopedia.
Yola : **OK.** What do you want it for?
Randi : I want to find some information on some national celebrations.
Yola : Hey look it's on the top shelf. I don't think we can reach it. Quickly, get a chair.
Randi : **Right away.**

Task 7

In India, Thanksgiving is primarily celebrated in the state of Goa, with a different name. Thanksgiving is popularly known as **'Ladin' or 'Ladainha'** in India. 'Ladin' literally means a litany to the Virgin Mary. During the Thanksgiving ritual, people thank God for all the material and spiritual benefits. The Thanksgiving function is sponsored by a different person every year who either seeks benefits or has been lucky enough to have God's special grace. Christians start preparing for Thanksgiving celebrations by purchasing wheat and gram, candles, wine and colored tinsel paper. A temporary platform or altar is constructed which is decorated with flowers, vines and creepers. Celebrations also include singing of hymns and prayers. The village local violinist or choirmaster conducts the entire show of singing of litany.

Taken from: www.thanksgiving-day.org

UNIT 2 SYDNEY IS A METROPOLITAN CITY.

Task 2

1. One of Ambon's snorkelling and diving spot icons, the Lelisa beach, just across of Namalatu Beach, has coral form till its beach. View its beautiful nature scenery that cannot be enjoyed in other beaches.
2. Sydney is one of the best cities in the World. With its Sydney Opera House, one of the world's most distinctive 20th century buildings, and one of the most famous performing arts venues in the world. Located in Sydney, New South Wales, Australia, the building and its surroundings are one of the best known icons of Australia.
3. Visit Big Ben, Clock Tower of London, the world's largest four-faced chiming clock in the world. Its beautiful design and history is worth to be taken into account. The structure is situated at the north-eastern end of the Houses of Parliament building in Westminster, London.

Task 3

The town of Ambon is built at the foot of Mount Nona, overlooking Ambon Bay. It is the provincial capital of Maluku. Ambon has a number of interesting sites of historical and cultural interest that is worth visiting. It also has many wonderful beaches and coral sea gardens. Among them are Batu Capeu Beach only 4 km from Ambon bay. You can find hotels and restaurants there. You can also experience the fun of canoeing and water-skiing at Poka-Rumahtiga Beach, just 21 km from Ambon. Another place that is worth visiting is the Tanjung Marthafons Beach which is also located 21 km from Ambon. There, facilities for canoeing, water-skiing and sail-boating are available. To experience the beauty of coral reefs, you can go to Amuhusa Beach on Ambon Bay. Experience the fun and beauty that you'll never forget at Ambon.

Task 4

- Elang : How was your holiday?
Apis : It was terrific!
Elang : Really? Where did you go to?
Apis : I went to Ambon.

- Elang : What? Are you kidding?
 Apis : No, I'm serious. I went to my uncle's house. But, of course, I also visited many tourist attractions there.
- Elang : What did you visit?
 Apis : Well, I went to Tanjung Marthafons and Amuhusa beaches. I also went to Siwalima museum.
- Elang : Are the beaches beautiful?
 Apis : Oh, they are just magnificent! They are very beautiful, and the sea gardens are gorgeous.
- Elang : Don't tell me you went diving!
 Apis : I did. I also went snorkelling.
 Elang : Oh, you're killing me. I've been dying to go diving.
 Apis : Yes, I know you really want to go diving. That's why you should go to Ambon.
- Elang : How about the museum that you went to? Is the collection good?
 Apis : Well, there are historic objects of Maluku there. There are other places that are also worth visiting, but I didn't have enough time go there. But, still, I'm pleased with my stay there.
- Elang : Yes, I can see that.
 Apis : Oh, but I was disappointed with the flight delay. It was a five-hour-delay.
- Elang : Oh, that must be boring.
 Apis : Yes, I was quite bored then.

UNIT 3 SAVING ENERGY CAN REDUCE GLOBAL WARMING.

Task 3

- Mother : What do you think of this refrigerator?
 Nita : I think the other one's better.
 Mother : Really? But this one's cheaper. And look at the design. It's great isn't it?
 Nita : Yes, but it doesn't have an Energy Star sticker.
 Mother : What sticker?
 Nita : Energy Star sticker.
 Mother : What does a sticker affect?
 Nita : Well, the sticker tells you that the product has been checked and approved by an international body of it's efficiency.
 Mother : Are you sure?
 Nita : I'm definitely sure mom. All electronic appliances which have this sticker on it mean they don't waste electricity. We automatically will also save money from saving electricity.
 Mother : Where did you learn that from?
 Nita : From an article that I read.
 Mother : OK, we'll take the one with the Energy Star sticker on it.

Task 4

- Yuli : Oh, Denias! What a coincident!
 Denis : Hi. Are you shopping?

- Yuli : No, not really. My mom asks me to buy some light bulbs.
- Denis : Are you going to buy those light bulbs?
- Yuli : Yes. These are the cheapest type of bulb.
- Denis : Mm ... Yes, they are the cheapest type of light bulb, but do you know that they consume more electricity than the others? So, it means it will be more expensive using those bulbs.
- Yuli : Really? Are you serious?
- Denis : Sure. I am serious. Traditional light bulbs, just like the one you're holding, consume 67% more energy compared to compact florescent light bulbs. Traditional light bulbs waste 90 per cent of their energy as heat. Therefore, changing to energy-efficient compact fluorescent bulbs can reduce annual carbon dioxide emissions by nearly 500 pounds for each bulb replaced. Moreover, compact florescent light bulbs last 10 times longer.
- Yuli : Wow, I didn't know that! So, do you think I should change all the light bulbs in my house with those florescent light bulbs?
- Denis : In my opinion, you should change the conventional light bulbs with the florescent light bulbs as soon as possible. As a matter of fact, I think everyone should do that. By doing so, we can reduce global warming and save money.
- Yuli : Yes, you're right. I'll buy the florescent light bulbs instead of this conventional light bulbs and I'll ask my mom to change all the light bulbs in our house with the compact florescent light bulbs. Thanks for the information.
- Denis : Anytime.

Task 7

- Yuda : What are you doing Ric?
- Eric : I'm unplugging all the electronic appliances that are not used.
- Yuda : But, what does that effect. Aren't they off already?
- Eric : Well, although they are on the off mode, they still consume energy when still plugged in.
- Yuda : Are you sure about that?
- Eric : Yes, I just read an article from the internet stating that you can save more than 100 kg of carbon dioxide and \$150 annually, just by unplugging electronic appliances in your house.
- Yuda : I didn't know about that. Do you think that the article is true?
- Eric : Well, it's true. I've proved it myself. Last month I told my family about it and we start to put it into practice. The result is that our electric bill is 10% lower. So, I think you should start unplugging unused electronic appliances too.
- Yuda : OK, I'll do that. Hey, I think not many people know about this information. Why don't we write this information in our school bulletin?
- Eric : That's a good idea.
- Yuda : When should we start writing?
- Eric : How about tomorrow after school.
- Yuda : That would be fine.
- Eric : Oh, but we need to collect more information on it, so we need to go to the library and the internet.
- Yuda : Right. I think we should meet at the library during the break then.
- Eric : OK.

Task 8

Computer models predict that continued global warming could have catastrophic effects. Changes in temperature could destroy wildlife, as local vegetation dies off. Patterns of disease could change - already, isolated cases of malaria have been reported far north of traditional danger zones as warmer weather allows the mosquitoes which carry the disease to spread. Most importantly, a portion of the polar ice caps might melt and lead to a rise in sea level, which has already increased by between 10 and 25cm in the last 100 years. Giant cracks have been found in the Larsen ice shelf in Antarctica, which suggest that it is breaking apart; a section 48 miles wide and 22 miles long drifted free and melted as early as 1994. If, as experts suggest, temperatures raise a further 3°C over the next century, low-lying areas of land and even entire countries - such as Bangladesh - could disappear under the waves.

Taken from: www.idebate.org

UNIT 4 ALL STUDENTS SHOULD GET A DRUG FREE EDUCATION.

Task 3

- Panji : Do you think we need to know about drugs?
Bayu : Yes, I think everyone should know about it especially teenagers.
Panji : Why is that?
Bayu : Well, drugs have side effects and that it can be harmful so everybody should know the truth about it.
Panji : Where do you think children should learn all of that knowledge from?
Bayu : In my opinion, their family and teachers are the one who should inform them.
Panji : Yeah, I guess you're right. They are the closest people around them. Oh, is it really true that we can get addicted only after the first try?
Bayu : That is certainly true, so if I were you I wouldn't even touch it.
Panji : Don't worry I wouldn't even get near it.
Bayu : Good. Make sure you don't get persuaded or attracted by it.
Panji : Don't worry, I won't.

Task 4

- Agus : Hi, what are you doing?
Bondan : I'm trying to find sources for the speech in class tomorrow. Have you prepared for it?
Agus : Yes I have.
Bondan : What is the topic for your speech?
Agus : Well, it's about drug. It's an argumentative speech suggesting that students should receive drugs free education at school.
Bondan : Wow that's an interesting topic. So do you suggest that the teachers should give drugs free education?
Agus : Actually, it doesn't have to be the teachers. Anyone from the health department, the police, or any Non Government Organization that concerns with drug abuse can give the education. But the government should organize it with them to give information on drugs.
Bondan : And the program should be held at school?
Agus : Right. And all school should receive this program.

- Bondan : But do you think those types of programs will be effective? I mean, will the students really will stay away from drugs after they participate in the program.
- Agus : Yes, I think so. I'm sure that if the students know what drugs contain, its effect, and its danger then they would not be curious and would not want to try it. They at least will think twice before trying it.
- Bondan : Yeah, you've got a point there. They'll be more precautious of those addictive substances. Oh, make sure tomorrow you bring visual aids for your speech or your grade wouldn't be maximum.
- Agus : You're right. I'm going to prepare it now. Thanks for reminding me about it.
- Bondan : Anytime.

Task 7

If used properly the death penalty is an effective prevention, especially to the criminal. There are too many prisoners sitting on Death row for it to be effective. The death penalty needs to be imposed swiftly and publicly upon sentence, as in the case of Timothy McVeigh. When convicted criminals sit in their cells living of the public, tax free for twenty years while their lawyers rush here and there pleading for their lives. That doesn't prevent prospective criminals to act.

The fact is the death penalty isn't used in enough cases. I think we should start publicly hanging child molesters. When "Dateline CNBC" catches enough of these freaks to have a weekly show on it, it's time to start showing people that we will not tolerate perverts touching our kids. Singapore uses the death penalty for drug traffickers, I am sure that people will think twice before they bring drugs into Singapore. Back in the day they hung horse thieves as soon as they convicted them. We could put "Low Jack" out of business in a month. As soon as these "criminals" saw their friend strung up for carjacking they'd be supporting cheaper public transportation. For anything to be effective it has to be consistent. Our justice system is like a wishy-washy parent, who can't follow through with its threat for punishment. In both cases the result is the same; nobody listens, and nothing changes.

Adopted form: www. helium .com

UNIT 5 LONG, LONG TIME AGO

Task 3

The Lion and the Dolphin

A Lion wandering by the seashore saw a Dolphin lift up its head out of the waves, and suggested that they made an agreement as friends, saying that of all the animals should be best friends, since the one was the king of beasts on the earth, and the other was the supreme ruler of all the inhabitants of the ocean. The Dolphin gladly accepts his request. Not long afterwards the Lion had a combat with a wild bull, and called on the Dolphin to help him. The Dolphin, though quite willing to give him helps, was unable to do so, because he could not by any reach the land. The Lion insult him as a traitor. The Dolphin replied, "Nay, my friend, do not blame on me, you should blame the Nature, which made me the ruler of the sea, but didn't give me the power of living on the land."

Task 4

- Ajeng : Hi, Nit!
Nita : Oh, thank goodness I found you!
Ajeng : What is it?
Nita : I'm sorry, but I have to ask my book back. I need it for the story telling competition.
Ajeng : It's OK. I have finished reading it.
Nita : Really? Do you like the story?
Ajeng : Yes, I love it. I like the ending of the story. It makes me want to read the story over and over again.
Nita : Yes. The ending is sweet. Oh you should also read *The Three Musketeers*. It's a story full of adventure.
Ajeng : What is the story about?
Nita : Well it's mostly about loyalty and friendship between three musketeers.
Ajeng : What's a musketeer?
Nita : A musketeer is a soldier who's armed with a musket, early portable gun with a long barrel.
Ajeng : Tell me more about it.
Nita : Mm... it's a story of 17th century. Three soldiers of France, Athos, Porthos and Aramis, were joined by a fourth, D'Artagnan, in various adventures. I think you should read the story yourself.
Ajeng : What do you think of the story? Is it a good story?
Nita : Well, I think it's an interesting story. I enjoyed reading it.
Ajeng : OK, I'll try to find the story in the library and read it right away then. Thanks Nita.
Ajeng : Don't mention it.

UNIT 6 GOOD MORNING, YOU'RE WATCHING ENGLISH NEWS.**Task 4**

- AYU : Good evening
For the next thirty minutes, You're watching "Indonesia Today" with me Ayu Yuliyanti.
Here is the headline for today.
The National Reog Festival XIV was held in Ponorogo Regency...
In the end of the session, we also have an interactive dialogue with a rising star Sherina Munaf.
Indonesia Today begins...
The National Reog Festival XIV was held in Ponorogo Regency, East Java, not long after Malaysia agreed Indonesian's traditional mask dance was not Malay in origin.
The four-day festival, which opened Saturday, was part of the Islamic New Year celebration known as Grebeg Suro.
Forty-two groups took part in the festival, while last year there were only thirty one. The participants came from various places like Probolinggo, Gresik, Surabaya, Jember, Batu, Kediri, Jakarta and other areas outside Java such as South Sumatra, Riau, Lampung, and East Kalimantan.
Here is a report by our Reporter Denias live from the scene ...
Hallo, Deny... Your report, please.

- DENIAS : Thank you, Ayu ... Good evening.
I'm now reporting from The Reog Festival in Ponorogo Square live. There are huge crowd of people to watch the Dance enthusiastically. They come from various places, especially form East Java. The Regent of Ponorogo, Muhadi Suyono had officially opened the Festival at Ponorogo Square.
Here is the interview with Mr Suyono, The Regent of Ponorogo.
Good evening, Sir. I'm Denias from Indonesia Today.
- MUHADI : Good evening.
- DENIAS : What is the purpose of the festival?
- MUHADI : Well, thank you. The purpose of the event is to preserve the Reog culture and to support the national government initiative Visit Indonesia Year as well.
- DENIAS : Is the festival a part of the Visit Indonesia Year 2008?
- MUHADI : Yes, of course. Visit Indonesia Year consists of 100 national events, one of which is the National Reog Festival. And we will continue to hold the Grebeg Suro Celebration because it is important for the preservation of our culture.
- DENIAS : Does the festival put any concern or support to the victims of mud flood in Sidoarjo?
- MUHADI : Yes. It is important to remember that the festival is being held amid concerns for the victims of mud flood in Sidoarjo, we thank you for the support for the refugees in Sidoarjo.
- DENIAS : Thank you very much, Sir. Good night.
- MUHADI : You're welcome.
- DENIAS : Back to you, Ayu...
- AYU : Denias, live-report from Reog Festival in Ponorogo Square. Coming up next, an interactive dialogue with Sherina. Indonesia Today will continue after the break. Stay tune for more.

Task 8

- AYU : Welcome back to the show...
Sherina Munaf was known for her precocious singing voice and performing abilities from the age of seven. She's now entering a new phase of her life. Sherina joins us now to talk about that transition. Welcome, Sherina.
- SHERINA : Thank you.
- AYU : How are you?
- SHERINA : Very good.
- AYU : You're in your final year of high school. You've been performing at special events like the recent Miss Universe event. What's your game plan upon graduation?
- SHERINA : University. Maybe in Sidney, because my sister lives there. Or maybe in Japan.
- AYU : What are you studying?
- SHERINA : I'm interested in a business degree. Marketing and business. But not finance.
- AYU : Where do you want to be at 21, where do you want to be at 30?

- SHERINA : That's difficult. 21, I want to be, maybe outside Indonesia. Maybe in Japan or maybe together with my sister in Sydney, still, doing my university. And 30? Perhaps get married.
- AYU : And this is another personal question. Who's your dream date?
- SHERINA : That will be Kenichi Matsuyama.
- AYU : And he's a Japanese ...
- SHERINA : He's a Japanese actor. He stars in "Death Note," the movie. He's really, really cool.
- AYU : What is it about him that you like besides being cool?
- SHERINA : Well, he's really good in acting and well, basically his looks. But not really, maybe for attraction, but not really involved. Well, I've never met him before.
- AYU : Last question. Business. You're going to study business because your profession involves business. So, you want to continue singing, you want to act, you want to be in control of our own career?"
- SHERINA : Yeah. I want to be in control of my own career, and it's going to be a music career. And I'm not going to be a singer but I want to be engaged in music. I'm a musician. But I can sing as well. So I think I need to learn business for that and I think business is a really basic thing if you want to learn other stuff than music.
- AYU : Thank you so much, Sherina.
- SHERINA : You're welcome.
- AYU : We'll see you again next week and good bye.

Source: Interview Transcript from "Indonesia Now". Saturday, 20 October 2007

UNIT 7 IT IS MY PLEASURE TO WELCOME YOU TO THE SEMINAR.

TASK 3

- Arnis : Good morning, Ladies and Gentlemen.
It's my pleasure to welcome everyone to the seminar at SMA 1 Banda Aceh. The main issue of today's seminar is the Youth Participation in the Climate Crisis.
First of all, I would like to read the agenda of today's seminar. The first is the opening prayer. The second is the speech by the Principal of SMA 1 Banda Aceh. The third is the presentation by the guest speaker, Mr Denias Putra, the founder of Anomali Youth Empowerment Centre. The seminar is closed with a closing prayer.
Ladies and Gentlemen, now let's have a minute of silence, shall we?
... Thank you.
Ladies and Gentlemen, let's welcome the Principal of SMA 1 Banda Aceh, Mr Abdul Adib who will say some words and officially open the seminar.
- The Principal : Assalamu'alaikum w.r. w.b.
Ladies and Gentlemen,
I feel very honoured to say a few words in front of smart young people who are concerned with one of the serious problems the Earth is facing today.
Let me begin by welcoming you all to SMA 1 Banda Aceh. I hope that this seminar will produce some smart ideas in solving the issue and inspire other young men to care for nature.

As we know, the temperature Earth is getting higher and higher. This is caused by the global warming as the result of the depletion of the ozone layer. I'm relieved that you have put your concern on the issue. So, let's save Earth.

Finally, I now take a great pleasure to declare this seminar open.

Thank you very much.

Wassalamu'alaikum wr. wb.

Arnis : Thank you very much, Sir.

Dear audience, we come to the presentation by our guest speaker. Please welcome Mr Denias Putra.

Mr Denias, the floor is yours.

Denias : Thank you. Good morning.

I'm very proud that young people in Banda Aceh have initiatives to participate in solving the climate crisis.

To tackle the crisis, we need to take some actions. On this occasion I would like to propose two simple steps to solve the crisis. First, we need to make everybody aware of the crisis. We have to make all people in the whole parts of the planet realize the seriousness of the crisis. Second, we should take practical actions to stop the crisis. And of course the actions should involve the whole world community. Let me elaborate each of the steps.

First, there are a number of strategies that we can employ to make everybody understand the crisis. One of the strategies is ...

I think that's all I need to propose in this seminar and thank you very much for your attention.

Good morning.

Arnis : Ladies and gentlemen. Please give a warm applause to Mr Denias Putra. (*lead applause*) Thank you, Sir.

Finally, we are at the end of the seminar.

Let's close this seminar with a prayer, shall we? ... Thank you.

Have a nice day and good bye.

Adapted from Youthspeak #2 December 2007, TheJakartaPost.

TASK 7

Andy : Good afternoon, listeners.

Welcome to "The Earth Session: Let's Save the Earth" from Radio Green, 101, 2 FM. I am your host, Andy. We've got a hot radio programme for you to raise your awareness on our environment.

Today, we have a special guest; he is Executive Chair of Indonesia's delegation heading to Bali for the 13th United Nations Climate Change Conference. Please, give a warm welcome to Miss Retno Hayu Prabandani.

How are you?

Retno H : Very good, thank you.

Andy : Listeners, for the next thirty minutes, you are invited to join us and participate by dialling 555 444. You may ask some question to Miss Retno and request a song as well.

Let's check this out first, a song from Josh Groban, "You Rise me Up". Stay tune for more.

.... (*song: Josh Groban, "You Rise me Up"*) ...

Welcome back to the programme.
 Well, we're going to start the dialogue with Miss Retno.
 How would you see the condition of our environment, lately?
 We all know that the earth is getting hotter and hotter and the climate is changing rapidly and unpredictably. It is the impact from deforestation, rampant forest fire, and the increasing volume of carbon emission. We usually call it global warming.
 I'm pretty sure that listeners are very curious about what we must do to slow global warming down, at least. What would you suggest?
 Two simple things; know it and do it. The first is we must let people to know and understand what, why, and how global warming is. Then, after people knowing what to do, we must act to slow global warming down.
 (a phone ringing ...)
 Ok, we got a call.
 Hello, who's speaking?
 Hi, Anita speaking. I'm from Jambi.
 Hello, Jambi. How are you, there?
 Very good.
 Your question, please?
 OK, I am wondering how I can participate to slow global warming down. Some simple tips may be useful for me to do in my daily life. I think that's all. Thank you. Bye.
 You're welcome, Anita.
 Ok, Miss Retno. Anita was wondering how she could participate to slow global warming down. What simple tips would be?
 I brought ideas to reduce air pollution; they are the use of public transportation and bicycles. If Anita has some electronics in her house, it would be better to always unplug them when they are in no-use state. It is very simple to do.
 Well, it's time to wrap up the show. Thank you very much, Miss Retno and thank you very much for your attention, Guys.
 We live in our beloved earth, so save it. Join in me next week on the same programme in the same time. I'm Andy, your host for the programme. Good bye.

UNIT REVIEW SEMESTER 1

31. For the next 30 minutes you're watching English News with me Prabu Revolusi.
32. The today's highlight is ... Captain Alessandro Del Piero's last penalty helped Juventus draw Catania 1-1 in the Serie A on Saturday.
33. I'm reporting live from the Opening of VISIT INDONESIA YEAR 2008 in Gelora Bung Karno.
34. Woman :Good evening
 Man :It's my pleasure to welcome the audience to the very special occasion tonight.
35. Woman :Ladies and Gentlemen. It's time to start the programme.
 Man : But before that, let's have a minute of silence, shall we?

UNIT 8 ONCE UPON A TIME, THERE WAS ONCE A GUY WHO WAS VERY MUCH IN LOVE WITH THIS GIRL.

Task 3

- Denias : Ayu, I need to talk.
Ayu : What is it about? Is it something important?
Denias : Yes. But ...
Ayu : Don't hesitate. I'm listening.
Denias : It's hard, you know.
Ayu : Oh ... Is it bad news?
Denias : I'm leaving.
Ayu : What are you talking about? I don't want you to leave me. I love you.
Denias : I mean I'm moving to Semarang.
Ayu : Why? Is your father transferred there?
Denias : No. My father sends me to a boarding school in Semarang.
Ayu : Oh, I don't want you to go.
Denias : I know. It's hard for both of us. But I understand that it's for our better future.
Ayu : Yes, I agree with you. You will get better education there.
Denias : I am leaving tomorrow morning. My flight departs at 7.
Ayu : Oh no, it's very hard for me, Denias.
Denias : Don't worry, Ayu. You know I love you. But I have to go.
Ayu : Okay. I love you too, Denias. Good luck with your study there.

Task 5

- Adib : Hello, is it Virga speaking?
Virga : Hi, Adib. What's up?
Adib : I don't know what to do. I really don't.
Virga : What are you talking about? I really don't understand.
Adib : I always think of her but I don't think she thinks of me that way.
Virga : Wait a second. Who are you talking about?
Adib : You know. She's the one who always smiles to me.
Virga : Then, what does she do to you so that you're crazy about her?
Adib : She does nothing. It's just me feeling.
Virga : Why don't you go to her and say what you feel?
Adib : I don't think that it's a good idea. She is too adorable and cute. I don't deserve her at all.
Virga : Why do you think so? I think you're a good guy as well.
Adib : But, she's too perfect. She's beautiful, smart, diligent, helpful, friendly, and hard working.
Virga : So, what are you going to do?
Adib : I don't know. I just think that I don't deserve her love.
Virga : Don't worry Adib. I'll help you.
Adib : Really? How?
Virga : Listen. I'm with Ayu now. She wants to speak to you.
Adib : Oh, is she?
Ayu : Adib, it's me. Ayu. I heard all you said just now. I'm very happy. I've been waiting for this moment.
Adib : Really? I love you very much.
Ayu : I love you so.
Adib : Virga, thanks for the speaker phone.
Virga : That's okay. I'm pleased to see you both happy.

Task 6

The Lion in Love

A lion demanded the daughter of a woodcutter in marriage. The Father, unwilling to grant, and yet afraid to refuse his request, hit upon this expedient to rid himself of his importunities. He expressed his willingness to accept the Lion as the suitor of his daughter on one condition: that he should allow him to extract his teeth, and cut off his claws, as his daughter was fearfully afraid of both. The Lion cheerfully assented to the proposal. Yet when the toothless, clawless Lion returned to repeat his request, the Woodman, no longer afraid, set upon him with his club, and drove him away into the forest.

Task 12

Questions

1. Have you ever fallen in love?
2. What makes you fall in love with him/her?
3. How do you express your love? What do you say to him/her?
4. What do you feel if the one you love does respond positively?
5. How do you express your sadness? What do you say?

Unfortunately, the girl did not want him to marry her because she had a cancer.

The guy accidentally met a beautiful girl.

The girl died when she gave birth to a beautiful little angel. The guy named her after her mother.

He felt that she was the one who had to be with him for the rest of his life.

A guy and a girl nearly got married

He insisted on marrying her. They got married.

UNIT 9 **INDONESIAN SHOULD APPRECIATE THE MULTICULTURALISM AND PRESERVE CULTURAL IDENTITY.**

Task 3

- Andi : Hi, Ayu, do you know the city will hold a Reog Festival?
Ayu : Yes, of course. I've just knew it a week ago.
Andi : Really? I've just known it this morning.
Ayu : My father told me that it is good for the culture preservation.
Andi : Do you think it's good?
Ayu : Yes, I think it is great, because nowadays most people have already forgotten their cultural identity. They prefer western culture. The festival is to remind us to our own origin.
Andi : What is cultural identity, then?
Ayu : Cultural identity is the identity of a group or culture. What is your view on that?
Andi : Well, I think we should, at least, remember who we are, where we come from, and then what will we be without denying our own identity.
Ayu : Your view sounds great.
Andi : Thanks. Do you want to see the festival with me?
Ayu : OK. Let's go.

Task 6

- Man : I've heard that the government will claim some cultural treasures from Netherland government.
Woman : That's a really good step. In my view, we should pursue our own cultural identity by claiming those properties.
Woman : Do you know that the price of historical artefacts could be very high?

- Man : Yes, I think that's reasonable because the historical artefact could reveal the identity of a nation. Furthermore, it is very rare artefact.
- Woman : The government should censor the material in the internet.
- Man : Personally, I believe it is brilliant. It is to protect young generation from the harmful content of internet.

Task 7

We should preserve our Indonesian identity and culture.

It is a shameful phenomenon when we deny our cultural root and abandon our identity to run after the blind imitation of Western cultures. That's why we must preserve our cultural identity for some reasons.

First, the concept of our identity and nationalism can never be ignored. Our history is the inspiration for our present and moral principles are the foundations of our desired civilization.

Second, western cultures may be morally destructive propagandists. They replace religious and moral principles with the absurdity of Western culture, which conflicts with our traditional and religious values.

Finally, the method of our imitation to the west must be in science, knowledge, seriousness and the determination to rush toward progress. Thus, a clear understanding of modernity is important in order to preserve our identity and culture.

Indonesian young generations are in charge to preserve the Indonesian culture and identity for future.

Source: <http://www.yementimes.com>

UNIT 10 THE GOVERNMENT SHOULD BUILD MORE BOARDING SCHOOLS.

Task 3

- Adib : Hi, Ayu. How are you?
- Ayu : Hi, Adib. You know, I'm a bit annoyed.
- Adib : What's up? Is it related to the English test you've just had?
- Ayu : Yes, you're right.
- Adib : Were there some questions you couldn't answer?
- Ayu : No. Actually, I can answer all the questions.
- Adib : So, what made you annoyed?
- Ayu : The next door class was very noisy. We couldn't concentrate well.
- Adib : Did your teacher warn them or ask them to be quiet or something that made them quiet?
- Ayu : No. She said that that was okay because that was the nature of performance classes.
- Adib : I think our school should provide special room for performance classes.
- Ayu : Yes, I agree with you. If performance classes have their own room, there will be no such a disturbance.
- Adib : And there will be no people annoyed because of such a noise.
- Ayu : Absolutely, there won't any.

Task 5

1. Man : What do you think of the new school regulation?
Woman : It makes me mad. I think some of the points in the regulation must be amended.
2. Man : Why are you looking so sad, Ma'am?
Woman : The people in the office do not respect the customers. I'm displeased with their service.
3. Woman : Sorry, I'm late.
Man : Why on earth didn't you call me? You're 30 minutes late.
4. Student : I'm sorry, Sir. I haven't finished my homework.
Teacher : It annoys me, you know. You must not be late in submitting your assignment.
5. Mother : Why are you angry?
Son : I'm a bit annoyed. The students over there are very noisy.

Task 8

Locker Search, another School Right

Locker is a small lockable cupboard or compartment where personal belongings can be left, for example, at a swimming pool, gym, school, or workplace. Some schools also conduct locker searches in unexpected times for several good reasons.

First, lockers are school property; students are merely allowed to use them as they do with sports equipment, library books, school computers, etc. Lockers can be taken back without notice, for example if they are vandalised or become smelly with rotting food.

Second, we trust teachers to use this power responsibly and not abuse it. Even if the policy sees a small minority misuse the search power, the cost is outweighed by the benefit of greater security and disincentive to smuggle illegal goods such as drugs and weapons in to school.

In conclusion, schools are supposed to conduct locker searches to ensure that schools are safe places for students.

Adapted from: www.idebate.org

UNIT 11 GOOD, BECAUSE I DIDN'T.

Task 3

- Adib : Hi Denias, what happens? You look nervous.
Denias : It's nothing.
Adib : Really? Your face tells me that something is going on.
Denias : Yes, you're right. Actually I've had an embarrassing experience.
Adib : What is it?
Denias : When I was on my way home, I saw an old lady trying to cross the street.
Adib : Why didn't you help her to cross the street?
Denias : I did. I helped her to cross the street.
Adib : That's great. So, why do you look nervous?
Denias : Actually, she didn't want to cross the street. She's just looking for her shopping bag.

- Adib : Really? That must be embarrassing.
 Denias : Certainly. I was very embarrassed.
 Adib : You shouldn't feel embarrassed. You did something good. Just take the positive side of it.
 Denias : Yes. You're right. Thanks.

Task 5

- Andi : Hi, Retno. I watched your performance last night. You're great. You can be a great actress.
 Retno : Really? Thanks. Actually I wasn't that great.
 Andi : What are you talking about? You did it very well.
 Retno : Actually, I can't do any play.
 Andi : Why? I think your performance was great. Your acting in the play was just great.
 Retno : It wasn't me. It's my twin sister, Ratna.
 Andi : Really? I thought it was you. I'm sorry.
 Retno : That's fine.
 Andi : No. It embarrasses me.
 Retno : That's all right. We are identical twins.

Task 8

What is His Job?

A grade school teacher was asking students what their parents did for a living. "Tim, you be first," she said. "What does your mother do all day?"

Tim stood up and proudly said, "She's a doctor."

"That's wonderful. How about you, Amie?"

Amie shyly stood up, scuffed her feet and said, "My father is a mailman."

"Thank you, Amie," said the teacher. "What about your father, Billy?"

Billy proudly stood up and announced, "My daddy murders people, steals from them, and drinks."

The teacher was aghast and promptly changed the subject to geography. Later that day she went to Billy's house and rang the bell. Billy's father answered the door. The teacher explained what his son had said and asked if there might be some logical explanation.

Billy's father said, "I'm actually an attorney. But how can I explain a thing like that to a seven-year-old?"

Adapted from: <http://www.dizzyboy.com>

UNIT 12 A PIRATE WAS TALKING TO A "LAND-LUBBER" IN A BAR.

Task 3

- Father : Son, I heard you get some trouble with your friends. Is that right?
 The Boy : No, Dad. I'm okay. I never have troubles.
 Father : I really want to believe you but you have to see the priest to prove if you're telling the truth.

(The boy went to see the teacher)

The boy : I'm told to see you, Father.

The teacher: Yes, come in and take a seat.

Now tell me where is God? (sternly)

The boy : I don't know.

The teacher: WHERE IS GOD?

The boy : I really don't know.

The teacher: You make me angry.

The boy : I swear. If God is missing, it's not my false. I don't know where God is.

Task 5

Virga : Hi Denias. Do you know what has happened to Adib? He's been sacked. He is no longer the student of our school.

Denias : Adib Ismawan? The one who always wears black jacket?

Virga : Yes.

Denias : Oh. Once, he put rubbish in my locker and some pebbles into my bag.

Virga : He did? What a naughty boy. You know, he put a stone inside my bag and I didn't know when he did it.

Denias : What did you do, then?

Virga : I reported it to the school principal.

Denias : What happened then?

Virga : He was punished.

Denias : He deserved harsh punishments.

Virga : Yes, he did.

Task 7

Fishing License

A couple of young boys were fishing at their special pond off the beaten track. All of a sudden, the guard jumped out of the bushes. Immediately, one of the boys threw his rod down and started running through the woods like a bat out of hell.

The guard was hot on his heels. After about a half mile, the young man stopped and stooped over with his hands on his thighs to catch his breath, so the guard finally caught up to him. "Let's see yer fishin' license, Boy!" the guard gasped.

With that, the boy pulled out his wallet and gave the guard a valid fishing license. "Well, son," said the guard, "you must be about as dumb as a box of rocks! You don't have to run from me if you have a valid license !"

"Yes, sir," replied the young guy, "but my friend back there, well, he don't have one."

Adapted from: <http://www.dizzyboy.com>

UNIT 13 LET'S READ SHORT STORIES AND PERFORM DRAMAS.

Task 2

ACT I

NARRATOR : Once upon a time in a magical place far from here, there lived a girl. This girl was named Cassandra. Cassandra's parents had

never made her do any work, and so she was very lazy. But it so happened that one day her mother was so tired, that even Cassandra could not fail to notice it. Cassandra felt very sorry for her mother and offered to work so that her mother could rest for awhile. Her mother told her it would be very helpful if she would take the fishing-net to the riverbank and mend it. This is where our story begins.

[CASSANDRA enters carrying a net]

CASSANDRA : Oh, I shall do a good job on this net.

[Enter CASSANDRA's friend, JOANNE]

CASSANDRA : Joanne, hi!

JOANNE : Hello! What are you doing?

CASSANDRA : I'm mending a fishing-net for my father to fish tonight.

JOANNE : Well, good luck! I've got to go get some bread from the bakers.

[Enter PHIL, CASSANDRA's friend]

CASSANDRA : Hi Phil! Joanne just past by.

PHIL : Hi Cassandra! How're you doing? Well, talk to you later, I must be going, I've got an errand to run to the miller's.

CASSANDRA : See you, Phil! (To herself) All my friends are passing by; this isn't so bad after all!

(CASSANDRA bundles up the net in her arms while speaking)

Well, anyway, I'm glad it's finished.

(Noticing a BEAUTIFUL FISH in the water)

Oh my! What a fish, I shall catch it for mother!

(She catches the fish in the net)

BEAUTIFUL FISH : You'd better put me back at once, miss, or else you'll turn into a fish yourself if you eat me!

CASSANDRA : Ha! Yea, Right!

[CASSANDRA gives the fish to her mother who moves to the side of the stage.]

CASSANDRA : Well, Mom, I'm going to talk with Joanne.

[She moves to the opposite side of the stage]

MOM : (calling) Okay, come back when you hear the bell!

CASSANDRA : Hey, Joanne, guess what!

JOANNE : (coming in from offstage) What?

CASSANDRA : I caught a big fish today!

JOANNE : Cool, can I see it?

CASSANDRA : Sure, but my Mom has it.

[On the other side of the stage, MOM rings a bell]

Oh, it's dinner time! Talk to you later!

[JOANNE exits offstage, and CASSANDRA crosses stage to where MOM is]

CASSANDRA : Hi, Mom, you cooked the fish?

MOM : Yes I did, and I cooked it with a special sauce.

CASSANDRA : Sounds good to me!

[When CASSANDRA eats she turns her head from the audience and shivers while slipping on a fish mask]

CASSANDRA : (turning back to the audience) Oh, what happened? I need water, water!!

MOM : Cassandra, what's happened to you?

CASSANDRA : I don't know, but I think I have to live in the ocean now. I'll see you later!
[CASSANDRA jumps into the river]

ACT II

CASSANDRA : (swimming alone) Oh no! I should have listened to that dumb fish.
[FISH 1, FISH 2 and FISH 3 enter]

FISH 1 : Who are you?

CASSANDRA : Well, I was a human, but I ate a fish and now I'm a fish too!

FISH 2 : Yes, it is a sad thing, but that is how many of us have gotten here, me included. But I'll take you to see the fish-queen, who lives in the most beautiful palace in the world.

FISH 3 : Come on!

CASSANDRA : (the other fish are exiting as she says this, so no one hears her last words)
OK, but how far is it? I'm still new at this fish thing, and I don't know how far I can swim. Hello?
[She runs to catch up with them and exits]

UNIT 14 DO YOU LIKE WATCHING FILMS AND SINGING SONGS?

Task 7

Come stop your crying, it will be all right
Just take my hand, hold it tight
I will protect you from all around you
I will be here don't you cry

For one so small, you seem so strong
My arms will hold you keep you safe and warm
This bond between us can't be broken
I will be here don't you cry

Chorus
And you'll be in my heart
Yes, you'll be in my heart
From this day on
Now and forever more
You'll be in my heart
No matter what they say
You'll be here in my heart
Always

Why can't they understand the way we feel
They just don't trust what they can't explain
I know were different but deep inside us
Were not that different at all
Back to chorus
Don't listen to them, cause what do they know
We need each other, to have and to hold
They'll see in time, I know

When destiny calls you, you must be strong
I may not be with you, but you gotta hold on
They'll see in time, I know

Well show them together cuz...

You'll be in my heart
I believe, you'll be in my heart
I'll be there from this day on
Now and forever more

You'll be in my heart
No matter what they say
You'll be here in my heart always

Always...
I'll be with you
I'll be there for you always
Always and always
Just look over your shoulder
Just look over your shoulder
Just look over your shoulder
I'll be there always

UNIT 15 THE WORDS IN THIS POEM ARE BEAUTIFUL.

Task 5

What I've Learned at School

(Robert Pottle)

*At school I've learned a lot of things
I really like to do,
like running in the hallway
and eating gobs of glue.
I've learned I'm good at making pencils
dangle from my nose.
I've learned to hum and pop my gum.
I practice, and it shows.*

*I've learned I like to cut in line
and love to cut the cheese.
I've learned to fake a burp, a cough,
and even fake a sneeze.
You'd think with all this learning
I'd be doing well in school,
but everything I learn to do
appears to break a rule.*

Task 7

Up! Education

(Sylvia Chidi)

*Education is important
Right from when an infant*

*Education is not about college
It entails a wider range of knowledge
Supplying a market of skills shortage*

*Education is great
It creates and decides upon ones fate
Never leave it too late*

*Education makes it a priority
To provide you with opportunities*

*So I say
OK! Up! Education
Feed the Nations
Up! Education*

UNIT REVIEW 2

39. Hare : What is going on here? It looks like someone is in my cave. Who is in my cave?
Caterpillar : It is !! I am the biggest and strongest one of them all.
Hare : Oh dear! How am I going to get back in my cave?
40. Grandfather : I don't think we'll ever be able to make everyone happy. Someone always thinks they have a better idea.
Grandson : You know what? I think we should do what WE think is best. Whatever they say, let them say it!
41. Narrator : Over a thousand years ago, in the reign of the famous Caliph Harun al-Rasyid, there lived in Baghdad a merchant who needed to travel on a journey.
42. Tarzan : Look out Tantor!
Tantor : Oh, I almost fell down. Thank you, Tarzan.

Number 43 – 45 are based on the following poem.

All My Great Excuses

(Kenn Nesbitt)

I started on my ___(1)___,
but my pen ran out of ___(1)___
My hamster ate my ___(1)___
My computer's on the ___(1)___

I tripped and ___(2)___ my homework
in the soup my mom was cooking
My brother flushed it down the toilet
when I wasn't looking

My mother ran my homework
through the ___(3)___ and the dryer
An airplane crashed into our house
My homework caught on fire!

Tornadoes blew my notes away
Volcanoes rocked our town
My books were taken ___(4)___
by an evil killer clown

Some aliens abducted me
I had a shark attacked
A pirate swiped my homework
and refused to give it back

I worked on these ___(5)___
so darned long my teacher said,
I think you'll find it's easier
to do the work instead.

Taken from: <http://www.gigglepoeetry.com>

ANSWER KEY

ANSWER KEY SEMESTER 1

UNIT 1

Task 12

1. B 2. D 3. B 4. C 5. A 6. C

Unit Review Semester 1

1. C 2. A 3. D 4. D 5. C 6. C 7. B 8. D 9. E 10. A
11. E 12. D 13. A 14. E 15. E 16. B 17. D 18. C 19. A 20. E
21. B 22. B 23. E 24. D 25. B 26. C 27. A 28. D 29. E 30. A
31. C 32. D 33. A 34. D 35. C 36. A 37. E 38. B 39. A 40. E

ANSWER KEY SEMESTER 2

UNIT 6

Task 14

1. A 2. B 3. D 4. A 5. B 6. E 7. C 8. A 9. E 10. E

UNIT 7

Task 25

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

UNIT 8

Task 14

1. D 2. B 3. B 4. E 5. C 6. B 7. A 8. D 9. E 10. C

UNIT 9

Task 15

1. D 2. E 3. B 4. A 5. C 6. E 7. B 8. C 9. A 10. C

Task 22

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

UNIT 10

Task 27

1. E 2. A 3. C 4. B 5. D 6. D 7. A 8. E 9. C 10. B

Unit Review Semester 2

1. B 2. E 3. D 4. A 5. B 6. E 7. B 8. C 9. A 10. C
11. C 12. E 13. B 14. D 15. B 16. E 17. B 18. E 19. B 20. D
21. B 22. E 23. A 24. E 25. D 26. B 27. C 28. E 29. D 30. C
31. A 32. C 33. C 34. A 35. D 36. D 37. A 38. B 39. A 40. B
41. B 42. B 43. B 44. D 45. A

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MINI DICTIONARY

absorb [əb'zɔ:b] (<i>kkt</i>)	: menyerap
abundant [ə'bʌndənt] (<i>ks</i>)	: banyak, berlimpah
accommodation [əkɒmə'deɪʃən] (<i>kb</i>)	: akomodasi
accumulate [ə'kjʊ:mjʊleɪt] (<i>kki</i>)	: menumpuk
achieve [ə'tʃi:v] (<i>kkt</i>)	: mencapai
acknowledge [ək'nɒlɪdʒ] (<i>kkt</i>)	: mengakui
actor ['æktə] (<i>kb</i>)	: aktor
actress ['æktɹəs] (<i>kb</i>)	: aktris
addict ['ædɪkt] (<i>kb</i>)	: pecandu
addictive [ə'dɪktɪv] (<i>ks</i>)	: membuat kecanduan
additive ['ædɪtɪv] (<i>kb</i>)	: zat-zat tambahan
affair [ə'feə] (<i>kb</i>)	: urusan
afford [ə'fɔ:d] (<i>kkt</i>)	: memberi
amuse [ə'mju:z] (<i>kki</i>)	: membuat orang tertawa
anchor ['æŋkə] (<i>kb</i>)	: penyiar berita
animation [æni'meɪʃn] (<i>kb</i>)	: animasi
annoyed [ə'nɔɪd] (<i>ks</i>)	: jengkel
anxious ['æŋkʃəs] (<i>kb</i>)	: gelisah
appropriate [ə'prəʊpɪət] (<i>ks</i>)	: pantas, layak
archipelago [ɑ:kɪ'peləgəʊ] (<i>kb</i>)	: kepulauan/ sekumpulan pulau
arrest [ə'rest] (<i>kkt</i>)	: menahan
art work [ɑ:t wɔ:k] (<i>kb</i>)	: karya seni
assured [ə'sʊəd] (<i>ks</i>)	: yakin
attendant [ə'tendənt] (<i>kkt</i>)	: membantu
attraction [ə'trækʃn] (<i>kb</i>)	: daya tarik
avoid [ə'vɔɪd] (<i>kkt</i>)	: menghindari
backlog ['bæk'lɒg] (<i>kb</i>)	: pekerjaan yang menumpuk
bang [bæŋ] (<i>kkt</i>)	: memukul
banquet ['bæŋkwɪt] (<i>kb</i>)	: jamuan makan
bay [beɪ] (<i>kb</i>)	: teluk
birthday party ['bɜ:θdeɪ 'pɑ:ti] (<i>kb</i>)	: pesta ulang tahun
blended [blendɪd] (<i>kki</i>)	: cocok
blessed ['blesɪd] (<i>kk</i>)	: telah diberkati
blur [blɜ:] (<i>kki</i>)	: kabur, remang-remang
boarding school ['bɔ:ɪdɪŋ 'sku:l] (<i>kb</i>)	: sekolah berasrama
bolt [bɔʊlt] (<i>kki</i>)	: melarikan diri
boost [bu:st] (<i>kkt</i>)	: menaikkan
brand [brænd] (<i>kb</i>)	: macam
building ['bɪldɪŋ] (<i>kb</i>)	: bangunan
business ['bɪznəs] (<i>kb</i>)	: bisnis
cab [kæb] (<i>kb</i>)	: taksi
calmness [kɑ:mnes] (<i>kb</i>)	: ketenangan
cape [keɪp] (<i>kb</i>)	: mantel tanpa lengan
cartoon [kɑ:'tu:n] (<i>kb</i>)	: kartun
caseworker [keɪs 'wɔ:kə] (<i>kb</i>)	: pegawai sosial
cautious ['kɔ:ʃəs] (<i>ks</i>)	: berhati-hati
celebrate ['selɪbreɪt] (<i>kk</i>)	: merayakan

celebration [sɛlɪ'breɪʃn] (kb)	: perayaan
cemetery ['sɛmətəri] (kb)	: pemakaman
ceremony ['serɪməni] (kb)	: upacara
cheese [tʃi:z] (kb)	: keju
cherish ['tʃerɪʃ](kkt)	: harap-harapkan
china ['tʃaɪnə] (kb)	: peralatan pecah belah dari porselin
choirmaster ['kwaɪə mə:stə] (kb)	: pemimpin/ konduktor paduan suara
co-anchor ['kəʊ 'æŋkə](kb)	: penyiar bersama
coast [kəʊst] (kb)	: pantai
coast [kəʊst] (kb)	: pesisir
collar ['kɒlə](kkt)	: kerah
colony ['kɒləni] (kb)	: koloni
commemoration [kə'meməreɪʒən] (kb)	: peringatan
compartment [kəm'pɑ:tmənt] (kb)	: kompartemen
complexion [kəm'plekʃn] (kb)	: warna kulit
compulsory [kəm'pʌlsəri] (ks)	: wajib
condo ['kɒndəʊ] (kb)	: apartemen
conjunction [kən'dʒʌŋkʃn]	: yang berhubungan
connotation [kɒnə'teɪʃn] (kb)	: konotasi
consider [kən'sɪdə] (kkt)	: mempertimbangkan
conversion [kən'veɪʃn](kb)	: konversi
crap [kræp] (kb)	: kotoran
creeper ['kri:pə] (kb)	: tumbuhan yang menjalar
crop[krɒp](kb)	: tanaman
crow [krəʊ] (kb)	: gagak
cuisine [kwɪ'zi:n](kb)	: masakan
culinary ['kʌlɪnəri](ks)	: berkaitan dengan masakan
cultivation [kʌltɪ'veɪʃn] (kb)	: penanaman tanaman
culture ['kʌltʃə] (kb)	: budaya
culture ['kʌltʃə](kb)	: budaya
cupboard ['kʌbəd] (kb)	: lemari
cut down ['kʌt 'daʊn] kkt	: mengurangi
damage ['dæmɪdʒ] (kb)	: kerusakan
dance [dɑ:ns](kb)	: tarian
dealer ['di:lə] kb	: penjual (narkoba)
delight [dɪ'laɪt] (kb)	: kesenangan
delight [dɪ'laɪt] (kb)	: kesenangan
depend [dɪ'pend] (kkt)	: bergantung
derive [dɪ'reɪv] (kki)	: berasal dari
despair [dɪ'speə](kb)	: putus asa
desperation [despə'reɪʃn] (kb)	: keputusasaan
diction ['dɪkʃn] (kb)	: pilihan kata
diet ['daɪət] (kb)	: makanan
digestive [dɪ'dʒestɪv] (ks)	: berkaitan dengan pencernaan
diplomat ['dɪpləmət](kb)	: diplomat
disabled [dɪs'eɪblɪd] (kb)	: cacat
discovery [dɪs'kʌvəri](kb)	: penemuan
dish [dɪʃ] (kb)	: hidangan/ masakan
dishes [dɪʃ'əs] (kb)	: peralatan pecah belah
dispersed [dɪs'pə:st] (ks)	: terpisah
drainage ['dreɪnɪdʒ] (kb)	: pembuangan/ penyerapan
dump [dʌmp](kkt)	: membuang
ecologist [ɪ'kɒlədʒɪst](kb)	: ahli ekologi

economy [i'kɒnəmi] (kb)	: ekonomi
education [edju:'keɪʃn](kb)	: pendidikan
elderly ['eldəli] (ks)	: tua, kaum tua
embarrass [ɪm'bærəs] (kki)	: malu
embassy ['embəsi](kb)	: kedutaan besar
emission [i'miʃn](kb)	: gas buang
emission [i'miʃn] kb	: emisi/ pembuangan
enchant [ɪn'tʃɑ:nt](kkt)	: mempesonakan
encounter [ɪn'kaʊntə](kkt)	: menemui
encourage [ɪn'kʌrɪdʒ] kkt	: mendorong, member semangat
entertainment [entə'teɪnmənt] (kb)	: hiburan
environment [ɪn'vaɪərənmənt](kb)	: lingkungan
equally ['i:kwəli](kk)	: sama-sama
equation [i'kwɛɪʒn](kb)	: kesetaraan
excitedly [ɪksaɪ'tɪdli] (kk)	: dengan penuh ketertarikan
exclude [ɪk'sklu:d] (kkt)	: tidak meliputi
expert ['eksɜ:pə:t](kb)	: pakar
extensive [ɪk'stensɪv](ks)	: luas
eye patch [aɪ pætʃ] (kb)	: penutup mata
faith [feɪθ] (kb)	: kepercayaan
faithful ['feɪθfʊl] (ks)	: setia
fawn [fɔ:n] (kkt)	: menjilat
feasible ['fi:zəbl] (ks)	: mungkin untuk dilakukan
feast [fi:st] (kb)	: makan besar
fee [fi:] (kb)	: uang bayaran
fence [fens] (kb)	: pagar
fence [fens] (kb)	: pagar
festival['festɪvl] (kb)	: festival
fierce ['fiəs] (ks)	: buas, ganas
finance ['faɪnæns](kb)	: keuangan
fit [fɪt] (kkt)	: menyesuaikan
flap [flæp] (kki)	: mengepakkan (sayap)
flee [fli:] (kki)	: melarikan diri
flee [fli:] (kki)	: melarikan diri
flesh [fleʃ] (kb)	: daging
fling [flɪŋ] (kkt)	: menghempaskan
fond ['fɒnd] (ks)	: suka
forepaw ['fɔ:pə:] (kb)	: telapak depan
foster mom ['fɒstə mɒm] (kb)	: ibu angkat
frenzy ['frenzi] (kb)	: kegilaan
fumbling ['fʌmbliŋ] (kki)	: meraba-raba
game [geɪm] (kb)	: hasil buruan (biasanya binatang)
gasp [gɑ:sp] (kki)	: menarik nafas panjang
gathering ['gæðərɪŋ] (kb)	: perkumpulan
general ['dʒenərəl] (kb)	: umum
give in ['gɪv 'ɪn] (kki)	: menyerah
glue [glu:] (kb)	: perekat
glue [glu:] (kb)	: melamun/terlambat
grace [greɪs] (kb)	: rizki/ anugrah
graduation [grædju'eɪʃn](kb)	: kelulusan
gram [græm] (kb)	: polong-polongan
grassland ['grɑ:sləndz](kb)	: padang rumput
grazing ['greɪzɪŋ] (kb)	: makan rumput, merumput

groan [grəʊn] (<i>kki</i>)	: suara erangan yang keras
gum [gʌm] (<i>kb</i>)	: permen karet
hallway ['hɔ:lweɪ] (<i>kb</i>)	: aula
harbour ['hɑ:bə] (<i>kb</i>)	: pelabuhan
harvest ['hɑ:vɪst] (<i>kb</i>)	: panen
hassle ['hæsəl] (<i>kkt</i>)	: mengganggu
hauling ['hɔ:lɪŋ] (<i>kb</i>)	: tangkapan
hazardous ['hæzədəs] (<i>ks</i>)	: berbahaya
headline ['hedlɪn] (<i>kb</i>)	: pokok berita
health [helθ] (<i>kb</i>)	: kesehatan
heir ['eə] (<i>kb</i>)	: pewaris
heritage ['herɪtɪdʒ] (<i>kb</i>)	: warisan
home schooling ['həʊm 'sku:lɪŋ] (<i>kb</i>)	: sekolah di rumah
hum [hʌm] (<i>kb</i>)	: menggumam
hygiene ['haɪdʒi:n] (<i>kb</i>)	: bersih and sehat
hymn [hɪm] (<i>kb</i>)	: nyanyian pujian
imagery ['ɪmɪdʒəri] (<i>kb</i>)	: pencitraan/ panca indera
impressed [ɪm'prest] (<i>ks</i>)	: terkesan
in business degree [ɪn'brɪ:ʒi:] (<i>kb</i>)	: menjadi sarjana dalam bidang bisnis
incapable [ɪn'keɪpəbl] (<i>ks</i>)	: tidak mampu
incorporate [ɪn'kɔ:pəreɪt] (<i>kki</i>)	: menggabungkan
injured [ɪ'nɪdʒəd] (<i>kb</i>)	: terluka
inlet ['ɪnlet] (<i>kb</i>)	: teluk kecil
international [ɪntə'næʃənəl] (<i>kb</i>)	: internasional
involved [ɪn'vɒlvd] (<i>ks</i>)	: terlibat
jackal ['dʒækəl] (<i>kb</i>)	: serigala
jail [dʒeɪl] (<i>kb</i>)	: penjara
lagoon [lə'gu:ən] (<i>kb</i>)	: danau di pinggir laut
landmark ['lɪnlet] (<i>kb</i>)	: bangunan atau obyek yang mudah dikenal atau dilihat
laugh [lɑ:f] (<i>kki</i>)	: tertawa
law [lɔ:] (<i>kb</i>)	: hukum
learn [lɜ:n] (<i>kkt</i>)	: belajar
leftover ['leftəʊvə] (<i>kb</i>)	: sisa makanan
limp [lɪmp] (<i>kki</i>)	: pincang
line [laɪn] (<i>kb</i>)	: beraturan/ berurutan
litany ['lɪtəni] (<i>kb</i>)	: rangkaian doa
live-concert [laɪv 'kɒnsət] (<i>kb</i>)	: konser langsung
maintain [meɪn'teɪn] (<i>kkt</i>)	: menjaga
manufacturer [mænʃu'fæktʃərə] (<i>kb</i>)	: produsen/ pengusaha pabrik
marketing ['mɑ:kɪtɪŋ] (<i>kb</i>)	: pemasaran
marshy [mɑ:ʃɪ] (<i>ks</i>)	: basah dan lembek
mask [mɑ:sk] (<i>kb</i>)	: topeng
metropolitan [metrə'pɒlɪtən] (<i>kb</i>)	: kota besar
metropolitan [metrə'pɒlɪtən] (<i>kb</i>)	: metropolitan
miracle ['mɪrəkl] (<i>kb</i>)	: keajaiban
mischievous ['mɪstʃɪvəs] (<i>ks</i>)	: nakal
moan [məʊn] (<i>kki</i>)	: suara mengerang
movie ['mu:vi] (<i>kb</i>)	: film
nail [neɪl] (<i>kkt</i>)	: menggantung
narrowly ['nærəʊli] (<i>kk</i>)	: nyaris
national ['næʃənəl] (<i>kb</i>)	: nasional
natural ['nætʃərəl] (<i>ks</i>)	: alami

needle ['ni:dl] (<i>kb</i>)	: suntikan
nephew ['nefju:] (<i>kb</i>)	: kemenakan (<i>lk</i>)
nervous ['nə:vəs] (<i>ks</i>)	: gugup
network ['netwə:k] (<i>kb</i>)	: jaringan
neurologic [njʊərə'lɒdʒɪk] (<i>ks</i>)	: berhubungan dengan rangsangan otak
niche [ni:ʃ] (<i>ks</i>)	: glamor, keren
noble ['nəʊbl] (<i>kb</i>)	: bangsawan
Non Government Organization [nɒn 'gʌvəmənt ɔ:gənaɪ'zeɪʃn] (<i>kb</i>)	: organisasi non pemerintah
oblige [ə'blaɪdʒ] (<i>kkt</i>)	: memaksa
obstacle ['ɒbstəkl] (<i>kb</i>)	: halangan, rintangan, masalah
obtain [əb'teɪn] (<i>kkt</i>)	: mendapatkan, memperoleh
occasion [ə'keɪʒən] (<i>kb</i>)	: acara
oil palm tree [ɔɪl pɑ:m tri:] (<i>kb</i>)	: kelapa sawit
organic [ɔ:'gænik] (<i>ks</i>)	: alami
origin ['ɒrɪdʒɪn] (<i>kb</i>)	: asal-usul
origin ['ɒrɪdʒɪn] (<i>kb</i>)	: asal daerah
overall [əʊvə'lɔ:l] (<i>kb</i>)	: seragam
overflow [əʊvə'fləʊ] (<i>kki</i>)	: melimpah
overheard [əʊvə'hɔ:d] (<i>kkt</i>)	: mengetahui
pace [peɪs] (<i>kkt</i>)	: mondar-mandir
packed up [pækt ʌp] (<i>kk</i>)	: berjejalan/ padat
paramount ['pærəmaʊnt] (<i>kb</i>)	: yang paling penting
pardon ['pɑ:dən] (<i>kkt</i>)	: mengampuni
pardoned ['pɑ:dən] (<i>kkt</i>)	: melepaskan
participate [pɑ:'tɪsɪpeɪt] (<i>kkt</i>)	: berpartisipasi
patiently ['peɪʃəntli] (<i>kk</i>)	: dengan sabar
peasant ['pezənt] (<i>kb</i>)	: petani
peddler ['pedlə] (<i>kb</i>)	: penjual khususnya narkoba
peg [peg] (<i>kki</i>)	: batang kayu
persist [pə'sɪst] (<i>kkt</i>)	: memaksa
persona [pə:'səʊnə] (<i>kb</i>)	: si aku lirik
pest [pest] (<i>kb</i>)	: hama
pesticide ['pestɪsaɪd] (<i>kb</i>)	: pestisida, obat hama
piggy bank [pɪɡɪ bæŋk] (<i>kb</i>)	: celengan
pile [paɪl] (<i>kb</i>)	: keping
piss off [pɪs ɒf] (<i>kki</i>)	: pergi (kasar)
plot [plɒt] (<i>kkt</i>)	: melanggar
poem ['pəʊɪm] (<i>kb</i>)	: puisi
poet ['pəʊɪt] (<i>kb</i>)	: penyair
poetry ['pəʊɪtri] (<i>kb</i>)	: puisi/syair
politics ['pɒlɪtɪks] (<i>kb</i>)	: politik
pond [pɒnd] (<i>kb</i>)	: danau kecil
pound [paʊnd] (<i>kb</i>)	: pondsterling
pound [paʊnd] (<i>kb</i>)	: memukul/ menghaluskan
precautious [pri'kə:ʃəs] (<i>ks</i>)	: berhati-hati, waspada
precocious [pri'kəʊʃəs] (<i>ks</i>)	: terlalu cepat dewasa
pregnancy ['pregnənsi] (<i>kb</i>)	: kehamilan
prepare [pri'peə] (<i>kkt</i>)	: mempersiapkan
prescription [pri'skrɪpʃn] (<i>kb</i>)	: resep
preserve [pri'zə:v] (<i>kkt</i>)	: memepertahankan
preserve [pri'zə:v] (<i>kkt</i>)	: melestarikan
prior ['praɪə] (<i>kk</i>)	: sebelumnya
prison ['prɪzn] (<i>kb</i>)	: penjara

profound [prə'faʊnd] (ks)	: dengan serius
punishing ['pʌnɪʃɪŋ] (kkt)	: menghukum
punitive ['pju:nətɪv] (ks)	: menghukum
puppy ['pʌpi] (kb)	: anak anjing
pursue [pə'sju:z] (kkt)	: mengejar
quiz [kwɪz] (kb)	: kuis
radio programme ['reɪdɪəʊ 'prəʊgræm] (kb)	: acara radio
rally ['ræli] (kb)	: rapat umum
ramp [ræmp] (kb)	: jalan yang landai
reduce [rɪ'dju:s] (kkt)	: mengurangi
refractory [rɪfræktri] (ks)	: keras kepala
refuge ['refju:dʒ] (kb)	: tawanan
regional ['ri:dʒənəl] (kb)	: kawasan
regulation [regju'leɪʃn] (kb)	: peraturan
rehabilitation [ri:həbɪlɪ'teɪʃn] (kb)	: rehabilitasi
requirement [rɪ'kwəɪəmənt] (kb)	: persyaratan
residence ['rezɪdəns] (kb)	: tempat tinggal
residential [rezɪ'denʃl] (ks)	: tempat tinggal/pemukiman
residue ['rezɪdju:] (kb)	: sisa
resistant [rɪ'zɪstənt] (ks)	: tahan
retardation [rɪ'tɑ:d] (kb)	: perlambatan
revitalize [ri:'vaɪtəlaɪz] (kkt)	: membangkitkan kembali
rhyme [raɪm] (kb)	: sajak/rima
roadside ['rəʊdsaɪd] (kb)	: pinggir jalan
roar [rɔ:] (kki)	: raung
rod [rɒd] (kb)	: pancingan
rule [ru:l] (kb)	: aturan
ruler ['ru:lə] (kb)	: penguasa
rural ['rʊərəl] (ks)	: pedesaan
sacrifice ['sækrɪfɪs] (kkt)	: berkorban
safe [seɪf] (ks)	: aman
saloon [sə'lu:n] (kb)	: mobil sedan
school [sku:l] (kb)	: sekolah
seagull ['si:gʌl] (kb)	: burung laut
season ['si:zən] kb	: musim
self-respecting [selfrɪ'spektɪŋ] (ks)	: bangga terhadap dirinya
seminar ['semɪnə:] (kb)	: seminar
sentence ['sentəns] (kkt)	: menjatuhkan hukuman
settlement ['setlmənt] (kb)	: perkampungan
shadow puppet ['ʃædəʊ 'pʌpɪt] (kb)	: wayang kulit
shelter ['ʃeltə] (kb)	: tempat tinggal
sibling ['sɪblɪŋ] (kb)	: saudara kandung
silly ['sɪli] (ks)	: konyol
sincere [sɪn'sɪə] (ks)	: tulus
site [saɪt] (kb)	: tempat
skyscraper ['skaɪskreɪpə] (kb)	: pencakar langit
slam [slæm] (kkt)	: mengecam
slog [slɒg] (kki)	: kerja keras
smuggle ['smʌgl] (kkt)	: menyelundupkan
snap [snæp] (kki)	: berkata dengan nada marah
sneak [sni:k] (kki)	: mengendap-endap
sneeze [sni:z] (kkt)	: bersin
socialization [səʊʃəlaɪ'zeɪʃn] (kb)	: sosialisasi

sorcerer ['sɔːsərə] (kb)	: ahli sihir
soundtrack ['saundtræk] (kb)	: lagu/musik pengiring
spatial ['speɪʃəl] (ks)	: yang berubungan dengan ruang
sports ['spɔːts] (kb)	: olah raga
stacking [stækɪŋ] (kkt)	: menumpuk/menimbun
stanza ['stænzə] (kb)	: bait
star [stɑː](kkt)	: membintangi
state capital [steɪt 'kæpɪtəl] (kb)	: ibu kota negara bagian
state meeting [steɪt'miːtɪŋ] (kb)	: pertemuan resmi
sterner [stɜːn] (ks)	: dengan nada marah
stipulates ['stɪpjuleɪt] (kkt)	: memaksa
stoop over [stuːp 'əʊvə] (kkt)	: membungkuk
stumble ['stʌmbəl] (kki)	: tersandung
subsidize ['sʌbsɪdaɪz] (kkt)	: subsidi
swipe [swaɪp](kkt)	: memukul
switch [swɪtʃ] (kki)	: beralih
swollen ['swɒləʊn] (ks)	: bengkak
syringes [sɪ'rɪndʒ] (kb)	: suntikan
talk show [tɔːk ʃəʊ] (kb)	: bincang-bincang
theatre ['θiətə] (kb)	: bioskop
thorn [θɔːn] (kb)	: duri
throne [θrəʊn] (kb)	: tahta
ticket ['tɪkɪt] (kb)	: tiket
tinsel paper ['tɪnsəl] (kb)	: kertas marmer
toad [təʊd] (kb)	: kodok
tombstone ['tuːmstəʊn] (kb)	: batu nisan
traffic jam ['træfɪk 'dʒæm] (kb)	: kemacetan lalu lintas
trafficker ['træfɪkə] (kb)	: pembeli dan penjual, tengkulak
transition [træn'zɪʃn](kb)	: peralihan
trap [træp] (kb)	: perangkap
tremendous [tri'mendəs] (ks)	: sangat besar
tribe [traɪb](kb)	: suku bangsa
trousers ['traʊzəz] (kb)	: celana panjang
tug [tʌg] (kb)	: sentakan
undergo [ʌndə'gəʊ] (kkt)	: melalui
uneasy [ʌn'iːzi] (ks)	: khawatir/gelisah
unity ['juːnɪti] (kb)	: persatuan
vandalised ['vændəlaɪsd] (ks)	: rusak
vehicle ['viːɪkl] (kb)	: kendaraan
vine [vaɪn] (kb)	: tumbuh-tumbuhan yang merambat
visual aids ['vɪʒuəl aɪd] (kb)	: alat peraga
waste [weɪst] (kb)	: sampah
weary ['wɛəri] (ks)	: sangat lelah
wedding reception ['wedɪŋ rɪ'sepʃn] (kb)	: resepsi pernikahan
weep [wiːp] (kki)	: menangis
wheat [wi:t] (kb)	: gandum
wholesaler ['həʊlsələ] (kb)	: bandar
withdrawal [wɪθ'drɔːəl] (kb)	: sakau
wizard ['wɪzəd] (kkt)	: ahli sihir
wolf [wʊlf] (kb)	: serigala
wrap [ræp] (kkt)	: menyampuli
wreath [riːθ] (kb)	: rangkaian bunga berbentuk lingkaran

GLOSSARY

- Advertisement : announcement which tries to make sure that people know that something is for sale, that something is going to happen, that a show is on.
- Advising : saying what should or should not be done
- Agenda : list of points for discussion or seminar
- Alliteration : the same initial consonant sound of words in a line of poetry is repeated
- Alliteration : using words which begin with the same sound to make special effects in poetry
- Analytical exposition : a clear and full explanation of an idea or theory
- Anchorman : a man who is the main news reader on a television or radio news programme
- Answering a call : to reply or speak as a response to someone who has called
- Antagonist : bitter opponent
- Antonym : word which means the opposite
- Argument : a reason or reasons to support or oppose an idea or suggestion, or the process of explaining them
- Assonance : the similarity in sound between two syllables that are close together
- Banner : large piece of cloth with a slogan on it
- Celebration : festivity
- Character : person in a story, play, or novel
- Character : person in a story, play, or novel
- Climax : most important and exciting point
- Closing prayer : the act or ceremony in which someone prays to close an event
- Commercial break : short period for rest in the middle of a programme for advertisement
- Compound sentence : sentence made up of several parts
- Con : arguments against
- Concert : programme of music played in public
- Conjunction : word which links different section of a sentence
- Culture : the way of life, especially the general customs and beliefs, of a particular group of people at a particular time
- Culture : the way of life, especially the general customs and beliefs, of a particular group of people at a particular time
- Dialogue : conversation between two people
- Drama : a play or plays as a genre or literary style
- Emcee or mc : master of ceremony
- Essay : a short piece of writing on a particular subject, especially one done by students as part of the work for a course
- Event organizer : company or person who arranges an event

Expressing anger	: expressing a strong feeling which makes you want to hurt someone or be unpleasant because of something unfair or hurtful that has happened
Expressing annoyance	: expressing the feeling of being annoyed
Expressing dissatisfaction	: expressing lack of satisfaction
Expressing embarrassment	: expressing feeling of being worried and ashamed
Expressing love	: expressing great liking for someone or something
Expressing pain	: expressing emotional or mental suffering
Expressing pleasure	: expressing enjoyment, happiness or satisfaction
Expressing relief	: expressing a lessened pain or stress
Expressing satisfaction	: expressing good feeling; sense of comfort or happiness
Expressing stance	: expressing point of view
Film	: moving pictures shown at a cinema, taken with a cine-camera
Gerund	: verbal noun, formed from the present participle of a verb
Gesture	: movement of hands, etc., to show feeling
Granting request	: expressing agreement to give something
Greeting	: to meet someone and say hello
Guest	: person who is asked to your home or to an event
Headlines	: summary of the news on tv or radio, words in large letters on the front page of a newspaper
Hortatory exposition	
Host	: the person who introduces and talks to the guests
Indicating commercial break	: indicating short period between tv programmes or parts of programmes when advertisements are shown
Information	: facts about something
Interview	: discussion (on radio, tv, in a newspaper) between an important or interesting person and a journalist
Interview	: discussion (on radio, tv, in a newspaper) between an important or interesting person and a journalist
Intonation	: the sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said
Inviting applause	: inviting the audience to clap hands to show appreciation
Inviting listeners' participation	: inviting listeners to take part in the radio programme by having call
Inviting speaker	: inviting speaker to deliver speech or perform a performance
Line	: row of written or printed words (in a poem)
Lyrics	: words of a song
Meaning	: the meaning of something is what it expresses or represents.
Meeting	: action of coming together in a group
Message	: an idea or ideas in which a text or story is trying to pass on to the readers
Monologue	: long speech by one actor or other person alone
Movie	: a cinema film
Musical devices	: methods/devices which is used to produce a desired effect of musical sounds such as: rhyme, rhythm, assonance, alliteration, and onomatopoeia.

Narrative text	: long speech by one actor or other person alone
Narrator	: person who tells a story
News	: spoken or written information about what has happened
News reader	: person who reads the news on radio or tv
Opening prayer	: the act or ceremony in which someone prays to open an event
Opinion	: what someone thinks about something
Pamphlet	: a thin book with only a few pages which gives information or an opinion about something
Parting	: leaving someone
Party	: special occasion when several people meet, usually in someone's house
Passive voice	: form of a verb which shows that the subject is being acted upon
Persona	: the particular type of character that a person seems to have, : which is often different from their real or private character
Phrase	: a group of words which is part rather than the whole of a sentence
Play	: written text which is acted in a theatre or on tv
Plot	: the main sequence of events in a play, novel, or film
Poem	: piece of writing, with words carefully chosen to sound attractive and convey themes and emotions, set out in lines usually of a regular length which sometimes end in words which rhyme
Poem	: a piece of writing, with words carefully chosen to sound attractive and convey themes and emotions, set out in lines usually of a regular length which sometimes end in words which rhyme.
Poet	: person who writes poems
Poetry	: poems taken as a type of literature
Poster	: large notice, picture or advertisement stuck on a wall in favour of
Presenter	: person who presents a tv show
Pro	: in favour of
Programme	: tv or radio show
Prologue	: piece spoken as the introduction of a play or poem
Pronunciation	: dividing up groups of words using special printed symbols
Prop	: an object used by the actors performing in a play or film
Protagonist	: main character in a play or book, etc
Quiz	: tv or radio programme where people are asked a series of questions
Reading the agenda	: reading the list of points/events for discussion, seminar, : meeting, party, etc
Reception	: big party held to welcome special guests
Recommendation	: advice telling someone what the best thing to do is
Reflection	: thought
Report	: description of what has happened or what will happen
Report	: description of what has happened or what will happen
Request	: asking for something

Rhyme	: a similarity of sound carried by word endings. it is the most familiar form of sound patterning.
Scene	: short part of a play, drama or film
Script	: written text of a film or play
Seminar	: an occasion when a teacher or expert and a group of people meet to study and discuss something
Setting	: if a story, film, etc. is set in a particular time or place, the action in it happens in that time or place
Short story	: piece of fiction which is much shorter than a novel
Singer	: person who sings
Song	: words which are sung
Speaker	: person who speaks
Speech	: formal talk given to an audience
Spoof	: funny story with unpredictable-funny ending
Stage direction	: a description or instruction in the text of a play which explains how the play should be performed
Stanza	: section of a poem made up of a series of lines
Starting the dialogue	: starting a conversation with guest in a tv or radio show
Story	: description that tells things that did not really happen but are : invented by someone
Story	: description that tells things that did not really happen but are invented by someone
Synonym	: word which means nearly the same thing as another word
Synopsis	: a brief description of the contents of something such as a film or book
Tale	: a story, especially one which might be invented or difficult to believe
Talk show	: chat show, tv show where famous people talk to the host
Thanking	: to say or do something that shows you are grateful to someone for doing something for you
Theme	: the main subject or ideas of a book, story, poem, play or article
Title	: name of a book, play, painting, film, etc
Warning	: information about a possible danger
Welcoming	: to greet someone in a friendly way

Interlanguage:

English for Senior High School Students XI

Interlanguage adalah seri bahan ajar Bahasa Inggris untuk siswa SMA. Bahan ajar ini didesain untuk membuat pembelajar secara bertahap mencapai kompetensi berbahasa yang lebih tinggi. Materi-materi dan kegiatan-kegiatan yang ada dalam buku ini disampaikan melalui beberapa tahapan, yaitu pembuka, pajakan terhadap bahasa target, penjelasan mengenai unsur-unsur kebahasaan, latihan berkomunikasi dalam bahasa target, evaluasi, dan refleksi.

Materi yang dikembangkan dalam bahan ajar ini diorganisasikan ke dalam dua (2) siklus pembelajaran, yaitu siklus lisan dan siklus tulis yang disampaikan secara terintegrasi. Masing-masing siklus mengembangkan ketrampilan berbahasa yang berbeda, yaitu menyimak dan berbicara (siklus lisan) dan membaca dan menulis (siklus tulis). Kegiatan dalam siklus lisan membantu siswa dalam memahami berbagai ungkapan dalam konteks kehidupan sehari-hari, seperti bagaimana menyampaikan pendapat, meminta pendapat, menyatakan perasaan malu, menyatakan perasaan marah, merespon makna yang diungkapkan oleh Master of Ceremony, Show Presenter (Host), News Reader dan lain-lain. Sedangkan kegiatan dalam siklus tulis membantu siswa memahami berbagai jenis teks seperti *narrative*, *spoof*, *hortatory exposition*, dan lain-lain.



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