



PUSAT PERBUKUAN  
Departemen Pendidikan Nasional



# Developing English Competencies

for Senior High School (SMA/MA)

Grade X

Achmad Doddy  
Ahmad Sugeng  
Effendi

1





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**1**

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Dilindungi Undang-undang

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for Grade X  
Senior High School (SMA/MA)

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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.

Buku teks pelajaran ini telah dinilai oleh Badan Standar Nasional Pendidikan dan telah ditetapkan sebagai buku teks pelajaran yang memenuhi syarat kelayakan untuk digunakan dalam proses pembelajaran melalui Peraturan Menteri Pendidikan Nasional Nomor 34 Tahun 2008.

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

# Preface

*Developing English Competencies for Grade X* is designed to facilitate you, students of senior high school (SMA/MA), to communicate in English according to the context of the language use.

*Developing English Competencies for Grade X* enables you to access information of various fields of science to prepare you to go to university.

English learning in *Developing English Competencies for Grade X* is based on literacy based approach so you can get many learning experiences by considering the aspects of interpretation, convention, collaboration, cultural knowledge, problem solving, reflection and language use.

In *Developing English Competencies for Grade X*, there are many activities available for you to do individually or with other students. These activities explore your creativity. You are expected to be skillful in doing the exercises, acting out dialogues, constructing sentences or texts and the other activities that facilitate you to be skillful in using English in communication.

Last but not least, the writers are very grateful to all people who have helped and given their input, support and encouragement. We would like to thank PT Setia Purna Inves, especially the editors and team, for facilitating us to publish our work. Hopefully, this book will help you learn English in a communicative way.

Bandung, July 2008

**Writers**

# An Overview of This Book

*Developing English Competencies for Grade X* comprises 6 chapters and 2 reviews. Each chapter consists four language skills, i.e. Listening, Speaking, Reading and Writing.

Below are the characteristics featured in *Developing English Competencies for Grade X*

1. **Title** introduces the theme of the chapter.
2. **Chapter Photo** represents the theme of the chapter.
3. **In This Chapter** gives a concise summary of the language functions and themes that will be learned in the chapter.
4. **Text** presents a genre related to the theme of the chapter.
5. **Genre Structure** shows you the generic structure of related genre.
6. **Grammar Review** focuses on a grammar structure in texts of a certain genre.
7. **Dialogue** presents natural language set in authentic situations you can relate to.
8. **What to Say** provides a number of expressions that you can use in certain situations.
9. **Pronunciation Practice** provides list of words to be pronounced and practiced several times until you can pronounce them correctly.
10. **Englishclub.com** gives some information from the Internet and encouraging you to know more.
11. **New Horizon** features extra information related to the theme.
12. **Your Project** encourages you to perform a project to enhance your lifeskill.
13. **UN Shot** provides some exercises taken from *Ujian Nasional* materials.
14. **Chapter Summary** summarises the material learned in each chapter.
15. **Learning Reflection** presents what you have learned and what you are expected to be able to.
16. **Review** provides a number of exercises from the previous chapters.
17. **Glossary** provides a list of terms and words from the learning materials in alphabetical order.
18. **Index** provides a list of subject and names (authors) in alphabetical order.

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Source: Publisher's Documentation

# Chapter 1



Source: Publisher's Documentation

## It's Nice to See You

### *In This Chapter*

#### **Listening:**

- Responding to expressions of greeting, introducing and parting
- Responding to recount texts

#### **Speaking:**

- Using expressions of greeting, introducing and parting
- Performing a monologue of recount texts

#### **Reading:**

- Identifying meanings and information of a recount text
- Reading recount texts

#### **Writing:**

- Writing a recount text
- Writing short diaries

## Listening

In this section, you will learn how to:

- respond to expressions of greeting, introducing and parting;
- respond to recount texts.

### Activity 1

Look at the picture and answer the following questions.



Source: Publisher's Documentation

1. What are they doing?
2. Do you think they know each other?
3. What do you say when you meet someone you didn't know before?
4. Do you ask her/his name?
5. How do you introduce yourself?
6. What do you say when you need to leave the person you're talking to?

### Activity 2

Listen to the tape. Then repeat the following words and expressions.

No.	Words	Expressions
1.	Introduce	Good morning
2.	Introducing	How are you
3.	Greeting	My name is
4.	Meeting	How do you do
5.	Parting	Nice to meet you
6.	Farewell	See you later

## Activity 3

Listen to the tape and complete the dialogue. Pay attention to the responses of greeting, introducing and parting expressions.

*Today is the first day at school for Dian. She meets Rian. Then, they introduce each other.*

Dian : 1 \_\_\_\_\_, 2 \_\_\_\_\_, 3 \_\_\_\_\_.

Rian : 4 \_\_\_\_\_, 5 \_\_\_\_\_, 6 \_\_\_\_\_.

Dian : 7 \_\_\_\_\_, We are in the same class, right?  
I saw your name in the students' list of my class.

Rian : Yeah, right. By the way, what book is that?

Dian : This is a book about cooking, *Mari Memasak Sendiri*.

Rian : Oh, so you like cooking? I like cooking too.

Dian : Really? Good, so I have a friend to share with.  
Anyway, 8 \_\_\_\_\_, Bye.

Rian : 9 \_\_\_\_\_, 10 \_\_\_\_\_.

## Activity 4

Listen to the tape carefully and choose the correct responses to the expressions you heard.

For example:

You will hear: Hello, I'm Cut Nia. I'm your neighbour.  
What's your name?

The correct response for the expression is ....

- Hello, Cut Nia. Nice to meet you.
- Hi, Cut Nia. My name is Edo. Nice to meet you.

The correct response is (b) *Hi, Cut Nia. My name is Edo. Nice to meet you.*

- Good morning. What's your name?
  - Good morning. I'm Deni.
- How do you do?
  - Hi, Desi. How are you?
- I'm just fine.
  - Good morning. My name is Risa.
- What's your name?
  - Hi, Rudi. Nice to see you.
- Good bye. Nice to meet you.
  - Glad to meet you, too.

### Englishclub.com

Want to meet new people and improve your social and business graces? You can visit the website in [www.englishclub.com](http://www.englishclub.com). You can find how to make proper introductions at business functions, parties, dinners and other social situations.

## Activity 5

Listen to another dialogue and answer the following questions while you are listening.

---

1. Where does the dialogue take place?
2. How many persons are involved in the dialogue?
3. What does the girl do while waiting for her friend?
4. What does Lina say to a girl at first?
5. How does the girl respond to Lina's introduction?
6. How does Fanny introduce Lina to Santi?
7. What does Lina say at the end of the dialogue?

## Activity 6

Work in pairs and make a dialogue based on the following situations. Use the expressions and responses you have learned.

---

1. You introduce yourself to a new neighbour and ask him/her to come to your house.
2. You meet a new classmate at school. Ask his/her name, hometown and address.
3. You introduce yourself to a new English teacher in the classroom.
4. Your brother/sister brings his/her friends to the house. Introduce yourself to them.
5. When you are going shopping with your father, you meet your father's friend. Introduce yourself to him/her.

## Activity 7

Answer these questions. You can add any information related to the questions.

---

1. Where did you go on your last holiday?
2. What did you do on your last holiday?
3. Did you have unforgettable experiences on your holiday? Tell it briefly.
4. How did you feel on your holiday?

## Activity 8

### UN Shot

Mitha :

Good morning, Sir.

Mr. Harry :

Good morning Mit, sit down. This is Mr. Johny. He is one of the judges in the speech contest attended last week.

Mitha :

Oh, I see. How do you do Mr. Johny?

Mr. Johny : ....., Mitha

- How are you
- Good morning
- How do you do
- You're welcome
- It's all right

(UAN 2004)

Listen carefully to the following dialogue and study it. Then practise it with your friend.

Mirna : Hi, Toni, nice to meet you again after long holiday.

Toni : Hello. Mirna, nice to meet you too.

Mirna : Anyway, where did you go on the last holiday?

Toni : Well. I went to Bali. It's a wonderful place with beautiful beaches and sceneries.

Mirna : Wow. It sounds great. What did you do there?

Toni : My family and I spent four nights there in a bungalow in Kuta beach. I had a great vacation there. I swam and surfed on the beach. I also played football and sand with my brother.

Mirna : What else did you do there?

Toni : The next morning I visited another small island around Bali on a boat. It was a great experience to see many beautiful places and have a talk with tourists there.

Mirna : What did you do before you left Bali?

Toni : On the last day, I went to the merchandise shops and bought some stuffs there. I bought shirts, shorts, and also traditional clothes. Unfortunately I couldn't afford to buy a surfing board because it was too expensive.

Mirna : Well, it's nice to hear your story. I hope that I can also visit Bali someday.

## Activity 9

Listen to these past tense verbs taken from the dialogue and repeat after your teacher.

- was /wəz/
- did /dɪd/
- had /həd/
- went /went/
- left /left/
- swam /swəm/
- bought /bɔ:t/
- surfed /sɜ:fd/
- played /pleɪd/
- visited /vɪzɪtɪd/

## Activity 10

Listen to the tape carefully. Correct the words in the brackets based on what you heard.

Yogyakarta  
April, 1<sup>st</sup> 2008

Dear Evi and Andi,

Just a note to let you know that we (*have*) a wonderful holiday in Bali. It was a really great place. The people are friendly, the food's great, and the weather's a lot better (*as/than*) at home. Can you (*believe*) it?

Most days were pretty (*lazy/lazily*). I (*swim*) two or three times a day, but my brother Fachri just (*spend*) all his time lying on the beach with his eyes closed.

Last Saturday I (*get*) on the bus and (*go*) to the north end of the island. It was much (*quiet*) there than here—very beautiful, but no tourists. The next day we (*go*) across to the east coast (*see*) some of the old villages.

I (*learn*) Balinese—I still can't (*say*) much, but it was fun to try. Fachri actually (*speak*) it quite well, but he was afraid to open his mouth, so I was the one who talked to people.

Love to your parents. See you soon, I (*hope*).

Aisha

## Activity 11

Listen to the tape and fill in the following form based on the text you heard.

Event 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Event 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Speaking

In this section, you will learn how to:

- introduce yourself and others;
- say greetings and partings;
- perform a monologue or recount texts.

### Activity 1

Answer these questions orally.

1. What will you say when you have to introduce yourself to someone you didn't know before?
2. Is it alright if you ask his/her name after introducing yourself?
3. Is it alright to ask his/her age?

### Activity 2

Study the following dialogues. Act them out with your friends'.

#### New Horizon

If the person you are introducing has a specific relationship to you, make the relationship clear by adding a phrase such as 'my boss', 'my wife' or 'my uncle'. In the case of unmarried couples who are living together, 'companion' and 'partner' are good choices.

Source: [www.ivillage.com](http://www.ivillage.com)

#### Dialogue 1

*Today is the commemoration of National Education Day. Every province in Indonesia sends their representatives to attend outstanding students gathering in Jakarta.*

Asep : Hello, let me introduce myself. My name is Ali.  
I study at SMAN 19 Bandung.

Denias : Hi, I'm Denias, I'm from Papua. Nice to meet you.

Asep : Nice to meet you too. Let's go to the crowd.

*Denias and Asep go to the crowd and they meet a girl.*

Sri : Hi, Asep. How are you?

Asep : I'm fine. How about you?

Sri : I'm fine too. Thank you.

Asep : Elvi, this is Denias, my new friend.

Denias : Hi. How do you do? Pleased to meet you.

Sri : How do you do? Pleased to meet you too.

Denias : By the way, what is your hobby?

Sri : I like cooking very much. I can spend my whole day for cooking.



## UN Shot

Jack : Rita , ...

Rita : Pleased to meet you.

Don : Pleased to meet you too.

- Don is my friend
- Don wants to meet you
- Don't you know Don is my friend
- I'd like you to meet my friend Don
- Please introduce your self to Don

(UN 2003/2004)

Denias : Wow, great. My hobby is cooking too. Will you tell me how to cook special foods from your province? I'd like to know them.

Asep : Alright my friends, let's talk about cooking later. We should go to the palace to meet the President of Indonesia.

Denias and Sri : Let's go. We can talk about cooking later.

## Dialogue 2

*Cipto waiting for Andi and Yani, his new colleague at the airport.*

Andi : Excuse me. Are you Henri?

Cipto : Yes. I'm Cipto Susanto.

Andi : How do you do, Cipto? I'm Andi from University of Jakarta.

Cipto : How do you do, Cipto. Nice to see you.

Andi : Nice to meet you, too. Did you have a good journey?

Cipto : Yes. It was fine, thanks.

Andi : Let me help you to bring your suitcase.

Cipto : That's very kind of you.

Andi : Not at all. Let me introduce you to my friend Yani this is Cipto. Cipto this is Yani.

Yani : Hello, Cipto. Nice to meet you.

Cipto : Pleased to meet you, too. How's the trip?

Yani : Well, It's nice and exciting.

Cipto : Great, then. You must be tired. I'll take you to the Hotel first.

Andi : OK. Thanks, Cipto.

## Activity 3

Read the dialogues once again. Can you identify the expressions of greetings, introducing, meeting and parting?

# What to Say

Study the following expressions of greetings, introducing, meeting and parting.

More Formal



Less Formal

Greetings	Responses
<ul style="list-style-type: none"> <li>• Good morning.</li> <li>• Good afternoon.</li> <li>• Good evening.</li> <li>• How nice to see you</li> <li>• Hello.</li> <li>• How are you?</li> <li>• How do you do?</li> <li>• How're you doing?</li> <li>• Hi!</li> </ul>	<ul style="list-style-type: none"> <li>• Good morning.</li> <li>• Good afternoon.</li> <li>• Good evening.</li> <li>• Yes, it's been so nice. Hello.</li> <li>• Fine, thanks.</li> <li>• How do you do?</li> <li>• Not bad.</li> <li>• Hi!</li> </ul>

More Formal



Less Formal

Partings	Responses
<ul style="list-style-type: none"> <li>• Good night.</li> <li>• Goodbye.</li> <li>• See you later.</li> <li>• Bye.</li> </ul>	<ul style="list-style-type: none"> <li>• Good night.</li> <li>• Goodbye.</li> <li>• See you.</li> <li>• Bye.</li> </ul>

More Formal



Less Formal

Introducing yourself	Introducing someone
<ul style="list-style-type: none"> <li>• First let me introduce myself.</li> <li>• My name is ....</li> <li>• Allow me to introduce my self.</li> <li>• I'm ...</li> <li>• Excuse me my name's ...</li> <li>• How do you do? My name is ....</li> <li>• Hi! I'm ...</li> <li>• Hello! My name is ...</li> <li>• Good morning. My name's ...</li> </ul>	<ul style="list-style-type: none"> <li>• I would like to introduce you to ....</li> <li>• Let me introduce you to ...</li> <li>• This ...</li> <li>• Allow me to introduce ....</li> <li>• I'd like you to meet ...</li> <li>• Do you know ...</li> <li>• Oh look, here's Peter.</li> <li>• Peter-Jeny, Jeny-Peter</li> </ul>

## Pronunciation *Practice*

Pronounce these words after your teacher.

Some words have plural forms ending in an /s/ sound.

Some have plural forms ending in a /z/ sound.

/s/

- book-books /bʊks/
- group-groups /gru:ps/
- shout-shouts /ʃaʊts/
- chief-chiefs /tʃi:fs/
- state-states /steits/

/z/

- day-days /deiz/
- flag-flags /flægz/
- leaf-leaves /li:vz/
- dog-dogs /dɔgz/
- wife-wives /waifz/

### Activity 4

Work in pairs and complete the dialogue. Then practise it with your partner.

*Budi introduces himself to Rendi on the way home from the school.*

Budi : <sup>1</sup>\_\_\_\_\_. Haven't we met before?

Rendi : I don't think so.

Budi : Anyway, <sup>2</sup>\_\_\_\_\_ Budi.

Rendi : <sup>3</sup>\_\_\_\_\_ Rendi.

Budi : Do you somehow stay around here?

Rendi : Yeah. I stay in the Uptown Apartment on fifth Avenue.

Budi : That's great. I also stay there on eleventh floor.

Rendi : Mine's on tenth floor. Sorry, I have to get going.  
<sup>4</sup>\_\_\_\_\_.

Rendi : See you then. Goodbye.

Budi : <sup>5</sup>\_\_\_\_\_.

### Activity 5

Work in groups and perform a dialogue based on the following situations.

1. You introduce yourself to Mr Hutagalung and he responds to the introduction.
2. Wayan is your friend. He introduces Sofyan, his brother, to you.
3. In the classroom, Dewi, your friend, introduces you to Tini, her sister.
4. At a meeting, you introduce Mr Lubis, your English teacher, to your father.

## Activity 6

Ask your partner and say what you did last weekend. Look at the following example.

For example:

1. You : What did you do on your last weekend?  
Your friend : It was alright. I didn't do anything special.
2. You : Did you have a good weekend?  
Your friend : Yes. It was great. I had a lovely time. I went to theatre and I watched a great movie.

## Activity 7

Ask other students about their weekend and their special experiences. Then complete the following table with different names.

No.	Name	Activities	Time/When?	Special Events
1.	Deni	Played football	Sunday afternoon	He made a goal.
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

## Activity 8

Read aloud the following text. Pay attention to your pronunciation and intonation. Study the events.

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the

afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.

*Text by Agus Molgana*

## Activity 9

Answer these questions based on the text in Activity 8.

1. What did we do last weekend?
2. How long did we reach the camping ground?
3. When did we build the camp?
4. What did we do on the next day?
5. What activities did we do at the night of a fire camp night?

## Activity 10

Work in pairs and match the following time line with its activities.

Saturday	6.30	a.m	accompanied my mother to shop
	1	pm	had Padang food for dinner
	4	p.m	attended an extracurricular activity
	7	p.m	helped my uncle water the flowers
	9	p.m	tidied my bedroom
Sunday	5	a.m	went swimming
	10	a.m	watched TV and ate snacks
	12.30	p.m	prepared shoes for jogging
	3.30	p.m	visited my grandma's house
	6	p.m	did homework and watched TV

## Activity 11

After setting the timeline into a good order in Activity 10, in groups make your oral recount by referring to the activity in each time.

## Activity 12

Now make your own timeline on last your last weekend and present it to the class.

## Reading

**In this section, you will learn how to:**

- identify the structure of recount texts;
- read and understand recount texts.

### Activity 1

Answer these following questions.

1. Do you have any interesting experience to tell?
2. Can you recall it?
3. Will you tell your experience to your friend?

### Activity 2

Read the following text about someone's experience.

#### Meeting a Star

On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something.

I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive!

*Adapted from New Horizons in English 4, 2002*

### Activity 3

Answer these following questions based on the text in Activity 2.

1. Where was the writer?
2. What was he doing?
3. What did the man ask the writer?
4. How was the man's character?
5. Did the writer help the man?
6. What did the writer decide to buy?
7. What did he find in his wallet? Explain.
8. How was he when he knew who the man was?

## Activity 4

Read the text and choose the correct answer to the following questions.

### My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Taken from *Ready to Write*, 2003

### New Horizon

When writing recounts you should:

- focus on individual people ie use the words, *I* or *we*
- use words which indicate when (eg *after lunch*) and where the events took place (eg *in the shed*)
- write in the past tense eg *had*, *visited*
- use action words eg *helped*, *crutched*.

Source: [www.lmpc.edu.au](http://www.lmpc.edu.au).

1. What happened to the writer yesterday?
  - a. He has a terrible day.
  - b. He gets a terrible day.
  - c. He had a terrible day.
  - d. He got a terrible day.
2. Why did he wake up an hour late?
  - a. Because he didn't set alarm clock.
  - b. Because his alarm clock didn't go off.
  - c. Because he didn't see alarm clock.
  - d. Because his alarm clock didn't work.
3. What did he do after having breakfast?
  - a. He got dressed so quickly that he forgot to wear socks.
  - b. He wear socks so quickly that he forgot to get dressed.
  - c. He ran out of the house trying to get the 9:30 bus.
  - d. He burned his hand when he was making breakfast.
4. How far did the writer walk?
  - a. He walked for two miles.
  - b. He walked for three miles.
  - c. He walked for four miles.
  - d. He walked for five miles.

5. What does the writer hope?
  - a. The writer hopes to discover that it was Sunday.
  - b. The writer hopes to take a taxi.
  - c. The writer hopes he never had a day like yesterday.
  - d. The writer hopes that yesterday will be better.

## Activity 5

Read the words taken from the text and find their synonyms.

1. wanted /wɒntɪd/
2. ran out /rʌn aʊt/
3. walked /wɔːkd/
4. forgot /fə'gɒt/
5. missed /mɪsd/
6. burned /bɜːnd/
7. woke up /wɒk ʌp/
8. hurry /hʌrɪ/
9. terrible /'terəbl/
10. quickly /kwɪklɪ/

## Activity 6

Read and study the text structure of the recount text in Activity 4.

Paragraph	Generic Structure
<ul style="list-style-type: none"> <li>• I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off (paragraph 1)</li> <li>• Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money (paragraph 2)</li> <li>• Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday (paragraph 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation: provides the setting and introduces participants.</li> <li>• Events: tell what happened, in what sequence.</li> <li>• Re-orientation: optional closure of events.</li> </ul>



## Activity 7

Read the following text and identify its text structure.  
Work in pairs.

I woke up at about five o'clock yesterday. It wasn't a regular day, because I was about to propose a girl.

After praying and taking a bath, I had my early breakfast. At about nine o'clock I was in my office but my soul wasn't there. I was thinking about the lines that I had to say to her. At one o'clock, I had my lunch but I wasn't enjoying it either. So, I practiced the lines to almost all girls I met at my lunch. Yes, I was a little bit crazy. Finally, it was three o'clock. I

remembered all my lines. I wrapped my works and got ready to pick her up and of course proposed her.

I met her at four o'clock, took a little walk and went to a movie. At seven, we had a romantic dinner. I thought it was the perfect time to ask her to be my wife. Then I said the lines that I practiced the whole afternoon. She smiled. I reached my pocket to get a ring and put it around her finger. Then she said "Yes." After driven her home I went back to my house.

*Taken from New Horizons in English, 2002*

## Grammar *Review*

### Using Prepositions of Time

It is important to use correct prepositions to show time relationship.

Study the prepositions of time and the example.

- Use *at* with specific times: *at 5:00/ at 7:30/ at noon/ at midnight*
- Use *from* and *to* with a span of time: *from 6:00 to 9:00/ from 1941 to 1945*
- Use *in* with other parts of the day: *in the afternoon/ in the morning/ in the evening* (exception: *at night*)
- Use *in* with months: *in August/ in June*
- Use *in* with years: *in 1999/ in 2001*
- Use *in* with seasons: *in the spring/ in the summer/ in the winter*

- Use *on* with days of the week: *on Sunday/ on Tuesday/ on Friday*
- Use *on* with specific dates: *on June 30 on April 21, 2001/ on New Year's Eve*

## Activity 8

Complete the sentences with the correct prepositions.

1. I lived in Jakarta \_\_\_\_\_ 1995 \_\_\_\_\_ 1998.
2. Linda was born \_\_\_\_\_ 1952.
3. She was born \_\_\_\_\_ October 31, \_\_\_\_\_ 4:00 \_\_\_\_\_ the afternoon.
4. I'll meet you for lunch \_\_\_\_\_ Tuesday \_\_\_\_\_ noon.
5. Rudi goes to Singapore every weekend. She takes the train \_\_\_\_\_ Saturday \_\_\_\_\_ 9.00 \_\_\_\_\_ the morning and arrives in Singapore \_\_\_\_\_ 10:45.

## Activity 9

Read the following text and identify the prepositions of time in the text.

My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just the perfect position. I had to show her my shoes that I had cleaned the night before and my school bag had to be neatly put on my shoulder before I could get near the door. Only after my mother was totally satisfied would I be allowed to rush out of the front door.

I would leave home at 8 am on the dot and make my way down the lane. After a walk of about 700 metres I would be able to see the tall steeple of the school.

The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell went.

Adapted from [www.lmpc.edu.au](http://www.lmpc.edu.au)

## Writing

In this section, you will learn how to:

- arrange recount texts;
- write recount texts.

### Activity 1

Answer the following questions.

1. Do you have a diary?
2. What do people usually write in it?
3. What sort of advantages can people get from writing it?
4. Have you ever written your past experience in a diary?
5. If yes, what was it about?

### Activity 2

Pay attention to the following diary. Answer the questions that follow.

*March, 28<sup>th</sup> 2008  
08.00 p.m.*

*This morning Andika called me. I was surprised. I wondered from whom he got my cell phone number. Confuse. Happy. Speechless. My heart beat faster when I heard his voice.*

*Lovely*

*Luna*

*Text by Apel*

### Your Project

You might have an interesting experience lately. Write it in your diary. It will be so much fun when you read what you have written a few years later.

1. When did Luna write her diary above?
2. Who called her?
3. How did she feel when Andika called her?
4. Did she know where Andika got her number?
5. How is Luna's feeling for Andika? Do you think she likes him?

### Activity 3

Arrange the following sentences into the correct order. Arrange them so they follow a logical time order. Then use all the sentences to write the paragraph.

Deri saved his money and spent two months travelling around the world. He wrote his journey in his diary.

- \_\_\_\_\_ I spent a week in New York and then flew to London and enjoyed several weeks in Europe.
- \_\_\_\_\_ When I had seen the sights in Europe, I took a train to Istanbul and visited many places in Asia.
- \_\_\_\_\_ First, I flew from his home in Mexico City to New York City.
- \_\_\_\_\_ After through Asia, I went to south America and finally back home to Indonesia.

### Activity 4

Study the following schedule. Write a paragraph that telling past events based on the schedule. Remember to begin with topic sentences.

Tuesday	08.30-9.00	<i>greet new students</i>
	9.00-10.30	<i>give test to new students</i>
	10.30-11.30	<i>order new text books</i>
	11.30-12.00	<i>make phone calls</i>
	12.00-1.00	<i>have lunch with teachers</i>
	1.00-3.00	<i>observe classes</i>

For example:

Last week I had a busy schedule in my class. At 08.30, I came in to the class and greeted the students. ....

## Activity 5

Punctuate and capitalise the following text. Rewrite it using your own words.

### **r a kartini**

every april 21 people in indonesia commemorate the kartini day. it is beautiful day for the woman because we celebrate the birth of great lady ra. kartini. everyone knows who kartini is. she is our national heroine and a great lady with the bright idea

kartini was born in 1879 april 21 in mayong jepara. her father was rmaa. sosroningrat wedana (assistant of head of regency) in mayong. her mother, ma ngasirah was a girl from teluk awur village in jepara as the daughter of a noble family, she felt luck because she got more than the ordinary people got. she got better education than other children

in november 12 1903 she married adipati djoyodiningrat, the head of rembang regency. according to javanese tradition kartini had to follow her husband. then she moved to rembang. in september 13 1904 she gave a birth to her son. his name was singgih. but after giving birth to a son, her condition was getting worse and she finally passed away on september 17 1904 on her 25 years old

now kartini has gone. but her spirit and dream will always be in our heart. nowadays indonesian women progress is influenced by kartini's spirit stated on collection of letter habis gelap terbitlah terang from the dusk to the dawn

Adapted from [www.recount.peperonity.com](http://www.recount.peperonity.com)

## Activity 6

Read this story. As you read the text, decide the conclusion at each stage. Write it in your workbook.

### **Blind Date**

#### **The phone call**

##### *Her story*

Doni got my name from a friend. He telephoned me and invited me to see a film and I accepted. However I explained that it was time for my piano practice, he started talking about himself, and there was no stopping him. I couldn't have got in a word edgewise even if I had wanted to.

##### *His story*

Maya is a friend of Galih. He told me that she was really pretty and had a lovely personality, so I rang her and asked her for a date. I was delighted when she agreed but it was really difficult talking to her. She wouldn't say a word. I had to carry on the whole conversation myself.

## The arrival

### Her story

When he came to pick me up, I was getting ready. When I came to the door and saw the ridiculous outfit he was wearing, I almost died of embarrassment. Then he suggested that we took a bus. I didn't know where to look.

### His story

I got there on time. Her Mom answered the door and asked me what I wanted. I explained that I was Maya's date. I think she was impressed by my suit, and you should have seen Maya's face when she first came to the door! As we walked to the bus stop she grumbled that Galih always took her out by car. I told her she looked lovely!

## The movie

### Her story

He laughed so loudly that everybody turned round to look at us. I whispered 'be quiet' several times but it had no effect. He also made a loud noise eating his popcorn. I wanted to crawl into a hole.

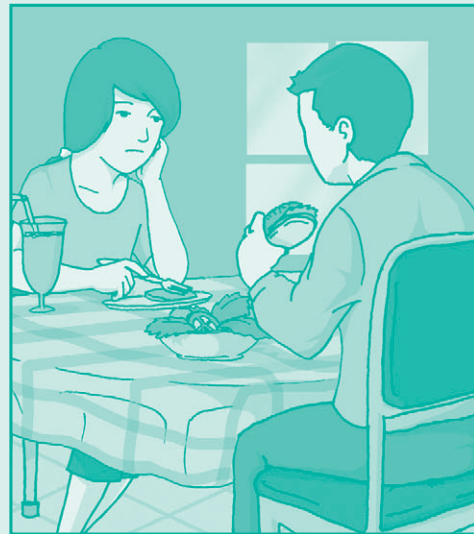
### His story

She was a real bore. The film was very funny, but she kept muttering throughout. She refused everything that I offered her.

## The meal

### Her story

He took me to a cafe, and insisted on ordering a whole meal for me. It was awful. I wasn't even hungry.



### His story

She let me order the most expensive dish on the menu and she didn't even touch a bite. She explained that she was still full from lunch, but I think she wanted to go somewhere more expensive. She's a real snob.

## The future

### Her story

Would I go out with him again? You must be joking. I never want to see him again. He was so insensitive.

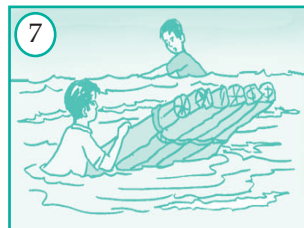
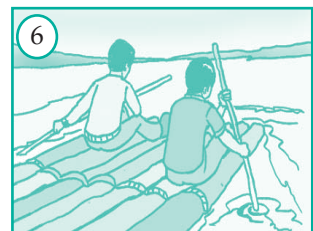
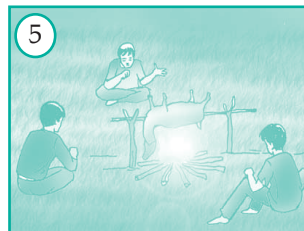
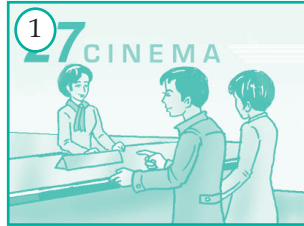
### His story

I would never call her again. She behaved terribly, and never apologized. One date with her was more than enough.

Adapted from *New Horizons in English 4*, 2002

## Activity 7

Look at the pictures and arrange the sentences in the correct order to form a meaningful paragraph based on the pictures.



- It was an interesting film about a plane which crashed on a small empty island in the Pacific Ocean.
- After a few weeks, the passengers were eating raw fish and meat.
- Although the passengers were safe, nobody knew where the plane had crashed.
- It was an American movie called *The Lost Flight*.
- So the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat.

- f. My sister and I went to see a film last night.
- g. After they had been on the island for two months, three of the men made a boat and sailed away to find help.
- h. It showed how people can quickly change when they have to look after themselves in the jungle.
- i. But my sister and I enjoyed the film.
- j. But their boat sank and they were drowned.
- k. The film ended without saying whether the passengers were rescued or not.

## Activity 8

Yesterday, Vicki had a birthday for her friend. She made a list of things she had to do before the party. She put the things on her list in time order. Use her list to write a paragraph about the things she had to do. Remember to begin with a topic sentence and use signal words.

---

- buy food for dinner at supermarket
- pick up birthday cake at bakery
- clean house
- make dinner
- wrap present
- set table

## Activity 9

Work in groups of four and everyone should share his/her unforgettable experience. Decide one that the group think is the most unforgettable. Then write a diary and tell it in front of the class.

---

## Activity 10

Now think of your most memorable experience and write it like a diary entry. Consider the following.

---

1. What was it?
2. When and where did it happen?
3. Who was involved?
4. How was it memorable? And why?



## Chapter Summary

### 1. Language Functions

- a. Introducing
  - Hi, I am Deri.
  - Hello, my name is Dewi.
- b. Greeting
  - Hi!
  - Hello.
  - Good morning.
  - Good evening.
- c. Parting
  - Goodbye.
  - See you later.
  - Good night.

### 2. Genre

Recount

Social function : to retell events for the purpose of informing or entertaining

Generic structure

- Orientation : provides the setting and introduces participants
- Events : tell what happened, in what sequence
- Re-orientation : optional-closure of events

## Learning Reflection

**After learning the lesson in this chapter, you are expected to be able to:**

1. respond to the expressions of introducing, meeting and parting;
2. respond to oral instructions;
3. introduce yourself and others;
4. say greetings and goodbye;
5. perform a monologue of recount texts;
6. identify ideational meaning in the recount texts;
7. identify the structure of recount texts;
8. write a recount text.

**Now, answer the questions:**

1. How do you introduce yourself?
2. What do you say to greet people?
3. What do you say when you need to leave the person you're talking to?
4. Write your last holiday experience and tell it to your friends.

**If you find some difficulties, consult your teacher or discuss with your friends.**

# Chapter 2



Source: Publisher's Documentation

## I'm Sorry to Hear That

### *In This Chapter*

#### **Listening:**

- Responding to expression of happiness
- Responding to expressions of sympathy and showing affection
- Responding to narrative texts

#### **Speaking:**

- Using expression of happiness
- Using expressions of sympathy and showing affection
- Performing a monologue of narrative texts

#### **Reading:**

- Identifying the structure of a narrative text
- Reading narrative texts

#### **Writing:**

- Developing a paragraph of a narrative text
- Writing a narrative text

## Listening

**In this section, you will learn how to:**

- *respond* to expression of happiness;
- respond to expressions of sympathy and showing affection;
- respond to narrative texts.

### Activity 1

Study the following situations and answer the questions.

- You are informed that your father has just got promotion in his workplace.
- Your English teacher told you that you score in the last test is excellent.
- The debate team of your school won the national debate competition.
- Your friend hurt himself when playing football.
- Your sister slipped and she was in such pain. She couldn't even stand up because she broke her ankle.
- Your friend's father suddenly passed away soon after he got off from the bus.

1. What do you think of the situations? Are there good news or bad news?
2. What do you feel when you hear a good news?
3. What do you feel when you hear a bad news?
4. How do you respond to someone telling you a good and a bad news?
5. What will you do or say to show your happiness?
6. What will you do or say to show your sympathy?
7. Will you be surprised especially when hearing the bad news?

## Activity 2

Listen to the tape carefully. Then, repeat the words and expressions.

No.	Words	Expressions
1.	good news	It's really great. I'm so happy.
2.	happy	I'm delighted to hear that.
3.	happiness	It gives me satisfaction.
4.	bad news	I'm very sorry to hear that!
5.	sympathy	That is a pity/shame!
6.	affection	Are you OK?
7.	terrible	What a terrible situation!
8.	condolence	Please accept my condolences!

## Activity 3

Listen to the tape and choose the best response from the expressions you hear.

For example:

You will hear: My sister got a car accident last night.

The best response is ....

- Oh really? It is nice to hear that.
- Oh really? I'm sorry to hear that.

The correct response is (b) *Oh really? I'm sorry to hear that.*

- Oh, that's good news.
  - Oh, that's bad news.
- How terrible!
  - I'm delighted to hear that.
- Is that right? That's too bad.
  - Is that right? How nice! I'm happy with that.
- I'm sorry to hear that.
  - How poor she is.
- Oh really? That's too bad.
  - Oh really? That's great.

## Activity 4

### New Horizon

What's the difference between sympathy and empathy?

*Sympathy* is the act of imagining and interpreting the thoughts, experiences, and perspectives of others from our own lens (e.g. our history, experiences, priorities and values).

*Empathy* the act of attempting to understand the thoughts, experiences, and perspectives of others from their own lens (e.g. their history, experiences, priorities and values).

Source: [www.about.com](http://www.about.com)

Listen to the tape and complete the following dialogues. Pay attention to the expressions for showing happiness, sympathy and affection.

#### Dialogue 1

*Hani gets a gift from her mother. She is very happy.*

Mother: My dear daughter, your father said that he would take you to the department store.

Hani : Hooray! That's <sup>1</sup>\_\_\_\_\_. When do we go there, Mom?

Mother: Perhaps after dinner. Father will buy a new pair of shoes for you. Frankly we both are so <sup>2</sup>\_\_\_\_\_ for your performance at school.

Hani : Thanks for your praise, Mom. I am also <sup>3</sup>\_\_\_\_\_ to have parents like you both.

Mother: You are a wonderful daughter for us. I'm so <sup>4</sup>\_\_\_\_\_ to be your Mom.

Hani : Thanks Mom.

#### Dialogue 2

*Deni tells Andi bad news. Rudi, his friend, has just got an accident.*

Deni : Hi, Andi. <sup>1</sup>\_\_\_\_\_ that Rudi fell off when he was riding his motorcycles?

Andi : Oh really? <sup>2</sup>\_\_\_\_\_! What happened?

Deni : He was riding in a big storm. He must have skidded in the rain.

Andi : Oh <sup>3</sup>\_\_\_\_\_. Was he badly injured?

Deni : Sure, he was such in pain.

Andi : He wasn't, was he?

Deni : He was. He couldn't <sup>4</sup>\_\_\_\_\_. He broke his legs.

Andi : <sup>5</sup>\_\_\_\_\_. Where is he now? Is he in the hospital?

Deni : He is still in the Emergency Unit of *Sumber Waras* Hospital.

Andi : I'll <sup>6</sup>\_\_\_\_\_ in the hospital right away.

## Activity 5

Listen and study these expressions. Then make the best response for each expression.

1. Congratulations. You get Rp 10.000 credit bonus.
2. You are excellent and brilliant. You got a great mark for the final test.
3. Well done. You get a free ticket for this holiday.
4. I've lost my wallet somewhere. It's got Rp. 100,000,- on it.
5. Did you hear that Mr. Rendy got a serious cancer disease?
6. I heard that Budi was in jail. He was arrested for traffic violence.
7. Rendi was knocked down by a car. He was in hospital for five weeks.
8. Yesterday, on the TV news, I saw a bad thunder storm in California. Many people died and got serious injured.

## Activity 6

Listen to the following dialogue and answer these questions based on what you heard.

1. What is the dialogue about?
2. Who are involved in the dialogue?
3. What is Boni looking for?
4. What kind of books does he need?
5. What do you know about folktales?
6. Do you like to read or hear stories?
7. What kind of stories do you like?
8. What is your favourite story?

## Activity 7

Listen to the statements and complete the following table. Number one has been done for you.

No.	Name	Types of the Story	Title of the Story
1.	Rani	fairy tales	Cinderella
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

## Activity 8

Listen to the tape and complete the following story.

### The Little Girl and the Wolf

James Thurber

One afternoon, a big wolf<sup>1</sup>\_\_\_\_\_ in the dark forest for a little girl to come along carrying <sup>2</sup>\_\_\_\_\_ to her grandmother. Finally, the little girl came along and she was carrying a basket of food. "Are you carrying that basket to your grandmother?"<sup>3</sup>\_\_\_\_\_ the wolf. The little girl said yes she was. So the wolf asked her where her grandmother lived and the little girl told him and he <sup>4</sup>\_\_\_\_\_ into the woods.

When the little girl <sup>5</sup>\_\_\_\_\_ the door of her grandmother's house, she saw there was somebody in bed with a nightcap and <sup>6</sup>\_\_\_\_\_. She had approached no nearer than twenty-five feet from the bed when she <sup>7</sup>\_\_\_\_\_ it was not her grandmother but the wolf, for even in a nightcap a wolf doesn't look anymore like your grandmother than <sup>8</sup>\_\_\_\_\_ lion looks like Calvin Coolidge. So the little girl took an automatic out of her basket and shot the wolf dead.

Taken from *Readings to Remember*, 2004

## Activity 9

Study the following explanation. Then, listen to your teacher reading another story and complete the table.

Different writers organise their stories in different ways. However, they usually give their information about:

- the setting (the place, time)
- the characters (the people in the story)
- the events (the conflict in the story)
- the outcome (what happened in the end)

Setting	Characters	Events	Outcome
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Speaking

**In this section, you will learn how to:**

- use expression of happiness;
- use expressions of sympathy and showing affection;
- perform a monologue of narrative texts.

### Activity 1

Answer these questions orally.

1. What do you usually say when you are pleased or happy?
2. What do you usually say when you want to attract someone's attention?
3. Do you have different expressions when showing your happiness in front of your friends and elderly people? If yes, what are the expressions?
4. One of your friends had an accident. What do you say to show your sympathy?
5. Your brother has a problem. He looks sad. What will you say to show your affection?

### Activity 2

Read and practise the following expressions. Pay attention to your pronunciation and intonation.

1. It's really great. I'm so happy.
2. I'm delighted to hear that.
3. It gives me a great pleasure.
4. What a nice news. It makes me happy.
5. I'm really sorry to hear that!
6. Oh that's awful. What a shame.
7. Are you fine?
8. Oh dear. I know how it feels.
9. Please accept my condolences!
10. What a terrible situation for you.



## Activity 3

Read and practise the following dialogues. Then act them out in front of the class. Pay attention to your expressions.

### UN Shot

X : I haven't met John for three days. What happened to him?

Y : He was sent to the hospital because of his sickness.

X : *Oh, poor John. I hope he'll be better soon.*

The italicised sentence is used to express ....

- a. pleasure
- b. agreement
- c. sympathy
- d. expectation
- e. satisfaction

(UAN 2005)

### Dialogue 1

*Retno gets a good news about her job application. She is very happy.*

Retno : Dad, where is mom?

Father : She is back there.

Retno : Mommy, Mommy....

Mother: I'm right here. What's up?

Retno : Mom, you know, I sent a job application to a big international company near the downtown a couple of days ago and just now I got a phone call from the company that I get accepted. I am going to work. It's lovely.

Mother: Yes, that's wonderful. Come on. Go tell your daddy.

Retno : Yes, I will. I'm so happy right now.

### Dialogue 2

*Basri shows his sympathy to his friend, Ali.*

Basri : Hi, Ivan. You don't look very happy. Is everything alright?

Ali : Well, this week has been so terrible for me.

Basri : Really? I'm sorry to hear that. What actually happened?

Ali : My grandmother passed away on Tuesday.

Basri : Was she ill or something before she died?

Ali : No, no. She was badly hurt because of a car accident.

Basri : Oh really? What happened?

Ali : She was driving a car and suddenly a speedy truck bumped into her car in front. So her death was really a shock for me and my family. I can't still believe that she's gone.

Basri : Of course. It's always hard to lose someone you love. However, I'm pretty sure next week will be better for you.

Ali : Thanks. I hope so.

## What to Say

Study the following expressions of showing happiness, sympathy and affection.

More Formal



Less Formal

### Showing Happiness

- It's really great. I'm so happy.
- I'm delighted to hear that.
- It gives me a great pleasure.
- Nice news! Or good News! It makes me happy.
- Hooray!
- It's lovely.

More Formal



Less Formal

### Showing Affection (Giving Attention)

- What should I do to cheer you up?
- I really care about you?
- Don't you worry. I'm with you.
- What's wrong with you?
- Hope you will be fine.
- Are you OK?

More Formal



Less Formal

### Showing Sympathy

- You have my deepest sympathy.
- What a terrible situation for you.
- I do sympathise (I assure you).
- I'm extremely sorry to hear that.
- I know how it feels
- Oh what a shame ....
- Oh that's awful.
- Oh dear, sorry to hear that.

## Activity 4

Work in pairs and complete the dialogues with the expressions you have learned. Then practise them with your friends'.

---

### Dialogue 1

*Wandi gets a scholarship. He is very happy.*

Wandi : Mommy, mommy....

Mother: I'm right here. What's up?

Ranti : Mom, you know what. My teacher told me that I am one of the students who get a scholarship from a national University in Jakarta.

Mother: Oh really, that's excellent. I'm \_\_\_\_\_ for you.

Ranti : Thanks Mom. I'm so \_\_\_\_\_ now.

### Dialogue 2

*Eka asks her boss to have a few days off because her father has passed away.*

Eka : Excuse me, Sir.

Mr Andrew: What can I do for you, Eka?

Eka : Well, I'm afraid I cannot finish my job at the moment, Sir.

Mr Andrew: Are you serious? We need to finish this project right away.

Eka : I know that Sir, but I have just received a call from my mother telling me that my father has passed away.

Mr Andrew: Oh, I'm \_\_\_\_\_. You have my sincere \_\_\_\_\_. Take all the time you need. Don't worry about this project. I'll take \_\_\_\_\_.

Eka : Thank you, Sir.

## Activity 5

Now, make dialogues based on the following situations. Use the expressions you have learned. Then act them out with your friends'.

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1. Your English teacher told you that you score in the last test is excellent.
2. Your friend's father has passed away. Express your sympathy in the dialogue.

## Activity 6

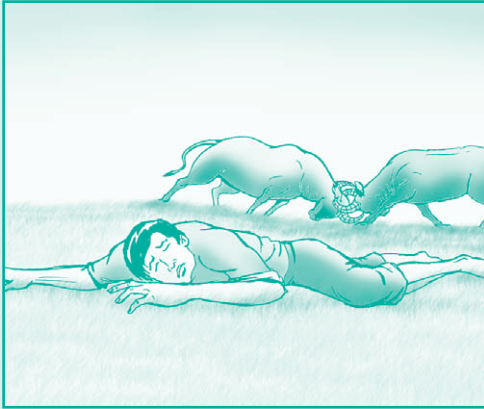
Answer the following questions.

1. What do you know about storytelling?
2. Did you ever tell a story to your friend?
3. If yes, what was the story about?
4. What can you get from a story?

## Activity 7

Read aloud the following story. Do a storytelling to your friends. Pay attention to your intonation and expressions.

### Blind Listening



A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt. When he returned home, his father told him that if he had helped the miners to dig, they would have bought his salt.

The man next went to a house where a wedding was taking place. There he dug a huge hole. This made the people angry and they chased him away. When he returned home, his

father told him that if he had beaten a drum and danced instead, the people there would have bought salt from him.

Then, he went to a village where there happened to be a fire. Rushing to the place, he started drumming and dancing, only to be thrown out by the people. His father told him that he should have poured water on the fire instead, if he wanted to sell salt there.

In the next place he went to, a couple were fighting with each other. The foolish man poured a bucketful of water on them, again to be chased away. His father later told him that he should have tried to settle the quarrel, in which case they would have bought salt from him.

In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls.

*Taken from English Bestseller 12, 2001*

## Pronunciation *Practice*

**Pronounce these words after your teacher.**

1. dug /dʌg/
2. salt /sɔ:lt/
3. pour /pɔ:/
4. chase /tʃeɪs/
5. throw /θrəʊ/
6. dance /dɑ:ns/
7. death /deθ/
8. stupid /'stju:pɪd/
9. village /'vɪlɪdʒ/
10. quarrel /'kwɒrəl/

## Activity 8

Find a story that you know well. It could be a folk tale or a legend. Retell it in front of the class. Use the following steps as your guide.

1. Identify the setting, characters, events and outcome of the story.
2. Make sure that you fully understand the story.
3. Make the storytelling as interesting as possible.

**Example:**

Let me tell you something. This is a story of three foolish sons in northern Taiwan. There was a rich man having three sons. His house is large and located in the town of Keelung. As their sons were no longer children, he gave them much money. Well, its amount is two hundred dollars for each of his son. Can't you imagine that ....

*(Continue your storytelling using your own words.)*

## Reading

### In this section, you will learn to:

- identify the structure of narrative texts;
- identify meanings and information in narrative texts;
- read and understand narrative texts.

## Activity 1

Answer these questions.

1. Do you enjoy reading?
2. The following is a list of different types of stories. Use your dictionary to check new words.
  - a. fable
  - b. superhero
  - c. folk tale
  - d. adventure
  - e. science-fiction
  - f. fantasy
  - g. legend
3. The following is the titles of two books and brief summaries of them. Decide the types of them.

a



Bear in the Barnyard,  
by Sue Robinson;  
illustrated by Tony  
Morris

Source: *Publishers Weekly*, May 10, 2004

### Englishclub.com

Visit [www.grimmfairytales.com](http://www.grimmfairytales.com) to read fairy tales from 'The Brothers Grimm'. Choose one of your favourites, and retell it in front of your class.

Teddy Bear meets real farm animals. At once curious and confident, little Bear explores the farm with all the wonder and wonder of a child. His questions never end and he wishes he were needed like the animals seem to be. And so he experiments considerably.

b



Under the Bed,  
by Paul Bright;  
illustrated by Ben Cort

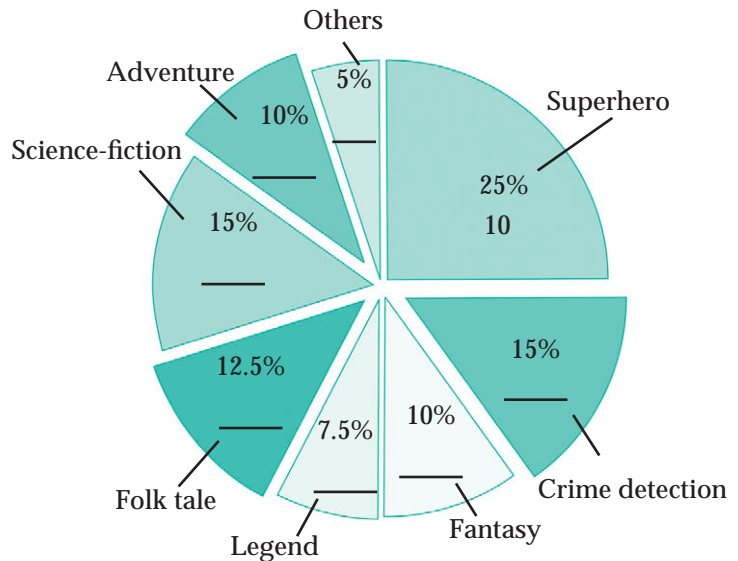
Source: *Publishers Weekly*, May 10, 2004

The book's crazy collection of worried creatures is scared—not scary—and your child will know it's true. Hairy green, spiny red, warty and winged, these monsters flee the bedroom when they discover the child.

## Activity 2

Study the chart below and answer the questions that follow. It shows you types of fiction read by students in a class.

What type of fiction do you like most?



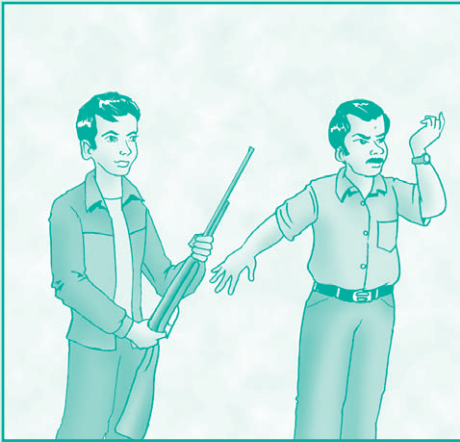
Total: 100% = 40

1. What type of fiction do students like most?
2. How many people read crime detection?
3. What is the least favourite fiction?
4. Can you fill in the blanks with the number of students who read each type of fiction?

## Activity 3

Read aloud the following text. Pay attention to your intonation and pronunciation in reading the story.

### Three Foolish Sons



There was a rich man who had three sons. They lived in a large house in the town of Keelung in northern Taiwan.

One day, he said to his sons, "You are no longer children. You must do something to earn your own living. When I die, I am not going to leave you very much money. I started with nothing and made a fortune by working hard. You must do the same. Now, here is two hundred dollars for each of you. You can use it to start your own business."

The three sons went off separately. The eldest son met a hunter. He thought that hunting would be fine so he bought a gun from him for two hundred dollars.

The second son met a basket-maker. He bought a set of tools from him so that he could make baskets.

The third son met a doctor who told him that he had a medicine which could cure all diseases. He bought it from him for two hundred dollars.

When the rich man heard what his sons had done with the money he had given them, he was very angry. "What stupid sons I have!" He said.

One day, the eldest son tried to shoot a fly on his father's forehead. Instead, he killed his father. The second son picked up his tools and tried to repair the damage to his father's head. The third son tried to cure his father with medicine which he had bought.

Everyone said that the three sons were very foolish. They had spent all their money uselessly.

*Taken from Favourite Stories from Taiwan, 2000*



## Activity 4

Discuss the following questions with your friends based on the text in Activity 3.

1. Pretend that you were one of the sons of the rich man in the story entitled *Three Foolish Sons*. What would you do with your money?
2. Pretend that you were the rich man. What would you do with your money?

## Activity 5

Read the text and study its text structure.

### The Fortune Teller

orientation

In the great city of Taipei, there lived a man called Lin and his wife. They had no children. Because of this, they were very unhappy. One day, they found a baby boy outside their door. He was wrapped in a blanket and crying. They took the baby into their house and called him Sau Ling. They loved him very much.

complication

When Sau Ling was a young man, a fortune-teller came to the house. "You must send your son away," he said. "One day he will become a thief and cause you a lot of trouble."

Mr and Mrs Lin were very sad to hear this. They believed what the fortune-teller said. They gave Sau Ling some clothes and money and sent him away.

Several years later, Sau Ling was having a meal in an inn several miles from Taipei. He put his bag on the floor near his table. After finishing his meal, he picked up his bag. "That's strange!" he thought, "It feels so heavy." He looked inside. It was full of small gold bars. Then he realised that someone had taken his bag by mistake and left another bag, in its place.

That evening, a young man came to the inn, "Has anyone seen my bag?" he asked. Sau Ling was very honest. He returned the bag to him. The young man thanked him. "You are really very honest," he said, "I shall ask my

## resolution

father to give you a job." The young man's father was a rich merchant. He gave Sau Ling a good job. "But go home first," he said, "and take a holiday." Sau Ling returned to Taipei. Mr and Mrs Lin were delighted to see him again. The fortune-teller was also present. Sau Ling told them what had happened. The fortune-teller did not know what to say. He left the house without saying a word. Mr and Mrs Lin never believed in fortune-teller after that. Sau Ling took them to live with him and they were very happy and contented until the end of their lives.

Taken from *Favourite Stories from Taiwan*, 2000

Every text has its own structure. The structure of narrative text consists of three parts: orientation, complication, and resolution. Orientation describes scene and introduces the participants of the story. Complication begins when there is a problem in resolution. The structure of narrative text occurs in the text variously. A text may have only one complication and resolution but another text may have more than one complication and resolution.

## Activity 6

Read the following words taken from the text. Then find their synonyms.

1. called /kɔ:lɪd/
2. found /faʊnd/
3. wrapped /ræpd/
4. cried /kraɪd/
5. picked /pɪkd/
6. believed /bɪ'li:vɪd/
7. looked /lʊkd/
8. realised /rɪəlaɪzd/
9. returned /rɪ'tɛnd/
10. thanked /θæŋkd/

## Activity 7

Read this text carefully. Identify the structure of the story based on the example in Activity 5.

### A Story about Red



"Rosaura! Rosaura!"

If you were tall enough, you might have seen a little splash of red in the tall grass. And if you had looked closer you might have seen a small girl wearing a red ribbon.

Rosaura was hiding from her mother and father. It was her favourite game. She crouched quietly, listening to the faint sound of her mother's voice. All Rosaura could see were the swaying green stalks of the corn. They rustled above her head where the sky stretched clear and blue. Suddenly, a bright yellow butterfly darted by. Rosaura jumped up to chase the butterfly, forgetting all about her hiding game.

"Rosaura! There you are," called her mother. "It's time for lunch."

It was dark and cool in the cottage where Rosaura lived with her parents. Rosaura ate her meal quickly. She

wanted to go back into the sunshine to play. As soon as she had finished her food she slipped down from her chair.

"Rosaura, where are you going?" called her mother.

She caught a glimpse of Rosaura's red ribbon disappearing around the door. But Rosaura was already through the gate, and heading for the fields. "Rosaura! Rosaura!"

Was that the sound of her mother calling, or the wind whispering in the corn? Rosaura was not sure. All day long through the hot summers she loved to run in the fields. Her feet were scratched and her toes bruised on stones as she chased after the mice hiding in the corn stalks. Her skin was brown as a nut from the sun. In her tangled black hair, her red ribbon fluttered.

The afternoon stretched out long and hot. As the sun reached the far side of the field, Rosaura's father walked back to the cottage. His eyes scanned the fields for Rosaura's red ribbon. But it was nowhere to be seen.

"Hasn't Rosaura come back yet?" asked her father as he came through the door.

"Not yet," said her mother, "I'm sure she'll be back soon."

But the supper was ready and still there was no sign of Rosaura. Now the sun had set, casting a red glow over the fields. Rosaura's mother and father stood at the door of their cottage, staring over the field, looking for the red ribbon.

"Rosaura! Rosaura!"

Soon the shadows were deep blue in the yard. It was too dark to see the red ribbon now. Rosaura's parents began to walk and call for her in the field. As night fell, they fetched lamp that lit up patches of corn and grass and startled the sleeping mice. But they could find no red ribbon.

Rosaura's parents called and called all through the night. In the dawn, they stood alone and sad amongst the corn. The red morning sun lit up their tired faces.

"Look!" cried Rosaura's mother suddenly. "There she is!"

They began to run towards the red ribbon that she had spotted among the corn. But oh! It wasn't Rosaura's ribbon at all, but the red petals of a flower.

Rosaura's mother and father had never seen such a flower before. Her father looked away in disappointment.

"I see her!" he cried.

And again they ran towards the dear red ribbon. But it was another red flower. As the sun came up bright and strong, Rosaura's mother and father looked around the field. It was filled with red flowers swaying and fluttering in the tall grass. Rosaura's mother and father felt so sad.

"Rosaura won't be coming home anymore," said her mother. "She was always happier in the fields."

"But the spirits have left us these flowers to remind us of her," said Rosaura's father.

"They will stay with us!"

Every year, when the corn ripened and the evenings grew long, Rosaura's parents stood at the edge of the fields and watched the red flowers dancing under the sun.

And that, say the Indians, is how the red poppy came to be.

*Taken from Childcraft: World of Colour, 2003*

## Activity 8

Answer these questions based on the story in Activity 7.

1. Who is the main character of the story?
2. What was Rosaura's favourite game?
3. Why did Rosaura eat her meal quickly?
4. Did Rosaura come back home when the supper was ready?
5. Could Rosaura's mother and father find her?

6. Why did Rosaura's mother think that the petals of the flower were her ribbon?
7. Why did Rosaura's mother think that Rosaura wouldn't be coming home anymore?
8. What did Rosaura's father say about the red flowers filled the field?
9. What do Indians say about the story?
10. What do you call such a tale?

## New Horizon

Stories are an important aspect of culture. Many works of art and most works of literature tell stories. Most of the humanities involve stories. Stories are of ancient origin, existing in ancient Egypt, ancient Greek, Chinese, and Indian culture. Stories are also a ubiquitous component of human communication, used as parables and examples used to illustrate points. Storytelling was probably one of the earliest forms of entertainment.

Source: [www.wikipedia.org](http://www.wikipedia.org)

## Grammar Review

### Simple Past Tense

Look at the following sentences.

#### *Affirmative*

1. Rosaura *ate* her meal quickly.
2. Her father *looked* away in disappointment.

We can change the sentences into negative and question form.

#### *Negative*

1. Rosaura *did not eat* her meal quickly.
2. Her father *did not look* away in disappointment.

#### *Question*

1. *Did* Rosaura *eat* her meal quickly?
2. *Did* her father *look* away in disappointment?

In affirmative sentence we use verb in past form whereas in negative and question sentences we use infinitive. This tense is commonly used in story telling and when we tell others about past events.

## Activity 9

Change the tenses of the following sentences into simple past tense form.

1. She cries in front of me.
2. Rosaura runs away from her house.
3. Wahyu falls in love with the new student.
4. They do not know each other.
5. Does the teacher visit Indonesia Book fair in Jakarta?
6. Sally is listening to music in her room.
7. Roy is taking a nap on the couch.
8. Anita was attending a conference in England last month.
9. The teacher is correcting paper at her desk.
10. Some of the students were late to class because they were playing soccer at the park.

## Activity 10

Complete the following paragraphs using the verbs in parentheses. Use simple past tense form.

1

I (*have, almost*) \_\_\_\_\_ a car accident last night. I (*drive*) \_\_\_\_\_ down Washington Avenue when suddenly I (*see*) \_\_\_\_\_ a car in my lane. It (*come*) \_\_\_\_\_ right at my car. I (*step*) \_\_\_\_\_ on the brakes and (*swerve*) \_\_\_\_\_ to the right. The other car (*miss, just*) \_\_\_\_\_ my car by about an inch.

2

It was my first day of class. I (*find, finally*) \_\_\_\_\_ the right room. The room (*be, already*) \_\_\_\_\_ full of students. On one side of the room, students (*talk, busily*) \_\_\_\_\_ to each other in Spanish. Other students (*speak*) \_\_\_\_\_ Japanese, and some (*converse*) \_\_\_\_\_ in Arabic. It sounded like the United Nations. Some of the students, however, (*sit, just*) \_\_\_\_\_ quietly by themselves. I (*choose*) \_\_\_\_\_ an empty seat in the last row and (*sit*) \_\_\_\_\_ down. In a few minutes, the teacher (*walk*) \_\_\_\_\_ into the room and all the multilingual conversation (*stop*) \_\_\_\_\_.

## Writing

**In this section, you will learn how to:**

- develop a paragraph of narrative texts;
- write main ideas and its supporting ideas;
- write narrative texts.

### Activity 1

Answer the following questions orally.

1. Have you ever written a story?
2. Is it difficult or not?
3. What makes you feel difficult in writing a story?
4. What makes you feel easy in writing a story?

### Activity 2

Arrange the pictures based on the following story.

#### Shadow Puppet Show: Durna's Trap

The story started with Durna who was teaching the art of archery to the children of Hastina Kingdom at the palace's yard. From far away, a young man watched the practice. He was Ekalaya, the crown prince of Parang Gelung Kingdom.

Ekalaya wanted to study with Durna but was rejected, since the man promised only to teach children of Pandawa and Kurawa. Still Ekalaya was neither angry nor revengeful. His strong will to study from Durna influenced him go to the forest and create a statue of Durna as a symbol of Durna's presence. With this statue as his imaginative teacher, Ekalaya learned how to shoot arrows by himself. The result was astonishing; Ekalaya turned very skillfull in shooting arrows just like Arjuna, Durna's favourite student.

Ekalaya finally encountered Arjuna, who was hunting in the forest. Arjuna was surprised to find that an arrow struck the animal he was hunting. It turned out the arrow belonged to Ekalaya. Innocently, Ekalaya said he was Durna's student.

Durna was surprised when Arjuna told him about Ekalaya. When he met Ekalaya, Durna trapped him saying he would admit Ekalaya as his student if he cut off the thumb of his right hand as evidence of his loyalty to his master.

Ekalaya followed the request but then realised he had been cheated. Angry and disappointed, he knew Durna did not want anybody to rival Arjuna. Ekalaya became angrier when he was told by his wife that Arjuna was in love with her and challenged Arjuna to a duel.

Adapted from [www.joglosemar.co.id](http://www.joglosemar.co.id)



### Activity 3

Study the following explanation. It will guide you in writing a story.

A paragraph has a main idea and its supporting ideas. In English, main idea is commonly placed at the beginning of the paragraph. Look at the following example.

Main idea: Durna taught the art of archery.

Supporting ideas:

- The students were the children of Hastina Kingdom.
- There was a young man who watched the practice.

The ideas above are developed into the first paragraph of the text entitled *Shadow Puppet Show: Durna's Trap*.



## Activity 4

Study the following stories. One of the stories does not make sense because the sentences are not in the right order. Which one is it?

### Story A

This made the store owner so angry that he gave him a few blows. In the end, the silly man had not only to pay for the damaged goods but also to return home empty-handed. Worried that he would be cheated, the wife instructed him to test the bowl by filling it with some water and to try the hat on

before buying it. He tried to fit the bowl onto his head, breaking the bowl in the process. And he poured water into the hat, destroying it. But the silly man got the instructions mixed up. One day, the wife of a foolish man sent him to buy an earthen bowl and a horsehair hat.

*Taken from 366 and More Fairy Tales*

### Story B

In a blacksmith store, one day an old man walked in and asked the blacksmith to show him his best sword. With pride the blacksmith showed a large and shimmering sword. The old man held the sword in his hand and swung it several times. "It's a nice sword but the handle isn't very comfortable, I bet that it'll break even when you try to cut wood with it." The

blacksmith was very furious. "I'm the best blacksmith in this town!" he said. But the old man's words kept ringing in his ears. So he immediately tried to cut some wood with the sword. The sword broke instantly. The blacksmith realised that the old man was right. He was not the best blacksmith. He decided to improve his skill in making swords by learning from other people.

*Taken from 366 and More Fairy Tales*

## Activity 5

Compare the stories in Activity 4. Rewrite the Story A so that the sentences are in the right order. Then, decide its main idea and supporting ideas. You can use Story B as an example.

## Activity 6

Develop a paragraph from the following outline.



Taken from *Kancil and Cucumber*, 1994

### Your Project

Write a main idea and its supporting ideas. Then, develop them into a short story. Here are some ideas to inspire you. You are free to choose them or make your own ideas.

1. A Greedy Child
2. The Legend of (certain place)

Main idea:

In a very big forest there was a very clever and cunning animal called *Sang Kancil*.

Supporting ideas:

- *Sang Kancil's* parents and brother were killed by a cruel hunter.
- He was very angry with human beings, especially hunters.
- One day he stole cucumbers from a farm.
- The owner of the farm trapped *Sang Kancil* and put him inside a strong cage.
- *Sang Kancil* told the farmer's dog that the farmer would let him marry his daughter.
- *Sang Kancil* offered the dog to take the place of him.
- The dog let *Sang Kancil* walk out and entered the cage.

## Chapter Summary

### 1. Language Functions

- a. Expressions of happiness
  - I am delighted.
  - It's really a great pleasure.
- b. Expressions of giving attention (affection)
  - Are you OK?
  - What's wrong with you?
- c. Expressions of showing sympathy
  - I'm sorry to hear that.
  - You have my sincere condolences.

### 2. Genre

Narrative

Social Function : to amuse, entertain and to deal with actual or vicarious experience in different ways.

Generic Structure

- Orientation : sets the scene and introduces the participants.
- Complication : a crisis arises.
- Resolution : the crisis is resolved, for better or for worse.

## Learning Reflection

**After learning the lesson in this chapter, you are expected to be able to:**

1. respond to expressions for showing happiness, sympathy and affection;
2. respond to narrative texts;
3. express happiness, sympathy, and affection;
4. perform a monologue of narrative texts;
6. identify ideational meanings and information in a narrative text;
7. identify the structure of a narrative text;
8. write a recount text.

**Now, answer the questions:**

1. What will you say when you are happy?
2. What will you say to show affection to someone?
3. What will you say to show sympathy to someone?
4. What is your favourite story? Write and tell it to your friends.

Identify the structure of the text.

**If you find some difficulties, consult your teacher or discuss with your friends.**

# Chapter 3



Source: Publisher's Documentation

## Would You Like to Come?

### *In This Chapter*

#### **Listening:**

- Responding to expressions of making, accepting and declining an invitation
- Responding to expressions of making and cancelling an appointment
- Responding to instructions

#### **Speaking:**

- Using expressions of making, accepting and declining an invitation
- Using expressions of making and cancelling an appointment
- Performing a monologue of a procedure text

#### **Reading:**

- Identifying the structure of a procedure text
- Reading procedure texts

#### **Writing:**

- Writing short instructions
- Writing procedure texts

## Listening

**In this section, you will learn how to:**

- respond to expressions of making, accepting and declining an invitation;
- respond to expressions of making and cancelling an appointment;
- respond to oral instructions.

### Activity 1

Look at the picture and study it. Then, answer the questions.



Source: CD Images

1. What kind of card is this?
2. Have you ever been invited by someone?
3. What do you say if you want to invite someone?
4. What do you say if you want to accept an invitation?
5. What do you say if you want to decline an invitation?
6. What do you say when someone makes an appointment with you?
7. What do you feel when someone cancels his/her appointment?
8. What will you say to him/her?

### Activity 2

Listen to the following short dialog and answer the questions.

1. Where or when would you find this situation?
2. What does Doni say to Susi?
3. How does Susi respond to Doni's invitation?

## Activity 3

You will hear these expressions. Then find any possible responses to each expression.

1. Would you like to come to lunch on Saturday?
2. You will come to my birthday, won't you?
3. Let's meet at ten o'clock tomorrow morning.
4. Shall we have dinner this evening at my house?
5. I'll promise I'll be there.
6. I'd love to. Thank you very much.
7. How about tomorrow morning?
8. Thank you for asking me, but I can't come.
9. I'm very sorry. I don't think I can come to your party.
10. I'd like to, but I've got an exam tomorrow.

## Activity 4

Listen to the tape and complete the following dialogue based on what you heard.

### Dialogue 1

*Arief and Rita are fond of literature. They enjoy reading stories, novels, and watching drama. On the way home, Arief and Rita have a chat.*

- Arief : Do you have a plan for tomorrow's holiday?  
Rita : Too bad. I have nothing to do.  
Arief : I've got a plan for tomorrow. <sup>1</sup> \_\_\_\_\_?  
Rita : Really? Tell me, please. Then, I'll decide to come or not.  
Arief : I've got a new interesting novel and VCD of a drama performance.  
Rita : Wow, great. What are they about? Are they interesting?  
Arief : If I tell you now, it won't surprise you. Now, decide. <sup>2</sup> \_\_\_\_\_?  
Rita : <sup>3</sup> \_\_\_\_\_. I'll be at your house at 8.00 in the morning.

### Dialogue 2

*Dr. Irwan Fauzi was a well-known doctor. He had a friend, Mr Andre Posuma, who always sees him for general check up. One day, his friend calls him.*

### Englishclub.com

The tone of an invitation is always positive, in anticipation of a pleasurable occasion. Picture your guests smiling when they read your letter of invitation. Clever phrasing, poetry or a themed approach may be appropriate for an informal occasion, but you should express the details clearly. For further tips visit to invite someone [www.write.express.com](http://www.write.express.com)

Mr Posuma : Hello, Fauzi. This is Andre.  
 Dr Fauzi : Hi Andre. Can I help you?  
 Mr Posuma : I'd like to have a general check up. It has  
 been two months since my last visit to  
 you.  
 Dr Fauzi : OK. I'm free on Tuesday afternoon.  
 4 \_\_\_\_\_  
 Mr Posuma : 5 \_\_\_\_\_. Bye.  
 Dr Fauzi : Bye.

*Ten minutes later, Mr Andre Posuma is informed by her secretary that there will be a meeting on Tuesday afternoon. Then, he calls Mr Iwan Fauzi to cancel his appointment.*

Mr Posuma : Hello, Fauzi. It's me, Andrea. Thus is  
 about our appointment.  
 Dr Fauzi : What's wrong?  
 Mr Posuma : Hmm, actually, I will attend a meeting.  
 6 \_\_\_\_\_  
 Dr Fauzi : Well 7 \_\_\_\_\_. We can meet next time.  
 Mr Posuma : Alright. See you.  
 Dr Fauzi : See you.

## Activity 5

Complete the following dialogues with the expressions of invitation and appointment. Work in pairs.

- Ahmad : I plan to go to the National Library this  
 afternoon. \_\_\_\_\_  
 Rudi : \_\_\_\_\_
- Mega : Why don't you go shopping with me?  
 Siti : \_\_\_\_\_. What time shall we go?  
 Mega : At 8:00 a.m.  
 Siti : \_\_\_\_\_
- Ina : My family is going to have a *kambing guling*  
 party tonight. \_\_\_\_\_  
 Rini : \_\_\_\_\_. *Kambing guling* is my favourite  
 food.

## Activity 6

Create dialogues based on the following situations. Make appointment and invitation then accept each of them.

1. playing tennis
2. playing chess
3. having lunch with the family
4. going to the theatre
5. joining you for having lunch

## Activity 7

Listen to the following dialogue and fill in the blank spaces. Compare your answers to your friends'.



*Lina is reading a book in the city park. There is someone approaching her.*

A girl : Excuse me. Do you mind if I sit here? I'm waiting for my friend.

Lina : No. <sup>1</sup>\_\_\_\_\_.

*Lina continues her reading. After a long silence, the girl offers something.*

The girl : I brought some sandwiches. <sup>2</sup>\_\_\_\_\_? (*She hands a sandwich to Lina*)

Lina : Thank you. (*Lina takes the sandwich.*) It's very delicious. By the way, my name is Lina. <sup>3</sup>\_\_\_\_\_.

The girl : I'm Fanny. Nice to meet you too.

Lina : <sup>4</sup>\_\_\_\_\_ how to make this sandwich?

Fany : OK. <sup>5</sup>\_\_\_\_\_, take two pieces of bread. Spread butter on each piece. Then, cut cheese into slices. <sup>6</sup>\_\_\_\_\_, place the slices on one piece of the bread. Finally, put the other piece <sup>7</sup>\_\_\_\_\_.

Lina : It's very simple. I think ...

*A girl is coming over to Lina and Fani. She interrupts them.*

Santi : Hi, Fany. <sup>8</sup>\_\_\_\_\_ I'm late.

Fany : That's OK.



## Activity 8

You will hear some steps of making something. Match the following titles with the correct steps.

1

How to Make a Cup of Tea

2

How to Boil an Egg

3

How to Make a Cheese Sandwich

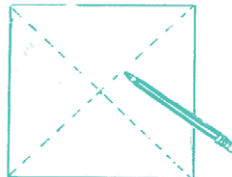
## Activity 9

Provide the following materials. Follow the teacher's instructions to make a pinwheel.

### You will need:

- a square piece of paper
- a pencil with a rubber on the end
- a ruler
- scissors
- sticky tape
- a drawing pin

1



2



3



4



Source: *Childcraft: Make and Do*, 1996

### Instructions:

1. First, draw two lines ....
2. Then, cut inwards ....
3. Next, fold over each point ....
4. After that, push the drawing pin ....
5. Finally, you can now blow ....

## Activity 10

You will hear your teacher giving instructions for making coffee. After listening, answer the questions.

1. What kind of coffee is the speaker talking about?
2. Copy the following table in your workbook. Then, list the stages involved in making the coffee.

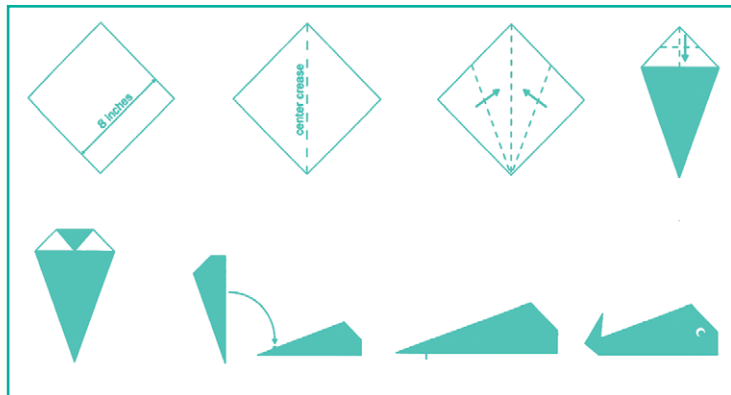
Things You Do	Things That Happen
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

## Activity 11

Listen to your teacher's instructions and do the following tasks.

### Making a Whale from a Sheet of Paper

You will need a sheet of paper, a pencil, a ruler, and scissors. Listen carefully to your teacher's instruction. By seeing the pictures below, you will make a whale. Your teacher will guide you to fold the paper step by step.



Source: *The World Almanac for Kids 2000, 1999*

## Speaking

In this section, you will learn how to:

- use expressions of making, accepting and declining an invitation;
- use expressions of making and cancelling an appointment;
- perform a monologue of procedure texts.

### Activity 1

Read and study the following expressions and answer the questions.

Would you like to come over for dinner Saturday night?

Please come over for a drink sometime.

Hey, we're having a party on Friday. Can you come?

Why don't you come over and see us sometime soon?

I'll be there on time. Just wait for me.

What about tomorrow tonight. I'll be free at that time.

1. When and where do you usually hear those expressions?
2. Are all those expressions used for invitations?
3. Which do you think are not expressions of invitation?
4. How are they different?

### Activity 2

Now look at the sentences below and decide if the person is making an invitation or just being friendly.

1. Let's go jogging sometime.
2. How about going to the theatre on Saturday night?
3. Please stop by our house sometime.
4. It's my birthday on Friday. Will you like to come?
5. Let's get together for lunch soon.

## Activity 3

Read and study these dialogues. Then act them out with your friends.

### UN Shot

X : Hi, Rin. Would you accompany me to the book store?

Y : *Oh, that's great. I'd love to.*

The italicised sentence is used to ....

- decline an invitation
- accept an invitation
- invite someone to go
- ask for permission
- ask for one's agreement

(UAN 2003)

### Dialogue 1

Ira : Hello?

Ari : Hi, Ira! This is Ari.

Ira : Hi, how've you been?

Ari : Alright, thanks. Say, would you like to go out tonight?

Ira : Sorry, I can't. I have many matters to settle down.

Ari : Well, how about tomorrow night? Are you still busy?

Ira : I guess not.

Ari : Well, would you like to go to a concert?

Ira : Sure, I'd love to!

Ari : That's settled then.

### Dialogue 2

*Robi invites Sandra to go to a movie.*

Robi : Hi, Sandra. There will be a great film tonight. It's about Nasreddin. Would you like to go to the movie with me?

Sandra : Of course. I'd love to. When will you pick me up?

Robi : I'll pick you up at 7.30. Be ready.

Sandra : OK.

## Activity 4

Read and practise another dialogue. Then identify the expressions of making an appointment.

*Mrs Lita Sugiarto wants to get more information about a programme at a Smoking Clinic. She calls the Clinic to make an appointment.*

Receptionist : Smoking Clinic, can I help you?

Mrs Sugiarto : Yes. I need further information about your quitting smoking programme in the Smoking Clinic.

Receptionist : The Clinic will gladly inform you about the programme. But you have to come to the clinic.

Mrs Sugiarto : Alright. When should I come?

Receptionist : How about tomorrow at 9 p.m.? Dr. Ali Wardana will be available for consultation about the programme.

Mrs Sugiarto : I'll be there.

Receptionist : Can I have your name please?

Mrs Sugiarto : Lita Sugiarto. L-I-T-A.

Receptionist : Alright, Mrs Lina Sugiarto. You'll meet Dr Ali Wardana Tomorrow at 9 p.m.

Mrs Sugiarto : Thank you. Bye.

Receptionist : You're welcome. Bye.

## What to Say

Study the following expressions of inviting, accepting, declining an invitation and an appointment.

### Formal Situation

Inviting	Accepting an Invitation	Declining an Invitation
<ul style="list-style-type: none"> <li>• Would you like to ....</li> <li>• I'd very much like you to ....</li> <li>• We should be pleased/delighted if you could ....</li> <li>• Would you care to ....</li> <li>• You will ... won't you?</li> </ul>	<ul style="list-style-type: none"> <li>• That's very kind of you.</li> <li>• We'd very much like to ....</li> <li>• What a delightful idea.</li> <li>• With the greatest pleasure.</li> <li>• Thank you very much for inviting me.</li> </ul>	<ul style="list-style-type: none"> <li>• I'm very sorry, I don't think I can.</li> <li>• I'd like to, but ....</li> <li>• I'm afraid I've already promised ....</li> <li>• Thank you for asking me, but ....</li> <li>• Unfortunately, I can't ....</li> </ul>

### Informal Situation

Inviting	Accepting an Invitation	Declining an Invitation
<ul style="list-style-type: none"> <li>• Why don't you come to ....</li> <li>• Like to come to ....</li> <li>• Come and ....</li> <li>• Shall we come to ....</li> <li>• You must come to ....</li> </ul>	<ul style="list-style-type: none"> <li>• I would/will ....</li> <li>• That would be very nice.</li> <li>• OK!</li> <li>• I'd like to love to come.</li> <li>• All right (then).</li> </ul>	<ul style="list-style-type: none"> <li>• Sorry, I can't.</li> <li>• I'd love to, but ....</li> <li>• I don't think I can.</li> <li>• I wish I could, but ....</li> </ul>

Making an Appointment	Accepting an Appointment	Cancelling an Appointment
<ul style="list-style-type: none"> <li>• How about tomorrow morning?</li> <li>• Let's meet at ... o'clock.</li> </ul>	<ul style="list-style-type: none"> <li>• I'll come I promise.</li> <li>• I'll be there.</li> </ul>	<ul style="list-style-type: none"> <li>• Sorry, I don't think I can make it.</li> <li>• I'm so sorry I can't make it.</li> </ul>

## Activity 5

Work in pairs and complete the dialogue using the expressions of making appointment and invitation. Then act it out in front of the class.

- Rendy : Hi, Wendy, \_\_\_\_\_?
- Wendy : Well, I don't have any plans at this moment.
- Rendy : Oh, good. By the way, this weekend is my special day. \_\_\_\_\_
- Wendy : Oh really? \_\_\_\_\_
- Rendy : Thank you Wendy. \_\_\_\_\_ for a little party at my house this weekend.
- Wendy : OK. I'll promise I'll be there. \_\_\_\_\_.
- Rendy : \_\_\_\_\_?
- Wendy : Sure, I'll help you.
- Rendy : Thank you very much Wendy. See you then.
- Wendy : You're welcome. See you. Bye.

## Activity 6

Make your own dialogue and act out these situations using the expressions you have learned.

1. You are at school. You'll have a graduation party this evening. Invite this people to your party.
2. The headmaster. He declines because he is busy.
3. The senior teacher. He accepts it.
4. You make an appointment with your classmates to study together at the library. She/he promises that she/he will come.
5. You invite a new student to join the party. He doesn't want to accept, as he doesn't know anybody. Persuade him to come.
6. A colleague invites you to have a dinner. You accept. Then your cousin invites you out at the same night. You refuse, but invite him/her for going to a theatre on Saturday night. He/She accepts.

## Activity 7

Answer the questions orally.

1. Do you like instant noodles?
2. How often do you eat instant noodles?
3. Do you prepare your instant noodles by yourself?
4. How do you prepare your instant noodles?

Here are some words to help you.

put (v)	water (n)	stir (v)
heat (v)	noodles (n)	glass (n)
pour (v)	minute (n)	boiling (adj)
add (v)	empty (n)	chilli sauce (n)

### Pronunciation *Practice*

Pronounce these words after your teacher.

Decide whether they have plural forms ending in an /s/ sound or a /z/ sound.

- tablespoons
- shallots
- leaves
- chilies
- cloves
- seeds
- bread crumbs
- fritters
- pieces
- vegetables
- minutes
- tomatoes
- onions
- peppers
- quarters

## Activity 8

Read the following recipes. Pay attention to your expressions in giving instructions.

### *How to Cook Spiced Chicken*

- Clean the chicken.
- Cut the chicken into small pieces. Sprinkle it with salt, pepper and spices.
- Fry with vegetables for five minutes.
- Add water and cook it slowly for about forty minutes.

### *How to Barbecue Lamb*

- Cut the meat into small cubes.
- Cut up the tomatoes, onions and green peppers into quarters.
- Put the meat and vegetable pieces on a skewer.
- Cover them with barbecue sauce and cook them in the oven for thirty minutes.

## Activity 9

Work in pairs and read the instructions in Activity 8. Now make a dialog to tell your friends how to cook the dishes. Use the following model.

*Sally wants to know how to cook spiced chicken and how to barbecue lamb.*

Sally : How do you \_\_\_\_\_.

Emily : \_\_\_\_\_.

Sally : Then, what do you do?

Emily : \_\_\_\_\_.

Sally : And what do you do after that?

Emily : \_\_\_\_\_.

## Activity 10

Study the following dialogue. Then, make a dialogue about how to make tomato soup and to make egg and lemon soup just like the examples.

### **Example:**

Ismail : I'm going to tell you how to cook rice.

Yudi : Good. What do I need?

Ismail : You will need two cups of water, a cup of rice, salt and a pan with a lid.

Yudi : All right. And then what should I do?



Ismail : First, wash the rice in cold water. Then, put the rice in the pan and add the water and the salt. Next, you heat the pan without the lid on until the water boils. When it has boiled, turn down the heat, put the lid on and cook it for about fifteen minutes.

### *Tomato Soup*

- 4 large tomatoes
  - 1 small onion
  - 8 cups of water
  - small clove garlic
  - spices
  - $\frac{1}{2}$  teaspoon of salt
  - $\frac{1}{4}$  teaspoon of pepper
  - $\frac{1}{4}$  teaspoon of butter
1. Cut tomatoes, onions, and garlic into small pieces.
  2. Fry them in a pan with butter for five minutes.
  3. Add water, spices, salt and pepper.
  4. Heat until the water boils.
  5. Turn down the heat and cover with lid. Cook gently for one hour.

### *Egg and Lemon Soup*

- 3 pints chicken stock
  - 3 oz rice
  - 4 eggs, well beaten
  - juice of 2 lemon
  - salt and pepper
1. Put stock into a pan and heat until boiling.
  2. Add rice and cook on low heat for fifteen minutes.
  3. Mix together egg and lemon juice.
  4. Add three tablespoons of stock to the mixture and stir.
  5. Stir this mixture into the remaining stock in pan.
  6. Add a little of salt and pepper.
  7. Cook gently for three minutes.

## Activity 11

Choose your favourite food. Tell the class about it. Here is the example of how you tell them about it.

Let me tell you how to make tomato soup. You need to provide 4 large tomatoes, 1 small onion, 8 cups of water, small clove garlic, spices,  $\frac{1}{2}$  teaspoon of salt,  $\frac{1}{4}$  teaspoon of pepper,  $\frac{1}{4}$  teaspoon of butter. Well, first of all, cut tomatoes, onions, and garlic into small pieces. Be careful with the knife. Then, fry them in a pan for five minutes. Use butter instead of vegetable oil. (*Continue with your own words.*)

## Reading

In this section, you will learn how to:

- identify meaning and information in a procedure texts;
- identify the structure of a procedure text;
- read a monologue in the form of procedure text.

### Activity 1

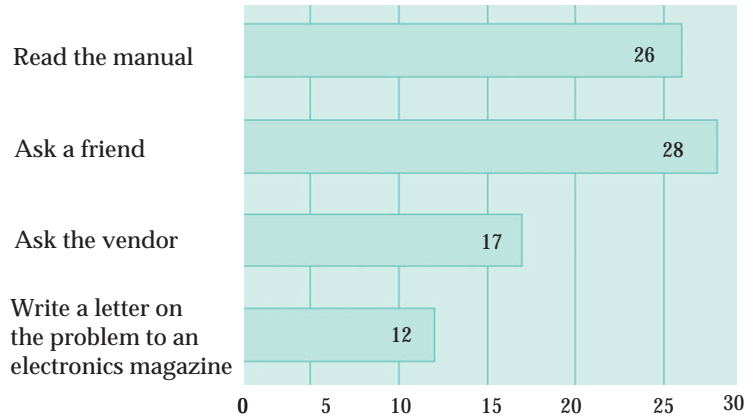
Answer the following questions orally.

1. Have you ever been instructed to do something?
2. What kind of instruction was it?
3. Have you instructed someone to do something?
4. What kind of instruction was it?

### Activity 2

Study the bar graph and answer the questions that follow.

#### Ways to show the problems with gadget



1. How many students were involved in the survey?
2. How many students rely on their friends?
3. What percentage of students read the manual when they find a problem with their gadgets?
4. What is the most popular way to solve the problem with gadgets?

## Activity 3

Read the following instructions and answer the questions. Pay attention to the structure of the text.

Goal

### How to operate a fan

Method of Steps

1. Plug the power cord into a wall outlet. (AC 120 Volts 60 HZ)
2. To make the fan move sideways, push the pin on top of the motor.
3. To move the fan up or down, first pull up the oscillating pin, then press the tilt adjustment knob.
4. To change the speed of the fan, press one of the switches at the bottom.



1. What do we do first to operate a fan?
2. How can we change the speed of the fan?
3. What do we do to make it move sideways?
4. How do we make it go up and down?

The structure of procedure texts generally consists of three parts, namely goal, materials needed and methods or steps. This structure is appropriately applied in a recipe. In a how-to-text, the materials needed part sometimes is not applicable.

## Activity 4

Now read another text and identify the structure of the text.

### *Bregedel Tempe (Tempe Fritters)*

- 150 g tempe
- 2 tablespoons fried shallots
- 3 kaffir lime leaves
- 1 tablespoon flour
- 1 egg
- 1 cup vegetable oil for frying

## New Horizon

The purpose of procedural text is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps.

These texts are usually written in the present tense.

The most common example of a procedural text is a recipe.

Source: [www.english.unitechnology.ac](http://www.english.unitechnology.ac)

### Spice paste:

- 3 large chilies, seeds removed
- 3 small chilies
- 2 red shallots
- 2 cloves garlic
- 1/2 teaspoon chopped galangal
- 1 candle nut
- 1/2 teaspoon coriander seeds
- 1/2 teaspoon salt
- 1/4 teaspoon shrimp paste

1. Mash the tempe with a fork or place in the bowl of a food processor and blend until it resembles coarse bread crumbs.
2. Grind the spices in a mortar and pestle or place in the bowl of a food processor and blend to a smooth paste.
3. Put the mashed tempe in a bowl and mix with the spice paste, fried shallots and lime leaves. Stir in the flour, followed by the egg.
4. Shape the tempe into fritters the size of a golf ball and flatten a little with a fork.
5. Heat the vegetable oil in a wok over a medium flame. When the oil is hot, drop the fritters into the oil, five or six at a time.
6. Fry until golden brown on both sides, drain on absorbent paper and serve hot with rice.

Taken from *The Jakarta Post*, May 2, 2004

## Activity 5

Pronounce the following words and find their meaning. Pay attention to your pronunciation.

1. instruction
2. procedure
3. recipe
4. ingredients
5. knead
6. roll out
7. sprinkle
8. press
9. grease
10. knuckle
11. mix
12. blend
13. oven
14. fold
15. margarine

## Activity 6

Read the following text and choose the correct answer to the questions that follow.

### How to Find Unusual Gifts

Giving gifts is a well-known way to show our attention toward somebody else. Moreover, giving gifts may be important for certain special moments. Unusual or even weird gifts would leave a sweet memory for us and the recipient. So, try these tips to find something unusual as your gifts.

Look for gifts wherever you find yourself, especially when you were on a trip. From a bazaar in Bandung to a tag sale in Berlin.

Use the Internet. Follow links until you find what you want. Track down items such as rare prints, out-of-print books or antiques in the auction.

Give a welcome service. A massage, costume makeovers, a day at the spa, or romantic dinner will be a nice welcome gift.

Combine one or two things for a spectacular effect. The picture frame that you bought in Bali might provide the perfect background for showing off the portrait of the recipient.

Come to a handicrafts store and talk to the people that make unique pieces.

Visit art supply stores, craft shops, art galleries and factory stores for ideas.

Adapted [www.howabout.com](http://www.howabout.com)

1. The word *well-known* in the first line means ....
  - a. great
  - b. weird
  - c. special
  - d. famous
2. Where may we look for unusual gifts?
  - a. Anywhere.
  - b. In an auction.
  - c. In the internet.
  - d. In the craft shop.
3. Before give an unusual gifts, it is suggested that we give ... first
  - a. a rare print
  - b. a photo frame
  - c. a unique furniture
  - d. a welcome service

4. The word in the text that means *not too many* is ....
  - a. rare
  - b. sweet
  - c. unique
  - d. important
5. Giving gifts may be important to ....
  - a. make us unusual
  - b. complete our collections
  - c. get the recipient attention
  - d. celebrate special moments

## Englishclub.com

There are different procedural texts for different purposes:

- Texts that explain how something works or how to use instruction / operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax.
- Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules.
- Texts that deal with human behaviour eg how to live happily, how to succeed.

For further information visit [www.english.unitecology.ac](http://www.english.unitecology.ac)

## Grammar *Review*

### Imperatives

Study the following sentences.

1. a. You press the stop button.  
b. Dian told Andi, "Press the stop button."
2. a. You plug the power cord into a wall outlet.  
b. "Plug the power cord into a wall outlet," said mother.
3. a. You make sure the car is in neutral.  
b. "Make sure the car is in neutral," said David.

- Imperatives or imperative sentences are used to give command or to make a request.  
e.g. "Stand up," said the teacher. (command)  
"Help me," asked the mother. (request)
- Imperative sentences can be used in negative form. It functions as prohibition.  
e.g. "Don't hurry," said father.  
"Don't be noisy," the teacher told the pupils.

We use "don't" or "do not" before verbs to state a prohibition.

- In imperative sentences we can use the word "do" before verbs. The word "do" could be persuasive, but could also express irritation.  
e.g. Do come on time.  
Do be quiet.

## Activity 7

Make imperative sentences based on the situations given.

---

1. Your uncle is writing a novel. He cannot concentrate his mind well. The volume of the television is too loud. What will your uncle say?
2. Your teacher will not come into the classroom because it is very dirty. What will he/she say?
3. There is no sugar in the kitchen. What will your father say?
4. It is 6 a.m. You are still sleeping when your mother comes into your bedroom. What will your father say?
5. Mr Andre never comes on time. He always late although his wife often warns him. What will Mr Andre's wife say to him?

## Activity 8

Make imperative sentences using the following verbs related to cooking.

---

1. cut
2. sprinkle
3. add
4. chop
5. slice
6. pour
7. put
8. heat
9. stir
10. bake

## Activity 9

Find a recipe or manual instruction from a newspaper, magazine or in the internet. Then identify the imperative sentences on it. Report it to the class.

---

## Writing

In this section, you will learn how to:

- write a simple instruction;
- arrange an instruction into a good order of procedure text;
- write procedure texts.

### Activity 1

Answer these questions orally.

1. Have you ever written a recipe taken from a magazine or newspaper?
2. What should you write on a recipe?
3. What kind of information do we usually get from recipes?
4. Are recipes important in our life? Why?

### Activity 2

Classify these words into their categories in the following table.

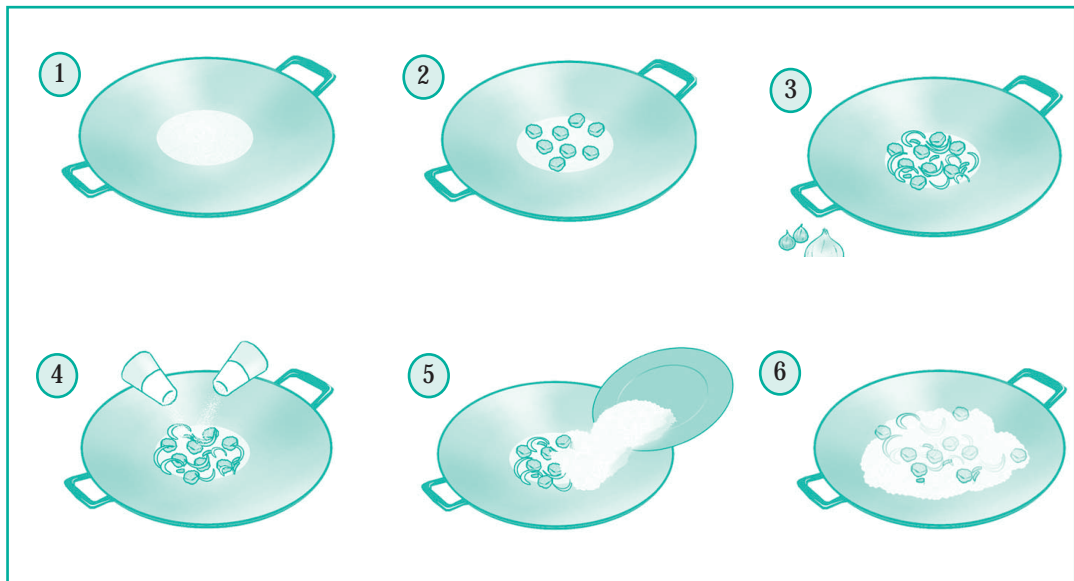
- next
- *butter*
- roast
- *first*
- pour
- finally
- milk
- then
- chocolate
- *remove*
- sprinkle
- garnish
- knead
- boil
- braise
- sugar
- cheese
- flour
- mix
- add
- egg
- after that

Material	Method	Sentence Connectors
<i>butter</i>	<i>remove</i>	<i>first</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____



## Activity 3

Rearrange this jumbled text. The pictures will help you to arrange it. Do it in pairs.



### How to Prepare Fried Rice

- When the rice is cooked, add it to the meat and the vegetables.
- Now, you can break in two or three eggs.
- The best vegetables to use are onions, garlic, tomatoes and cucumber.
- At the same time, cook the rice in another pan.
- Stir the mixture and add salt, pepper and other spices.
- Finally, cut up a cucumber into thin slices and place the slices on top of the rice.
- To make fried rice, you will need some rice, vegetables, meat and eggs.
- Then, cut up the onions and garlic and fry them.
- Serve the fried rice with hot sauce, if you like.
- First, cut up the meat into very small pieces and fry it in a pan.

## Activity 4

Study the following paragraph. It contains nine mistakes. Find the errors and correct them. Rewrite the corrected paragraph.

It is not difficult remove the shell from a lobster if you follow these step. First, you should to put the lobster on it's back and remove the two large claws and tail section. After that, You must also twist off the flippers at end of tail section. After these twisted off, use your fingers to push the lobster meat out of the tail in one piece. Next, remove the black vein. From the tail meat. Finally, before you sit down to enjoy your meal, break open the claws with a nutcracker and remove the meat.

## Activity 5

Work in groups and arrange the following text into appropriate order. Rewrite it using your own words.

### **How to record on the cassette player /How to use a recorder**

- Then you put in the tape on it.
- After that you connected the
- Finally pressed down the record and play button microphone.
- And then tested the voice level recorder.
- Well, first you have to plug in the cord.
- Then you can begin to record it.

## Activity 6

Now write one of the instructions based on the following procedures. Work individually.

- a. How to use a washing machine
- b. How to operate a computer
- c. How to use ATM machine
- d. How to open an account at a bank
- e. How to use a VCD/DVD player

## Chapter Summary

### 1. Language Functions

Expressions of invitation

- Lets ....
- Join me.
- Will you come with ....

Accepting an appointment

- I'll come I promise.
- I'll be there.

Declining an appointment

- Sorry. I don't think I can make it.
- I'm sorry I can't make it.

### 2. Genre

Procedure

Social function : to describe how something is accomplished through a sequence of actions or steps.

Generic structure

- Goal.
- Materials (not required for all procedural texts)
- Steps (a series of steps oriented to achieving the goal)

## Learning Reflection

**After learning the lesson in this chapter, you are expected to be able to:**

1. respond to invitation;
2. respond to expressions for an appointment;
3. respond to oral instructions;
4. invite someone, make and cancel an appointment;
6. perform a monologue of procedural texts;
7. identify the structure of procedural texts;
8. write an instruction or procedural text.

**Now, answer the questions:**

1. What will you say to accept someone's invitation?
2. How do you make an appointment and cancel it?
3. What should be included in a procedural text?
4. Write a recipe of your favourite food. Write the method or steps clearly.

**If you find some difficulties, consult your teacher or discuss with your friends.**

# Review 1

## A. Listening

Listen carefully to answer the questions.

**You are going to hear several short dialogues. Then, choose the best answer.**

- Good afternoon.
  - Good morning.
  - Good evening.
  - Good night.
- I'm fine, thank you.
  - Nice to meet you.
  - How nice to see you.
  - How do you do.
- Here it is.
  - Here is it.
  - It is here.
  - Here they are.
- I won't say no.
  - Sorry I can't.
  - Thanks anyway.
  - I'd love to.
- gratitude
  - invitation
  - offering
  - giving help

**Questions 6-10 are based on the listening text you are going to hear.**

- Where does the story take place?
  - Bank manager's office.
  - Restaurant manager's office.
  - Hotel manager's office.
  - Hotel lobby.
- How much money that the character "I" lost?
  - £15.
  - £50.
  - £5.
  - £150.
- What could the manager do?
  - The manager could do nothing.
  - The manager could help the man who lost his money.

- The manager could give back the money
  - The manager could call the police.
- Where did the girl find the money?
    - Inside the gentleman's room.
    - Outside the gentleman's room.
    - Inside the manager's room.
    - Inside the waitress' room.
  - Who said that there was still some honesty in the world?
    - The hotel owner.
    - The girl.
    - The manager.
    - The man losing his money.

**Questions 11-12 are based on the listening text you are going to hear.**

- How many steps are needed to make tin-can stilts?
  - Two steps.
  - Three steps.
  - Four steps.
  - Five steps.
- How many cans are needed to make tin-can stilts?
  - Two tins.
  - Three tins.
  - Four tins.
  - Five tins.

**Questions 13-17 are based on the listening text you are going to hear.**

- Where was the landowner from?
  - Beijing.
  - Countryside.
  - Seoul.
  - Tokyo.
- Who was shouting?
  - The landowner.
  - The farmer's oldest son.
  - The landowner's youngest son.
  - The farmer's youngest son.

15. How did the landowner tell the farmer that he had enough food?
- a. Rudely.      c. Harshly.  
b. Politely.    d. Angrily.
16. Why did the boy shout "There it is! He's eating the dead chicken."
- a. Because he didn't want to eat the boiled chicken.  
b. Because he didn't want the landowner to stop eating the boiled chicken.  
c. Because he wanted to eat live chicken.  
d. Because he wanted to eat the boiled chicken.
17. Why did the landowner ask the servant to clear the table?
- a. Because he thought he had been served a long-dead chicken.  
b. He was not hungry.  
c. His stomach couldn't take any more food.  
d. He wanted the table to be cleaned.

## B. Reading

Choose the best answer to the following questions.

Questions 18–24 are based on this text.

### Making an Omelette

This is the way an omelette should be made. It is important that the frying-pan should be proportionate to the number of eggs; in other words, to the size of the omelette. The frying-pan must be made of iron, not of aluminium, tin or enamel. And here I feel I must stress a point essential to what might be called the background of omelette-making, namely that the frying-pan must never be washed with water but rubbed, when hot, with salt and tissue-paper, as this is the only way to prevent sticking.

For three portions, we take six eggs, break them into a bowl, season them with salt and freshly ground pepper, and add a good teaspoonful of water. We beat this lightly with a fork or the wire-broom, not the whisk, until large bubbles form on the top. This takes half a minute; it is fatal to beat too long. Meanwhile, our frying-pan is getting hot, not too hot, and we

drop in an ounce and a half of butter, or butter and best lard, over a quick flame for a minute or two, until it gives no more froth and has turned light golden. We give our egg-mixture another stir and pour it into the pan, letting it spread evenly over the frying-pan.

All this is a swift business, and we may well feel a few extra heart-beats and a little breathlessness at that moment. The flame is now turned down a little. With a fork or palette-knife (a fork seems to work particularly well) we loosen the edges of the omelette all round and, once or twice, in the middle, letting the liquid flow into the empty spaces, taking care always to move towards the middle.

This takes about two minutes. Then, keeping as calm as we possibly can, we fold it. This is easy if we fold over and pin down with two or three fork-pricks about an inch and-a-half

of the omelette along one side. Then, it is quite easy to roll it into shape. Our omelette should be golden brown outside and wet inside: *baveuse*, as the

classical French term says. It is then slid on to a hot plate and its surface made shiny with a little butter. This last touch makes all the difference.

Taken from [www.recipetips.com](http://www.recipetips.com)

18. What is important about the frying-pan?
  - a. It should be the same size as the omelette.
  - b. It should never be a small one.
  - c. It should never be too small to hold the eggs.
  - d. It should never be a very flat one.
19. Which of the following frying-pan is among those mentioned by the writer?
  - a. One made of aluminium.
  - b. One made of aluminium and enamel.
  - c. One made of iron.
  - d. One made of tin
20. What is the only way to prevent sticking?
  - a. Rubbing with hot salt and tissue-paper.
  - b. Rubbing with hot water.
  - c. Rubbing with salt and paper.
  - d. Washing with salt and paper.
21. Is it a good thing to beat the omelette too long?
  - a. Yes.
  - b. No.
  - c. It doesn't matter.
  - d. It is better than beating it for too short a time.
22. When should we pour in the egg mixture?
  - a. When the flame gives no more froth.
  - b. When the butter is a different shade.
    - c. A soon as the flame is light golden.
    - d. When the frying-pan is getting hot.
23. We may well feel a few extra heart-beats because \_\_\_\_\_.
  - a. we feel tired
  - b. we feel impatient
  - c. we feel relaxed
  - d. we're in a rush
24. What does the word *baveuse* mean?
  - a. The states of an omelette.
  - b. The shape of an omelette.
  - c. The size of an omelette.
  - d. An omelette made in France.
25. Lia : Do you have a new magazine?  
Ani : Yes, \_\_\_\_\_. It's very interesting.
  - a. here it is
  - b. here they are
  - c. here is it
  - d. here are they
26. Eka : \_\_\_\_\_ to my friend, Dedy.  
Dedy : How do you do?  
Reni : How do you do?
  - a. I'll introduce
  - b. You are introduced
  - c. Won't you introduce
  - d. Let me introduce you
27. Hedy : How do you do? My name is Hedy.  
Ferry : \_\_\_\_\_ I am Ferry.
  - a. Good morning.
  - b. How are you?
  - c. How do you do?
  - d. Let me introduce myself.

28. Evi : Will you come with me to the concert?  
Adi: \_\_\_\_\_  
Evi : Alright. I'll fetch you at 8 p.m.
- That's very kind of you, but I'm very busy.
  - Thanks a lot, but some other time, maybe.
  - Yes, that would be very nice. Thanks.
  - I'd be unhappy to accept it.
29. Teacher : Thanks for your help, Hanny.  
Student : \_\_\_\_\_
- Don't worry about it.
  - Sorry, it didn't work out.
  - Sure. Too bad it didn't work.
  - You are entirely welcome.
30. Jane : Where did you go last night?  
Frank : \_\_\_\_\_. Why?
- I go to the cinema
  - I went to the cinema
  - I have gone to the cinema
  - I was going to the cinema
31. I \_\_\_\_\_ her a bunch of roses this morning.
- gave
  - give
  - given
  - giving
32. Dudi does his homework by \_\_\_\_\_
- himself
  - hisself
  - him
  - he
33. Who are \_\_\_\_\_?
- themselves
  - them
  - their
  - they
34. The teacher asks a student to come to school on time.
- Did come on time.
  - Do come on time.
  - Do you come on time?
  - You did come on time.
35. Randy : What's wrong with you?  
You look unhappy today.  
Sania : I lost my purse this morning.  
Randy : Oh, how awful! I'm so sorry.  
The underlined sentence expresses \_\_\_\_\_
- happiness.
  - gratitude.
  - sympathy.
  - compliment.

### C. Writing

Do the following tasks based on the instruction.

**Complete the following sentences using *a*, *an*, or *the*.**

Look out of <sup>36</sup>\_\_\_\_\_ window of <sup>37</sup>\_\_\_\_\_ house you are in now you see such <sup>38</sup>\_\_\_\_\_ beautiful view.

**Use substitution form to fill in the blank spaces.**

39. A : Do you think our teacher will come?

B : Yes, I think \_\_\_\_\_.

40. A : Will you come along with me?

B : Yes, I \_\_\_\_\_.

**Complete the following sentences using the correct form of verb.**

41. She \_\_\_\_\_ (buy) many books from Indonesian Book Fair two months ago.

42. Yesterday, she \_\_\_\_\_ (read) the books all day long.

43. \_\_\_\_\_ (put) the books in their previous place.

44. I did not \_\_\_\_\_ (shave) this morning because I was in a hurry.

45. They \_\_\_\_\_ (kill) the villagers and \_\_\_\_\_ (run away) to the jungle.

# Chapter 4



Source: Publisher's Documentation

## Congratulations! You Did It Very Well

### *In This Chapter*

#### **Listening:**

- Responding to expressions of congratulating and complimenting
- Responding to narrative texts

#### **Speaking:**

- Congratulating and complimenting
- Performing a monologue of a narrative text

#### **Reading:**

- Identifying meanings and information in a narrative text
- Reading narrative texts

#### **Writing:**

- Developing a paragraph of a narrative text based on the pictures
- Writing narrative texts



## Listening

**In this section, you will learn how to:**

- respond to expressions for congratulating and complimenting;
- respond to narrative texts.

### Activity 1

Answer these questions orally.

1. Have you ever got any achievements in your life?
2. What was the best achievement you got?
3. How did you feel when you got an achievement?
4. How did people respond to your achievement? Did they congratulate you?
5. What do you say when you want to congratulate someone?
6. How do you respond to someone congratulations?
7. What do you say when you want to compliment someone?
8. How do you respond to someone compliment?

### Activity 2

Listen carefully to your teacher pronouncing the following words and expressions. Repeat after him/her.

No.	Words	Expressions
1.	great	You look great!
2.	charming	What a charming dress!
3.	fantastic	That's a very fantastic!
4.	congratulate	I must congratulate you!
5.	terrific	Nice to meet you
6.	farewell	See you later
7.	achievements	Terrific. Well done!
8.	extremely	How extremely nice of you to say so.

## Activity 3

Listen to the tape and choose the correct response to the expressions you hear.

---

For example:

You will hear : Congratulations on your success.

The best response is ....

- a. It is nice to hear you.
- b. Thank you very much

The correct response is (b) *Thank you very much.*

1. a. I can't believe it!  
b. That's terrific. Congratulations!
2. a. You look great!  
b. Wow, that's fantastic!
3. a. Thank you very much for your compliment.  
b. Congratulations!
4. a. That's amazing. Congratulations.  
b. That's awful!
5. a. Thanks anyway.  
b. Never mind. It's my pleasure!

## Activity 4

Listen to the tape and complete the following dialogue based on what you hear.

---

### Dialogue 1

*Andi had passed on his final semester test. On the way home, he meets Desi, his friend. She congratulates and compliments Andi.*

Desi : Hi, Andi. <sup>1</sup>\_\_\_\_\_?

Andi : I am fine, thanks.

Desi : It's very nice to meet you here, Andi. <sup>2</sup>\_\_\_\_\_ today! I love your new hair style.

Andi : <sup>3</sup>\_\_\_\_\_, Desi. You look great, too.

Desi : Thanks, Andi. By the way, how was your test? Have you got the result?

Andi : Yes, I've got it. You know what? I have passed for the final test. <sup>4</sup>\_\_\_\_\_ right now.

Desi : That's great. <sup>5</sup>\_\_\_\_\_! How's the score?

Andi : Thanks God. I got the highest score for the test.

## UN Shot

Ina : What do you think of your new red dress?

Eta : I am very satisfied with it. It goes with my shoes.

Ina : I think so. ....

Eta : Thank you.

a. You look beautiful on it.

b. I don't think so

c. Sorry to hear that

d. I don't like it

e. It's so difficult to do

(UAN 2005)

Desi : Wow, that's amazing. I know you are very smart, Andi. <sup>6</sup> \_\_\_\_\_!

Andi : <sup>7</sup> \_\_\_\_\_ your compliment, Desi. You are so kind.

Desi : Never mind Andi. It's my pleasure.

### Dialogue 2

*Andi has won the national novel writing competition. The next day, Riska and Joko come to his house to congratulate him*

Riska : <sup>1</sup> \_\_\_\_\_ what the newspaper's headline said?

Andi : What news?

Joko : The news about you winning the national novel writing competition. Is it really you?

Andi : Yeah. <sup>2</sup> \_\_\_\_\_.

Riska : <sup>3</sup> \_\_\_\_\_! We're happy for you.

Andi : Thanks a lot guys.

Joko : It's a <sup>4</sup> \_\_\_\_\_, Andi.

Andi : Oh, no, I guess it's just my luck.

## Activity 5

Now, listen to the tape carefully and respond to each expression you hear.

---

For example:

1. You will hear "You're terrific/fantastic."  
The possible response is "Thanks for your compliment."
2. You will hear "Well done. Congratulations"  
The possible response is "Thank you very much."

## Activity 6

Your teacher will tell you some titles of folklore. Mention where they are from.

---

## Activity 7

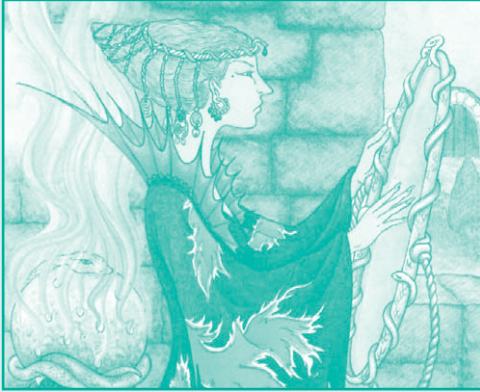
Your teacher will tell you her/his favourite folklore. Then, discuss the following questions with your friends'.

---

1. What is your favourite folklore?
2. Tell the class about your favourite folklore.

## Activity 8

Now, listen to the tape once again and complete the story.



One morning, one of the Witch's friends <sup>1</sup>\_\_\_\_\_ to visit. When she looked around the room, she said "Your house is ugly. My house is <sup>2</sup>\_\_\_\_\_ than yours, and the walls are bigger." The Witch was very angry when she heard this and <sup>3</sup>\_\_\_\_\_, "Get out of my house! and don't ever come back here!"

After her friend left, the Witch <sup>4</sup>\_\_\_\_\_ her house and she said to herself, "my friend was right. My house looks ugly and the paint is faded. I have to repaint it. Then she <sup>5</sup>\_\_\_\_\_ the shop and bought a can of paint. After lunch she <sup>6</sup>\_\_\_\_\_ to paint, and she worked very carefully. In the afternoon she <sup>7</sup>\_\_\_\_\_ the lower part of her house. When she wanted to start the upper part she <sup>8</sup>\_\_\_\_\_ that she couldn't reach it. That she got an idea. "I will use my magic broom!"

She shouted, "Broom, turn into <sup>9</sup>\_\_\_\_\_ and paint my walls!"

Suddenly the broom turned into a paint brush and <sup>10</sup>\_\_\_\_\_ to paint the upper walls. It worked very fast, and in ten minutes all job was done. The Witch was very happy.

*Taken from 366 and More Fairy Tales, 1997*

## Activity 9

Answer the following questions based on the story you have completed.

1. Who visited the witch?
2. How was the witch's home?
3. Which house was more beautiful?
4. Did the witch realise that her house was ugly?
5. Why did the witch go to the shop?
6. Why did the witch not paint the upper part herself?
7. Who helped the witch paint the upper part of her house?
8. How long did the broom finish painting?

## Activity 10

Listen to the tape and choose the correct answer to the following questions based on the story you heard.

### New Horizon

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

Source: [www.english.unitechnology.ac](http://www.english.unitechnology.ac)

1. What was the purpose of the text?
  - a. Inform the reader about the Battle of Troy.
  - b. Persuade the reader to read Greek History.
  - c. To Argue that the Greek had won the war.
  - d. To show how cunning the Greeks were.
  - e. To describe Troy
2. Who was Odysseus?
  - a. A horse.
  - b. A Greek Soldier.
  - c. A Roman Soldier.
  - d. A Greek King.
  - e. No Information.
3. How did the Greeks win the battle?
  - a. They made the Romans drink
  - b. They scared the Romans
  - c. Odysseus used the help of Gods
  - d. They destroyed the city gate
  - e. They tricked the Romans
4. ... in the form of a "Horse Statue" were overjoyed  
The underlined word means...
  - a. Really sad
  - b. Drunk
  - c. Really happy
  - d. Defenseless
  - e. Cautious
5. How were the Romans beaten?
  - a. With the help of alcohol.
  - b. With help from a wooden horse.
  - c. Thanks to Odysseus's Idea.
  - d. All of the above.
  - e. None of the above.

## Speaking

In this section, you will learn how to:

- congratulate and compliment others;
- perform a monologue of narrative texts.

### Activity 1

Look at the picture and answer the questions.



Source: Publisher's Documentation

1. What do you see in the picture?
2. What are they doing?
3. How do you congratulate anyone and give compliment in your culture?
4. On what occasions do people usually congratulate or compliment each other?
5. Mention some expressions of congratulating and giving complement.

### Activity 2

Match the following expressions into the appropriate situation.

Expressions	Situations
1. What a nice dress!	a. You compliment someone on their appearance.
2. You look great!	b. You say nice thing about your friends' dress.
3. You're looking glamorous.	c. Your colleague is very fashionable and well dress.
4. Congratulations!	d. Your friend has just passed an important exam.
5. Well, Done!	f. Your brother have got an award.
6. Thank you very much for your compliment.	g. You give response to your friend compliment/ congratulation.

## Activity 3

Read and practise the following dialogues with your friends. Pay attention to the italicised expressions.

- Harsya : *What a great Motorcycle you have, Pandu.*  
Pandur : Thank you, Harsya. I just finished modifying it.  
Harsya : You mean this is the old motorcycle that you used to drive to school?  
Pandur : Yes, it is.  
Harsya : *It looks a lot different.* What did you do to it?  
Pandur : Not much. I had it paint with a brighter colour and add some new accessories.  
Harsya : *Great job!*  
Pandur : Thanks.
- Yani : Ussy, would you like to try this cookies?  
Ussy : Sure, thanks. What is the occasion?  
Yani : I just graduated at last grade on my English course.  
Ussy : *I must congratulate you on being the smartest student.*  
Yani : Oh, it's not necessary.  
Ussy : *No, it's a must.* Let's go celebrate it.  
Yani : Good idea.

## What to Say

### Complimenting someone

- May I say how elegant you look.
- If I may so, you are quite charming.
- My compliments on your beautiful.
- I really must express my admiration for your party.
- You are looking good.
- What a charming dress!
- That's a very nice coat!
- You look nice.
- I like your hair style!
- You're terrific/fantastic.

More Formal



Less Formal

More Formal



Less Formal

### Congratulating someone

- Please accept my warmest congratulations.
- I'd like to be the first to congratulate you on ....
- It was great to hear ....
- Congratulations on your ....
- I must congratulate you.
- May I congratulate you on ....
- Congratulations!
- Congratulations on your ....
- Well done!
- Fantastic/terrific!

## Activity 4

Complete the dialogue with the expressions above. Discuss with your partner.

1. Nina : I've just got married.  
Abraham : \_\_\_\_\_
2. Rudi : I won the race.  
Rita : \_\_\_\_\_
3. Fuad : I've found a new job.  
Ratna : \_\_\_\_\_
4. Agus : My father Just bought me a new MP3 player.  
Ida : \_\_\_\_\_
5. Ahmad : I just won first prize from a quiz.  
Narya : \_\_\_\_\_

## Activity 5

Create a dialogue based on the following situations using the expressions given in 'What to Say'.

1. Your best friend has passed his exam and he gets a good mark.
2. Your relative is going abroad for studying.
3. Your brother has done excellent job.
4. Your teacher is honoured with the "Teacher of the month" title.



## Activity 6

Work in a group of three. Act out a dialogue based on one of the following situations. Use the expressions of complimenting.

---

Your friend is good at:

1. playing the piano
2. playing tennis
3. story telling
4. playing chess
5. poetry reading

## Activity 7

Work in a group of two. Act out a dialogue based on one of these situations. Use the expressions of congratulating.

---

1. Your partner got a scholarship.
2. Your partner becomes the best student in the class.

For example:

*Donny has passed his exams with flying colour and get the best ranking at his school.*

Boby : Hi, Don. I heard that you got the best grades in this year exams, didn't you?

Dony : That's right.

Bobby : Congratulations!

Dony : Thank you.

Dony's father : Well done, Don. I'm very proud of you.

Dony's mother : I'm glad to hear that.

Dony : Thank you, Dad, Mom.

## Activity 8

With your partner, create a short dialogue based on the situations given. Choose one of them and act it out in front of the class. Don't forget to use the expressions you have learnt.

---

1. Your friend gets the highest grades at school.
2. Your friend is elected as one of the finalists in *Puteri Indonesia* competition.
3. Your friend held a fantastic birthday party.
4. Your friend gets selected as the best youth novelist.

## Activity 9

Work in group, play the characters on this story and answer the questions that follow.

### The Tiger Who Would Be King

One morning the tiger woke up in the jungle and told his mate that he was king of beasts.

"Leo, the lion, is king of beasts," she said.

"We need a change," said the tiger. "The creatures are crying for a change."

The tigress listened but she could hear no crying, except that of her cubs.

"I'll be king of beasts by the time the moon rises," said the tiger. "It will be a yellow moon with black stripes, in my honour."

"Oh sure," said the tigress as she went to look after her young, one of whom, a male, very like his father, had got an imaginary thorn in his paw.

The tiger prowled through the jungle till he came to the lion's den. "Come out," he roared, "and greet the king of beasts! The king is dead, long live the king!"

Inside the den, the lioness woke her mate. "The king is here to see you," she said.

"What king?" he inquired, sleepily.

"The king of beasts," she said.

"I am the king of beasts," roared Leo and he charged out of the den to defend his crown against the pretender.

It was a terrible fight and it lasted until the setting of the sun. All the animals of the jungle joined in, some taking the side of the tiger and others the side of the lion. Every creature from the aardvark to the zebra took part in the struggle to overthrow the lion or to repulse the tiger, and some did not know which they were fighting for, and some fought for both, and some fought whoever was nearest and some fought for the sake of fighting.

"What are we fighting for?" someone asked the aardvark.

"The old order," said the aardvark.

"What are we dying for?" someone asked the zebra.

"The new order," said the zebra.

When the moon rose, fevered and gibbous, it shone upon a jungle in which nothing stirred except a macaw and a cockatoo, screaming in horror. All the beasts were dead except the tiger, and his days were numbered and his time was ticking away. He was monarch of all he surveyed, but it didn't seem to mean anything.

Taken from *Readings to Remember*, 2004

1. How many characters are there in the story? Mention them.
2. Where did the story take place?
3. Why did the tiger tell his mate that he was king of beasts?
4. What did the tiger come to the lion's den for?
5. Did the tiger and the lion fight for the crown?
6. Did all the animals of the jungle join in the fight?
7. Were they on tiger's side or lion's?
8. Who won the fight, the tiger or the lion?
9. Were there any beasts survive the fight?
10. What is the moral of the story?

## Activity 10

Work in group of three. Change the following text into dialogue. Then act it out in front of the class.

### The Cleverest Student

Evi, who is the cleverest student in the class, doesn't go to school anymore. She has to stop studying because she cannot pay school fee.

Budi, her classmate, came to see her at home.

"Why don't you go to school again?" asked Budi. "Our teachers asked me where you were," continued Budi.

"I am sorry. Now I have to stay at home because my father has stopped working at factory," told Evi.

"I am sorry to hear that. I think it is not a serious problem," said Budi.

"Oh, not to me. What do you think if I stop studying," asked Evi.

"No . . . it is not a good solution. Tomorrow you and I meet our headmaster to tell about this. Are you with me?" asked Budi.

At school they meet the headmaster in his office.

The headmaster is surprised to see the two students in his office. "What's up? What can I do for you?" asked the headmaster.

"Excuse me, Sir. May I study here without payment? My father cannot pay my school fee. Because now he just stays at home after he has been laid off by the company," told Evi.

"Okay. If so, you may not stop studying here. All payments are my responsibility" said the headmaster.

"You are a very smart student. I'm glad you still want to study in this school."

"Thank you very much. That's kind of you," said Evi happily.

*Taken from English for SMA 2, 2005*

## Reading

**In this section, you will learn how to:**

- identify factual meaning in the texts;
- identify the structure of narrative texts;
- reading and understanding narrative texts.

### Activity 1

Study the following picture and answer the questions orally.



1. What is the picture about?
2. Can you predict what the story is about?
3. Do you have a favourite folklore?
4. What is the title of the folklore?
5. Tell the class about it.

### Activity 2

Before reading the story, read and study the following words and find their meanings.

1. horrible
2. monster
3. castle
4. armour
5. swords
6. knight
7. fought
8. useless

## Activity 3

Read the following story aloud.

### The Legend of Beowulf

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men. ...

Taken from *Opportunities Elementary*, 2003

## Activity 4

Answer the following questions based on the text in Activity 3.

1. Who was half-man and half-monster?
2. Were the king and his men succeed in killing Grendel? Why?
3. Why did Beowulf come to Denmark?
4. What did Beowulf do to Grendel when he fought him?
5. What happened to Grendel after he fought Beowulf?
6. What did Grendel's mother do when she find out about her son's death?
7. What did Beowulf use to kill Grendel's mother?
8. How long did Beowulf become king?
9. What attacked the people in Beowulf's country?
10. What did Beowulf do about it?

11. Decide how the story ends based on the following options:
  - a. Beowulf killed Grendel and took the treasure.
  - b. Beowulf killed Grendel but he died.
  - c. Grendel killed Beowulf and escaped.
12. Provide reasons why you choose the option as the ending of the story.

## Activity 5

Read another story and identify its text structure in the table that follow.

### The Fox and the Crow

A crow, perched in a tree with a piece of cheese in his beak, attracted the eye and nose of a fox. "If you can sing as prettily as you sit," said the fox, "then you are the prettiest singer within my scent and sight." The fox had read somewhere, and somewhere, and somewhere else, that praising the voice of a crow with a cheese in his beak would make him drop the cheese and sing. But this is not what happened to this particular crow in this particular case.

"They say you are sly and they say you are crazy," said the crow, having carefully removed the cheese from his beak with the claws of one foot, "but you must be nearsighted as well. Warblers wear gay hats and colored jackets and bright vest, and they are a dollar a hundred. I wear black and I am unique.

"I am sure you are," said the fox, who was neither crazy nor nearsighted, but sly. "I recognize you, now that I look more closely, as the most famed

and talented of all birds, and I fain would hear you tell about yourself, but I am hungry and must go."

"Tarry awhile," said the crow quickly, "and share my lunch with me." Whereupon he tossed the cunning fox the lion's share of the cheese, and began to tell about himself. "A ship that sails without a crow's nest sails to doom," he said. "Bars may come and bars may go, but crow bars last forever. I am the pioneer of flight, I am the map maker. Last, but never least, my flight is known to scientists and engineers, geometricians, and scholar, as the shortest distance between two points. Any two points," he concluded arrogantly.

"Oh, every two points, I am sure," said the fox. "And thank you for the lion's share of what I know you could not spare." And with this he trotted away into the woods, his appetite appeased, leaving the hungry crow perched forlornly in the tree.

Taken from [www.aesopfables.com](http://www.aesopfables.com)

Setting	Characters	Events	Outcome
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Activity 6

Read and study the story in Activity 5 once again. Then decide whether these statements are true or false.

### Your Project

Find a folklore that you know. You can do mini research in the library. Ask your parents or grand parents. Then, retell it in front at the class.

1. There are two main characters in the story.
2. The story probably took place in the jungle.
3. The fox had read somewhere that praising the voice of a crow with a cheese in his beak would make him drop the cheese and sing.
4. The fox said that the crows are sly and crazy.
5. The fox recognise that the crow look more closely, as the most famed and talented of all birds
6. Whereupon the crow tossed the cunning fox the crow's share of the cheese.
7. The fox is really arrogant. He is the map maker.
8. The crow's appetite appeased, leaving the hungry crow perched forlornly in the tree.

## Activity 7

Answer the following questions based on the text in Activity 5.

1. How many characters are there in the story?
2. Where did the story probably take place?
3. Why did the fox praise the voice of the crow?
4. Had the crow known the fox's plan of praising him?
5. Did the fox give up trying to persuade the crow to share his lunch?
6. What did the fox do in order that the crow shared his lunch?
7. Did the fox succeed in getting what he wanted?
8. What is the moral of the story?

## Activity 8

Read and study the announcement. Then complete the form that follows based on the announcement.

### Announcement

The Niagara Branch of the Canadian Authors Association is pleased to announce the finalists of our *Ten Stories High* Eighth Annual Short Story Competition. We would like to thank each and every one of our entrants for making our contest such an ongoing success!

We will be officially launching our latest edition of *Ten Stories High* in the Mills Room at the Public Library on Saturday, September 29 from 2 to 5 p.m. This gala event will feature readings by this year's winning contestants as well as refreshments. We will also be offering copies of our anthology for sale at that time.

The Niagara Branch of the Canadian Authors Association wishes to congratulate the winners of our *Ten Stories High* Eighth Annual Short Story Competition. Our top ten winners are:

**First Prize**

Colette Maitland

"Until Death Do We Part"

**Second Prize**

Ruth Taylor

"At the Corner of Petapa and Thirty-first"

**Third Prize**

Alison McCabe

"Until Recently"

"

Once again, we wish to thank all the entrants who participated in our contest this year and congratulations to our winners!

Taken from [www.canauthorsniagara.org](http://www.canauthorsniagara.org)

Topic:

Event:

Organizer:

Winners:



### UN Shot

Komodo ... to be descendant from dinosaurs.

- they belive
- to belive
- belived
- to belived
- are belived

(UAN 2004)

## Grammar *Review*

### Passive Voice

Study the following sentences.

- Fewer foods *should be chosen* from the meat and dairy groups in the middle.
- Even fewer foods *should be chosen* from the fats, oils, and sweets at the top of the pyramid.
- The pipe was replaced by the plumber.
- Vitamins *must be supplied* in a person's daily diet.
- The play was written by Shakespeare.

The sentences above use passive voice. Passive voice is used when it is not important to know exactly who performs an action. In passive voice, the object of an active verb becomes the subject of the passive verb. If the subject of an active sentence is someone or the people, we do not have to put them in the object of passive sentence. Some of the verbs cannot be changed into passive form such as *happen, come, sleep*, etc. The form of passive is: be + past participle.

## Activity 9

Change the following sentences into passive voice.

- The cameraman takes the President's several times.
- A fire melts the wax statue at the House of Wax.
- My brother buys me this new computer game.
- She writes the beautiful story of prince and princesses.
- The firefighters helps a family from being trapped in a ruin.

## Activity 10

Read another story and identify its moral values. Then choose ten sentences to change them into passive sentences.

### The Wolf and the Dog

Once there was a wolf who was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food. As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days."

"You're right," said the wolf. "I haven't eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die."

Then why not join us? Asked the dog. "I work regularly and I eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about your stealing the sheep any more and you won't have to worry about going hungry any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog

lived. But, as they were walking, the wolf noticed that the hair on a certain part of the dog's neck was very thin. He was curious about this, for the dog had such a beautiful coat every where else. Finally, he asked the dog about it.

"Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night."

"Chained up!" cried the wolf, "Do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?"

"That's right," answered the dog. "But, You'll get used to it soon enough. I hardly think about it anymore."

"But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore." After saying this, the wolf turned and ran away.

"The dog called after the wolf, saying, "Wait! Come back! I may not be able to do everything I want to do, but I'm healthy, well-fed, and I have a warm place to sleep. You are too worried about keeping alive to enjoy life. I'm more free than you are."

Taken from [www.aesopfables.com](http://www.aesopfables.com)

## Writing

In this section, you will learn how to:

- develop paragraph of narrative texts;
- writing narrative texts.

### Activity 1

Answer these questions.

1. Have you ever written a story?
2. What do you do first when you write a story?
3. Have you ever written a fairy tale?
4. Are there any differences between writing fairy tales and ordinary short stories?

### Activity 2

Punctuate and capitalise the following story.



one day a monkey wanted to cross a river he saw a crocodile in the river so he asked the crocodile told the monkey to jump onto its back. then the crocodile swam down the river

now the crocodile was very hungry so when it was in the middle of the river it stopped and said to the monkey monkey my father is very sick he must eat the heart of a monkey the he will be strong again

the monkey thought for a while then he told the crocodile to swim back to the river bank

what for asked the crocodile because i didn't bring my heart with me said the monkey i left it under the tree near some coconuts

so the crocodile turned around and swam back to the bank of the river as soon as they reached the river bank the monkey jumped off the crocodiles back and climbed up to the top of a tree

where is your heart asked the crocodile

you are foolish the monkey said to the crocodile now i am free and you have nothing

the monkey told the crocodile not to try to trick him again the crocodile swam away hungry

Taken from [www.aesopfables.com](http://www.aesopfables.com)

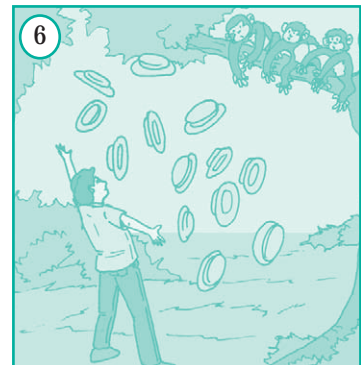
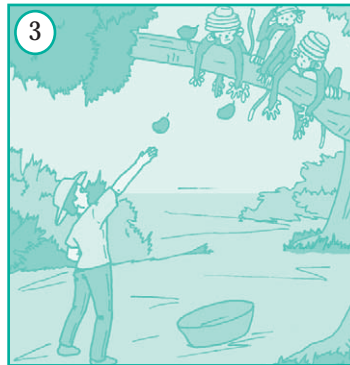
## Activity 3

Look at the picture carefully, then read the sentence given below, they are not in the correct order. Arrange them by putting the letter after the number so they tell the story shown in the picture.

**Englishclub.com**

The first important thing to remember about a narrative essay is that it tells a story. The second important thing about a narrative essay is that the story should have a point. In the final paragraph, the author should come to an important conclusion about the experience that has just been described.

For further steps in writing narrative, visit [www.infolplease.com](http://www.infolplease.com)



- This gave Pak Aman an idea how to get his hat back.
- So has sat down under the tree to sleep.
- He was very angry and threw a stone at them.
- So Pak Aman managed to get his hat back.

- e. Pak Aman sells hat in the village.
- f. At this the monkeys threw all the hats down at him.
- g. There were lots of naughty monkeys up that tree.
- h. He took off his hat and threw it at the monkeys.
- i. The monkeys in turn threw fruit down at him.
- j. The monkeys came down and took all the hats except the one on Pak Aman's hats.
- k. One day, while he was going from one village to another, he felt very tired.

## Activity 4

Study these stories and fill in the narrative text pattern that follow based on the story.

### The Miser

A miser sold all that he had and bought a lump of gold, which he buried in a hole in the ground by the side of an old wall and went to look at daily. One of his workmen observed his frequent visits to the spot and decided to watch his movements.

He soon discovered the secret of the hidden treasure, and digging down, came to the lump of gold, and stole it. The Miser, on his next visit,

found the hole empty and began to tear his hair and to make loud lamentations. A neighbor, seeing him overcome with grief and learning the cause, said, "Pray do not grieve so; but go and take a stone, and place it in the hole, and fancy that the gold is still lying there.

It will do you quite the same service; for when the gold was there, you had it not, as you did not make the slightest use of it."

Taken from [www.short-stories.co.uk](http://www.short-stories.co.uk)

### The Wolf in Sheep's Clothing

A Wolf found great difficulty in getting at the sheep owing to the vigilance of the shepherd and his dogs. But one day it found the skin of a sheep that had been flayed and thrown aside, so it put it on over its own pelt and strolled down among the sheep.

The Lamb that belonged to the sheep whose skin the Wolf was wearing began to follow the Wolf in the Sheep's clothing. So, leading the Lamb a little apart, he soon made a meal off her - and for some time he succeeded in deceiving the sheep, and enjoying hearty meals.

Appearances are deceptive.

Taken from [www.short-stories.co.uk](http://www.short-stories.co.uk)

Narrative Text Pattern  
 Title : \_\_\_\_\_

Major Characters \_\_\_\_\_

Minor Characters \_\_\_\_\_

Climax  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Conflict:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Resolution:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Setting:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Theme:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Activity 5

Now, make your own narrative story. Choose from the following categories.

1. Fable story
2. Folklore
3. Myth or legend

## Chapter Summary

### 1. Language Functions

#### a. Congratulating

- Congratulations!
- Congratulations on....
- Well done!
- Great job!

#### b. Complimenting

- You look great.
- You look terrific.
- How beautiful you are.
- I must say that you are ....

### 2. Genre

#### Narrative

Function : to amuse, entertain and to deal with actual or vicarious experience in different ways.

#### Generic Structure

- Orientation : sets the scene and introduces the participants.
- Evaluation : a stepping back to evaluate the plight.
- Complication : a crisis arises.
- Resolution : the crisis is resolved, for better or for worse.
- Re-orientation : optional.

## Learning Reflection

**After learning the lesson in this chapter, you are expected to be able to:**

1. respond to expressions for congratulation and giving compliment;
2. respond to a monologue of a narrative text;
3. congratulate and compliment others;
4. performing a monologue of narrative texts;
5. identify factual meaning in the texts;
6. identify the structure of narrative texts;
7. write narrative texts.

**Now, answer the questions:**

1. What do you say to give complement and congratulate someone?
2. What do you say when someone congratulates and complements you?
3. Write and tell your favourite folklore. Pay attention to the structure of the text.

**If you find some difficulties, consult your teacher or discuss with your friends.**

# Chapter 5



Source: Publishers's Documentation

## I'm Very Grateful to You

### *In This Chapter*

#### **Listening:**

- Responding to expressions of gratitude
- Responding to invitation
- Responding to a monologue of a descriptive text

#### **Speaking:**

- Expressing gratitude
- Performing a monologue of descriptive texts

#### **Reading:**

- Identifying the structure of a descriptive text
- Reading descriptive texts

#### **Writing:**

- Writing short descriptions and announcement
- Writing descriptive texts



## Listening

In this section, you will learn how to:

- respond to gratitude;
- respond to invitation;
- respond to descriptive texts.

### Activity 1

Answer these questions orally.

1. How do you respond to someone expressing gratitude?
2. Is it alright if you just say nothing?

### Activity 2

You will listen to a tape playing a dialogue. Listen carefully to complete the dialogue and answer the questions that follow.

Henry : Hello Yuni. How are you this morning?

Yuni : Hi, Henry. Fine, <sup>1</sup>\_\_\_\_\_. And you?

Henry : I'm just fine, <sup>2</sup>\_\_\_\_\_.

Yuni : Please come in and have a seat.

Henry : <sup>3</sup>\_\_\_\_\_. I'm returning your brother's sports magazine. Here it is and <sup>4</sup>\_\_\_\_\_.

Yuni : It's all right. Would you like any other magazine or newspaper to read?

Henry : Yes, please. <sup>5</sup>\_\_\_\_\_. Can I see today's newspaper?

Yuni : Of course. Here it is.

Henry : <sup>6</sup>\_\_\_\_\_, Yuni. By the way, would you do me a favour?

Yuni : Why not? What can I do for you?

Henry : Could you tell your brother how <sup>7</sup>\_\_\_\_\_ I am for his help to lend me his magazine?

Yuni : Oh, sure. I'll tell him.

Henry : Great. <sup>8</sup>\_\_\_\_\_.

1. Where does this conversation take place?
2. What is the purpose of Henry's coming?
3. What does Henry want Yuni to do?

4. Find some expressions of thanks in the dialogue.
5. What are the responses of the expressions?

### Activity 3

Listen to the tape. You will hear some expressions. Choose the best response for the expressions.

1. a. No, I won't.  
b. Yes, I'd love to.
2. a. I'm sorry, I can't.  
b. Thank you so much.
3. a. I'm very grateful to you.  
b. How can I refuse?
4. a. I'd love to come.  
b. You're great.
5. a. How can I thank you?  
b. It doesn't matter.

### Activity 4

Study the picture and then answer these questions orally.



Source: *ML Calendar Catalogue*, 2002

1. What picture is it?
2. Where do you usually find that place?
3. What can you do if you go to that place?
4. Can you describe the situation on the picture?
5. How do we prevent the beauty of the place?

## Activity 5

You are going to listen to three descriptions of the following pictures. Match the pictures and the descriptions you hear.



Colosseum: \_\_\_\_\_



Borobudur: \_\_\_\_\_



Stonehenge: \_\_\_\_\_

Source: Microsoft Encarta, 2008

## Activity 6

Listen to the tape then complete the following description of Lawang Sewu.

### Lawang Sewu

Lawang Sewu is one of the famous  
<sup>1</sup> \_\_\_\_\_ in Indonesia. It is named  
<sup>2</sup> \_\_\_\_\_ which means <sup>3</sup> \_\_\_\_\_. Besides  
its thousand doors, it is also well  
known for the fascinating <sup>4</sup> \_\_\_\_\_  
representing the Dutch Symbolism.  
The stained glass windows are similar  
with those of the places like The Hague

and Rotterdam and also the Royal  
family. The building has numerous  
<sup>5</sup> \_\_\_\_\_ which open out to the offices  
on one side of the office and the other  
end of the building on the other hand.  
It is a famous <sup>6</sup> \_\_\_\_\_ in the region of  
Semarang and a pride for Java.

Adapted from [www.central-java-tourism.com](http://www.central-java-tourism.com)

## Speaking

In this section, you will learn how to:

- express gratitude;
- perform a monologue of descriptive text.

### Activity 1

Answer these questions orally.

1. When is the time to express gratitude to someone?
2. What do you say when you want to thank someone who helps you?

### Activity 2

Read and act out the following dialogue.

- Ardi : I'm going to the museum on Sunday morning.  
Would you like to come with me?
- Ratna : I'd love to. Will you pick me up?
- Ardi : Sure. Be ready at 7, OK?
- Ratna : All right.

*After visiting the museum, on the way home, Ratna invites Ardi to have dinner together.*

- Ratna : Are you free tonight?
- Ardi : Why?
- Ratna : I wonder if you would like to have dinner at my house.
- Ardi : I won't say no. I'll be there.

### Activity 3

Answer the following questions based on the information given in the dialogue above.

1. When will they go to the museum?
2. Who invites Ratna to go to the museum?
3. Does Ratna like to go the museum? What does she say?
4. Is Ardi free tonight?
5. Can Ardi go to Ratna's house to have dinner together? Why?
6. What does Ardi say to decline Ratna's invitation?

## What to Say

More Formal



Less Formal

### Inviting someone

- I'd like to invite you to ...
- Would you like to ...?
- Will you join ...?
- Do you want to come with ...?

More Formal



Less Formal

### Accepting invitations

- I'd be delighted to ....
- Yes, I'd like to very much.
- I won't say no ....
- I'd love to.

More Formal



Less Formal

### Expressing gratitude

- I would like to thank you for ....
- Let me express my gratitude ....
- Thank you.
- Thanks.

## Activity 4

Study the following dialogue. Then, make your own dialogue and act it out in front of the class.

Dandy : I've never been to Borobudur before. What is it like?

Kayla : It's very beautiful. The temple is extravagant. Beautiful stone carvings surrounded the temple and the statues are amazing too.

Dandy : Wow, I wish I can see it for myself.

Kayla : Actually, my parents are taking me there again this vacation. What if you come and join us?

Dandy : How can I say no? Of course I'd love to come.

Kayla : Great. I'm sure my parents won't mind.

## Activity 5

Work in pairs. Give suitable responses.

There are many kinds of expressions for thanks. Use them to express your gratitude for the following.

1. Your friend has just given you a bar of chocolate.
2. Tini has lent you a magazine.
3. Sandi has just given you a ticket for a music show.
4. A policeman has just shown you the way to the railway station.

## Activity 6

Create dialogues based on the following situations.

*There are many kinds of expressions for thanking. Use them to express your gratitude for the following.*

1. Your friend has just given you a bar of chocolate.
2. Tini has lent you a magazine.
3. Sandi has just given you a ticket for a music show.
4. A policeman has just shown you the way to the railway station.

## Activity 7

Answer the following questions orally.

1. Have you ever gone to a historical place?
2. Can you mention some historical places in Indonesia that have become tourist resorts?
3. Can you mention some outstanding historical places around the world?

### UN Shot

The original ... manuscript of the play is on display in the museum.

- a. written by hand
- b. writing hand
- c. hand-written
- d. that is hand-written
- e. hand-writing

(UN 2004)

### Pronunciation Practice

1. explorer /ɪk'splɔːrə(r)/
2. war /wɔː(r)/
3. resource /rɪ'sɔːs/
4. wall /wɔːl/
5. enormous /'ɪnɔːməs/
6. probably /'prɒbəbəlɪ/
7. archaeologists /,ɑːkɪ'ɒlədʒɪst/
8. foreign /'fɔːrən/
9. forest /'fɒrɪst/
10. crop /krɒp/

## Activity 8

Read aloud the following texts with appropriate pronunciation.

### Easter Island



Source: *Cambridge English for Schools*, 2000

Easter Island is in the South Pacific, 3,700 kilometres from the coast of Chile. On the island, there are 600 large statues. We don't know who built them but they were probably constructed between 1150 and 1500. We don't really know why they are there. The

Norwegian explorer, Thor Heyerdahl, believed that they were built by people from South America. To prove this, he made a simple raft and sailed there, all the way from Peru.

Archaeologists think that the statues represent dead tribal leaders. We don't know why the statues left alone on the island. Perhaps they were killed by disease or war. Perhaps the builders used all the natural resources on the island. There are many unanswered questions about Easter Island.

Taken from *Cambridge English for Schools*, 2000

### Great Zimbabwe



Source: *Cambridge English for Schools*, 2000

In 1871 Karl Mauch, a German, discovered a huge stonewalls in Zimbabwe, Africa. The walls covered 25 hectares around what is now called 'Great Zimbabwe'. Great Zimbabwe is the most impressive Iron Age site in Africa. On top of a hill, there is a large

castle and underneath this is the 'Great Enclosure'. The Great Enclosure has enormous walls – sometimes 11 metres high and 1.2 metres thick. Inside the Great Enclosure there are many huts, passages and rooms and a mysterious 9-metre-high stone tower that has no stairs, no windows, and no doors. Why did they build the tower? We don't know. We don't even know who built Great Zimbabwe – it is a mystery to African and foreign archaeologists. They think the Great Enclosure was built about 1,000 years ago.

Taken from *Cambridge English for Schools*, 2000

## Pueblo Bonito



Source: Cambridge English for Schools, 2000

One thousand years ago, in the desert of the Chaco Canyon, the Anasazi people built nine multi-storey buildings called 'Great Houses'. They used stone for the walls and wood for the floors, doors and roofs. They

transported more than 200,000 trees from forests almost 80 kilometres away. How did they move the trees? We don't know.

In some buildings there are huge circular rooms called 'kivas'—the biggest one is underground and it is about 16 metres wide. Why did the Anasazi build circular rooms? We don't know. Perhaps they used them for religious ceremonies or for storing crops. We know the Anasazi people abandoned the Great Houses. Why did they leave? Hunger? War? We really don't know.

Taken from Cambridge English for Schools, 2000

### Activity 9

Complete the following box with the information from the text to show the description of those places.

	Easter Island	Great Zimbabwe	Pueblo Bonito
1. Location	_____	_____	_____
2. Time of building (approximation)	_____	_____	_____
3. Physical appearance	_____	_____	_____



## Activity 10

Perform a monologue about the description of Niagara Falls.

### Niagara Falls



Source: *The World Book Student Discovery Encyclopedia*, 2006

Niagara Falls is a famous area of waterfalls. It is one of the most beautiful natural wonders of North America. It is on the Niagara River, about halfway between Lake Erie and Lake Ontario. The Niagara River forms part of the border between Canada and the United States. At Niagara Falls, Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side.

Niagara Falls really has two waterfalls. The Horseshoe Falls are in Canada, and the American Falls are in the United States.

The Niagara River drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshoe Falls. They are not as high as the American Falls, but they are 2,600 feet (792 metres) wide—about 0.5 mile (0.8 kilometre). The American Falls are about 1,000 feet (305 metres) wide. Beyond the falls are the Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the rock.

At night, coloured lights shine on the thundering falls. About 10 million people visit Niagara Falls each year.

Taken from *The World Book Student Discovery Encyclopedia*, 2006

## Activity 11

Answer the following questions orally.

1. Where is Niagara Falls located?
2. What countries are separated by Niagara Falls?
3. Where are the two waterfalls of Niagara Falls?
4. What is *Canyon*?
5. How big are the Horseshoe Falls?

## Grammar *Review*

### *New Horizon*

The name "Easter Island" was given by the island's first recorded European visitor, the Dutch explorer Jacob Roggeveen, who encountered Easter Island on Easter Sunday 1722, while searching for Davis or David's island.[2] The island's official Spanish name, Isla de Pascua, is Spanish for "Easter Island".

### Preposition

Study the following explanation of prepositions.

1. *At* is used with times and also with places: at Niagara Falls, at midnight, at lunch, at Jln. Soka no.11.
2. *In* is used with periods of time and also with places: in October, in 2005, in the Middle Ages, in the United States, in Canada, in the park.
3. *On* is used with dates and days and also with places: on Niagara River, on June 18, on Monday, on the wall.
4. *Of* is used with nouns and also with *-ing* forms: legs of the table, glance of eye, of making.
5. *Off* is used with verbs: get off, take off, put off.
6. *After/ before* is used with period of times, with pronouns and also with *-ing* forms: before winter, before June, after summer, after lunch time, after me, before him, after reading, before asking.
7. *For* is used with a period of time: for one hour, for a week, for ages.  
*For* is also intended to be given to or belong to a particular person: The Great Sphinx was probably built for Khafre.
8. *During* is used with a period of time: during our holiday, during the night.
9. *While* is used with subject + verb: while you went out, while she was at the bank.

Some prepositions with more than one word are *in front of*, *for the sake of*, *at the corner of*.

Example:

- I stand *in front of* the class.
- *For the sake of* God.
- He has to stand *at the corner of* the classroom.

## Activity 12

Complete the text with appropriate prepositions given in the box.

- of      • at      • for      • for      • of
- on      • of      • in      • for      • for
- of      • of      • to      • for      • near



Source: Microsoft Encarta, 2006

The pyramids <sup>1</sup>\_\_\_\_\_ Giza (Al Jizah) stand <sup>2</sup>\_\_\_\_\_ the west bank <sup>3</sup>\_\_\_\_\_ the Nile River outside Cairo. There are 10 pyramids <sup>4</sup>\_\_\_\_\_ Giza, including three <sup>5</sup>\_\_\_\_\_ the largest and best preserved <sup>6</sup>\_\_\_\_\_ all Egyptian pyramids. They were built <sup>7</sup>\_\_\_\_\_ kings <sup>8</sup>\_\_\_\_\_ about 2600 <sup>9</sup>\_\_\_\_\_ 2500 B.C. The largest was built <sup>10</sup>\_\_\_\_\_ King Khufu. The second was built <sup>11</sup>\_\_\_\_\_ King Khafre, and the third <sup>12</sup>\_\_\_\_\_ King Menkaure. A huge statue <sup>13</sup>\_\_\_\_\_ a sphinx, called the Great Sphinx, was probably built <sup>14</sup>\_\_\_\_\_ Khafre. It stands <sup>15</sup>\_\_\_\_\_ his pyramid.

## Activity 13

Read aloud the text you have completed. Then, decide whether the following statements are true or false.

- |  | T/F                      |
|--|--------------------------|
| 1. There is only one pyramid at Giza.            | <input type="checkbox"/> |
| 2. Giza is located near the Nile River.          | <input type="checkbox"/> |
| 3. Pyramids are built for king's servants.       | <input type="checkbox"/> |
| 4. The largest pyramid was built for King Khufu. | <input type="checkbox"/> |
| 5. The Great Sphinx was built for King Khufu.    | <input type="checkbox"/> |

## Reading

In this section, you will learn how to:

- find specific information from descriptive texts;
- identify the structure of descriptive texts;
- read and understand descriptive texts.

### Activity 1

Answer the questions based on the picture.



Source: [www.upload.wikimedia.org](http://www.upload.wikimedia.org)

1. Can you find a place like this in your village?
2. What do people call this place?
3. Is it a kind of tourist resort?
4. What do you think of this place?
5. Where can you find this place?
6. Have you ever visited some tourist resorts in East Java? Mention them.

### Activity 2

Before you read the story about "Gua Tabuhan", learn these words. Then match them with their meanings or synonyms.

Words	Meanings or Synonyms
1. located	a. view
2. lime	b. considered
3. scenery	c. to be brave
4. peddlers	d. strike something with a hard blow
5. agates	e. situated

6. sacred
7. dared
8. chased
9. bump
10. prayer mat
11. seclude
12. cave
13. stream

- f. a hollow place in the side of hill
- g. very hard stones
- h. place on which Muslims kneel when praying
- i. goods sellers moving from place to place
- j. keep apart from others
- k. a small narrow river
- l. run after something
- m. holy

## Activity 3

Read the following text. Pay attention to the structure of the text.

### Gua Tabuhan Is a Lively Unique Cave

identification

In the cave, Nyi (Mrs) Kamiyem and Ki (Mr) Padmo sit on a big stone. Nyi Kamiyem will sing a song and Ki Padmo will beat the drum. Joining them are people called *wiyogo* which are drummers and other gamelan musicians.

What makes this unique is that they mix gamelan with the sounds of nature. The visitors dance, forgetting all problems.

Many tourists go to this cave. Maybe you are interested in going there too but you don't know where it is. Gua Tabuhan is located near Pacitan in East Java. It is situated in a lime hill called Tapan, in Tabuhan, Wareng village. The route is easy. Along the road there is beautiful tropical scenery to enjoy rice fields, coconut-palms and birds.

East of the cave peddlers sell souvenirs. The drink and food peddlers are on the north side. People sell agates on the cave terraces. Somehow, it is like a fair.

description

It is said that the cave is the only place where nature produces sounds like the music of gamelan. Nyi Kamiyem, a well-known *pesinden* (traditional Javanese singer) from the village of Gabuhan, who often sings in the cave, does not doubt anything.

Gua Tabuhan did not use to welcome visitors. According to Kartowiryo (90), village elder, Gua Tabuhan used to be a hiding place for robbers. It was believed to be a sacred place. No one dared go inside. However, *Wedana* (chief of a district) Kertodiprojo, went to the cave to find out what was wrong. He found out that the cave was inhabited by the annoying evil spirits. The people chased the spirits away.

The cave is dark, so people need lights, and a local guide will lead the way. Sometimes visitors bump their heads against the sharp rocks on the ceiling.

Inside the cave there is a plain big stone which is believed to be the prayer mat of Pangeran Diponegoro, one of the Indonesian heroes who fought against the Dutch. It is said that Pangeran Diponegoro used to seclude himself in the cave. Some people now use the place for meditation.

There is a stream in the cave, in the east corner, which can only be seen outside. However, it can be heard from inside.

Besides the cave, Watukarang, a beach nearby, is good to visit. By the way, do you want different souvenirs? You can find them in Donorodjo village where agate craftsman work. So, have a nice journey.

*Taken from Hello English Magazine, January, 1996*

The structure of descriptive text is divided into two parts: Identification and description. The identification part is the part where writers of descriptive text identifies phenomenon to be described. The description part describes parts, qualities, and characteristics. Description text focuses on specific participants. It normally uses simple present tense.

## Activity 4

Answer the following questions based on the text in Activity 3.

1. What do you call people who join Nyi Kamiyem and Ki Padmo in the cave?
2. Where is Gua Tabuhan located?
3. What can you see along the road to Gua Tabuhan?
4. Where can you find peddlers selling souvenirs?

5. What is Nyi Kamiyem?
6. How old is Ki Kartowiryoyo?
7. What did Kertodiprojo find out inside the cave?
8. What do people need when they enter the cave?
9. What did Pangeran Diponegoro use as a prayer mat to perform prayer in the cave?
10. Can you see the stream inside the cave?

## Activity 5

In pairs, choose T if the statement is true and F if it is false according to the text.

- |   | T / F                    |
|---|--------------------------|
| 1. You find the drink and food peddlers on the east of the cave.                                    | <input type="checkbox"/> |
| 2. The visitors will forget all their problems when hearing the sounds of nature and gamelan.       | <input type="checkbox"/> |
| 3. To reach Wareng village the visitors have trouble.   | <input type="checkbox"/> |
| 4. Nyi Kamiyem is not a well-known <i>pesinden</i> .  | <input type="checkbox"/> |
| 5. The inside of the cave is like a fair because visitors and peddlers bring light if they come in. | <input type="checkbox"/> |
| 6. The cave is used for meditation.   | <input type="checkbox"/> |
| 7. Visitors who visit the cave cannot find water easily.  | <input type="checkbox"/> |
| 8. Gua Tabuhan is located in Wareng Village.  | <input type="checkbox"/> |
| 9. People who are in the cave can hear the stream.  | <input type="checkbox"/> |
| 10. Pangeran Diponegoro secluded himself inside the cave.   | <input type="checkbox"/> |

## Activity 6

Read the following text and then answer the questions that follow.

### Seeing Hawaii in Cruising Style

The Hawaiian language is based on five vowels and just seven consonants, but this is more than enough to utter the word "Aloha".

This greeting written out in lights already welcomes those arriving at Honolulu airport, but it is in fact much more than a greeting or farewell.

Aloha means love and well-being and somehow stands for everything that goes to make up the image of Hawaii, from colourful shirts, through flower garlands and grass skirts to coconut bikinis.

Hawaii is the "Aloha State" and the 50th state of the United States of America.

A visitor to these islands in the middle of the Pacific feels immediately that he has one foot firmly anchored in the American Way of Life, and this is particularly true when he sees the islands from the vantage point of a cruise ship.

"Aloha. How are you today?" is a frequently asked question on the "Pride of Aloha". The simple response, "Fine", or *Mahalo* in Hawaiian, suffices as answer.

The passenger aboard the Norwegian Cruise Line vessel would have little reason to respond otherwise. At breakfast, travellers are greeted by mountains of ham and pancakes, and this is the pattern throughout the day.

Most of the almost 2,000 aboard have their homes in the U.S. Midwest, where there is general scorn at the notion of going on diet.

The *Pride of Aloha* bears witness to this attitude, consuming 9,700 kilograms of meat during the seven-day cruise – the equivalent of 700 grams per passenger per day.

The Norwegian Cruise Line is no more Norwegian than the food aboard the *Pride of Aloha* is Hawaiian.

The cruise ship belongs to Star Cruises, the third-largest cruise operator in the world, and the *Pride of Aloha* was built in 1999, initially bearing the name *Norwegian Sky*.

In 2004 it was converted for duty on the Pacific cruise route and is the first cruise ship to fly the U.S. flag in some time.

A cruise aboard the Norwegian Cruise Line vessel is perhaps the most comfortable and by no means the most exclusive way to see Hawaii.

A cabin with a sea view costs as little as 1,250 euros per person for the seven nights of the cruise. Included in the price is full board, a nightly entertainment program and transfers between the four most important islands of the Hawaiian Archipelago, Oahu, Kauai, Big Island and Maui.

Honolulu on Oahu, where the cruise starts, has a population of 900,000 inhabitants and is the largest human settlement in the South Sea.



Faceless apartment blocks turn into equally faceless hotel towers and shopping malls in the seaside resort of Waikiki.

Thousands of Japanese bustle along the shopping streets of Kalakaua and Kuhio avenues. There is a reason for the crowds, the endless concrete and the activity: Waikiki Beach is perhaps the most famous in the world after the Copacabana.

But anyone who gazes out over the blue ocean to watch the surfers ride the perfect waves knows why he has come to Hawaii. One hopes at the same time that the evidence of human progress will become less apparent as the cruise progresses while the beach remains as beautiful.

Taken from *The Jakarta Post*, February 13, 2005

1. What does the word "Aloha" mean and stand for according to the text?
2. What are the possible responses to the greeting "Aloha"?
3. How are the travellers aboard the Norwegian Cruise Line vessel greeted at breakfast?
4. How many kilograms of meat are consumed by the passengers a week?
5. When was Pride of Aloha built?
6. How much does a cabin with a sea view cost?
7. What are included in the price of the cabin?
8. Can you describe Honolulu on Oahu in a sentence?
9. How is the building in the seaside resort of Waikiki?
10. What is the reason for the crowds bustle along the shopping streets of Kalakaua and Kuhio avenues?

## Activity 7

Decide in which paragraph you can find the following information.

Information	Paragraph
1. Definition of "Aloha"	_____
2. The reason why few passengers in the vessel do not respond to the greeting	_____
3. History of Norwegian Cruise Line vessel	_____
4. The rate of a cabin with a sea view	_____
5. Description of situation in Kalakaua and Kuhio avenues	_____

## Activity 8

Read this travel ad and check whether the statements that follow are true or false according to the ad.

# Holiday of a Lifetime!



See two exciting cities and one of the world's wonders  
11 days \$799 + airfare!

### Shanghai

Shanghai is China's largest city, major industrial and commercial centre and seaport. It resembles a modern Western city more than does any other Chinese city. Nanjing Road is the major shopping thoroughfare. The bund waterfront area is lined with banks and office buildings. Shanghai Industrial Exhibition displays variety of manufactured products. Temple of the Jade Buddha, crowded with worshippers, has two statues of Buddha, each carved from a single huge piece of white jade.



Source: Microsoft Encarta, 2008



### Beijing

There's a lot to do in this exciting city! Beijing is famous for its beautiful palaces, temples, and huge stone walls and gates. Its art treasure and universities have long made the city China's cultural centre. You must visit the Temple of Heaven, the most famous temple in China. The Hall of Prayer of Good Harvests is an architectural wonder, constructed entirely of wood, without nails.



### Great Wall of China

Great Wall of China is the longest structure ever built. Its length is about 6,400 kilometres, and it was erected entirely by hand. The wall crosses northern China between the east coast and north-central China. The main part of the wall is about 3,460 kilometres long. One of the highest sections of the Great Wall, on Mount Badaling, near Beijing, rises to about 11 metres high. This section is about 7.5 metres wide at its base and nearly 6 metres at the top. Watchtowers stand about 90 to 180 metres apart along the wall.

Call 800-999-TRIP for more information and reservations.

Adapted from *New Interchange Workbook 2*, 2000

- |   | T / F                    |
|---|--------------------------|
| 1. Beijing is China's largest city.                           | <input type="checkbox"/> |
| 2. Shanghai is the most modern city in China.                 | <input type="checkbox"/> |
| 3. Both Shanghai and Beijing have beautiful temples.          | <input type="checkbox"/> |
| 4. Temple of the Jade Buddha is constructed entirely of wood. | <input type="checkbox"/> |
| 5. No machine was used to erect the Great Wall of China.      | <input type="checkbox"/> |
| 6. The top of the Great Wall is wider than its base.          | <input type="checkbox"/> |
| 7. Mount Badaling isn't far from Beijing.                     | <input type="checkbox"/> |
| 8. There are many watchtowers in Shanghai.                    | <input type="checkbox"/> |

## Writing

In this section, you will learn how to:

- write a short description;
- write descriptive texts.

### Activity 1

Answer the following questions.

1. In your opinion, which one is the most amazing, scenery of mountain or beach?
2. Can you mention some mountains in the world which have interesting scenery?
3. What should we do to preserve the resources in the mountains?
4. How is the condition of the beaches in Indonesia?
5. Can you mention some of the beaches that have become popular tourist resorts?

## Activity 2

Analyse the structure of the following descriptive texts. Then answer the questions.

### Bali Action



Source: [www.masham3d.files.wordpress.com](http://www.masham3d.files.wordpress.com)

The amazing choice of different activities available in Bali means that there is indeed something for everyone. Whether you want to throw yourself from high attitudes, hurtle down frothing rapids, explore the wonders of the deep or just lie back and take it easy. Bali has perfected the art of keeping its guests happy.

The beach is a major factor in any island holiday and Bali has a coastline which offers every possible water activity including surfing some of the best waves in the world, swimming with dolphins, cruises, snorkelling, diving,

sailing and parasailing. For snorkelling and diving, the closest spots to Kuta are Benoa and Sanur beaches where all the relevant equipment can be hired. Further afield, good destinations include Pulau Serangan, Nusa Penida and Nusa Lembongan in the south, Padang Bai, Candidasa, Tulamben and Amed in the east, Lovina, in the north and the amazing Pulau Menjangan in the northwest.

Bali's waves are world famous and range from safe beach breaks for beginners like Kuta to the awesome swells at Padang Padang, Uluwatu and Nusa Lembongan, which regularly attract the pros. Beginners should respect the sea and stay within depth to start with as the current can be very strong. Apart from Kuta and Legian beaches, Medewi is also good for beginners. For the more experienced, Nusa Dua has a number of breaks as does Sanur; Canggu, Ketewel and the area around the airport are also popular with experienced surfers.

Taken from *Hello Bali*, September 2000

### Mount Kosciusko

Mount Kosciusko is actually the highest mountain (2,228 metres) on the world's flattest and smallest continent, Australia. It does not rise up out of the

surrounding countryside as do many of Indonesia's spectacular mountains. Elevation gain is minimal and the wide open terrain is scenic. In the winter there

is deep snow on the upper parts of the mountain. The mountain is within a national park so no cars are allowed and the vegetation and wildlife is protected. Mt. Kosciusko was named by Polish explorer Paul Strzelecki in 1840. Actually, Australia does have

some interesting mountainous terrain, including areas of the Blue Mountains, the crags of Tasmania, and even Mt. Townshend, a craggier peak about one kilometre north of Kosciusko.

Taken from *Kang Guru*, 2004

1. Do the texts have a similarity in their structure? Explain your answer.
2. What are the topics of the two texts?

### Activity 3

List the use of prepositions within the text of Activity 2 in your workbook.

### Activity 4

Study the following text well. Discuss with your friend to punctuate and capitalise it well.

#### the tower of london



Source: *The World Book Student Discovery Encyclopedia*, 2000

the tower of london was first built in the 11th century within the roman city walls its purpose was to protect and control the city

since then it has been a fortress a palace and a prison the scene of murder execution ceremonies and years of imprisonments

the tower is one of the UK's finest castles and as one of the strongest fortresses in the land is the home of the crown jewels it also houses a fine collection of armour and many other displays showing nine centuries of british history

Taken from *Take Off*, 2006

## Activity 5

Answer these questions.

1. Can you explain the function of period (.), comma (,) and apostrophe (')?
2. What is the topic sentence of the first paragraph?
3. What is the topic sentence of the third paragraph?

## Activity 6

Work in pairs. Study the following announcements. Discuss what they are about. Write down the conclusion of your discussion.

### Your Project

Have you ever visited Bali or another famous tourist resorts in Indonesia? Write the description about it on a paper. Compare it to your friend's.

1



2



Source: *True Colors*, 1998; *Take Off*, 2001

## Activity 7

With your friend, make an announcement containing information about your school's activities, e.g. study tour, camping, hiking, singing contest, etc.

## Activity 8

Study this text and write down the noun phrases. Pay attention to the description

### Paris



Source: *The World Book Student Discovery Encyclopedia*, 2000

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most

crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the *City of Light*.

Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums, draws many visitors. The Cathedral of Notre Dame, a famous church, is another favourite place to visit.

Taken from *The World Book Student Discovery Encyclopedia*, 2006

## Activity 9

Find the synonym of the following words in the text. Then write your own sentences based on these words.

- |               |            |
|---------------|------------|
| 1. dense      | 6. visit   |
| 2. beautiful  | 7. popular |
| 3. annually   | 8. famous  |
| 4. very large | 9. largest |
| 5. attract    | 10. symbol |

## Activity 10

Look at the following pictures of tourist resort. Choose one of them and then describe it.

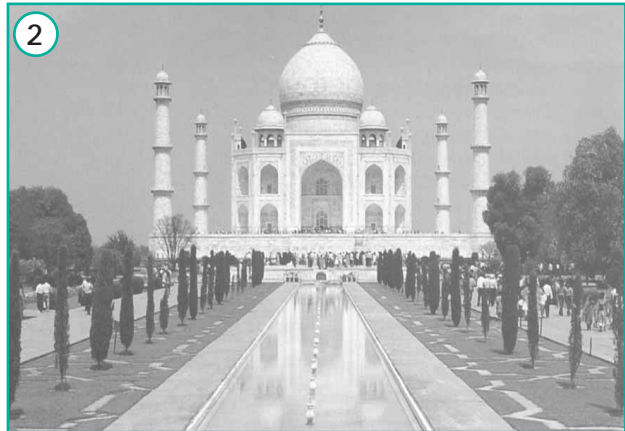
**Englishclub.com**

The New7Wonders organization is happy to announce that the following 7 candidates have been elected by more than 100 million votes to represent global heritage throughout history. To find out about them, just visit [www.new7wonders.com](http://www.new7wonders.com)



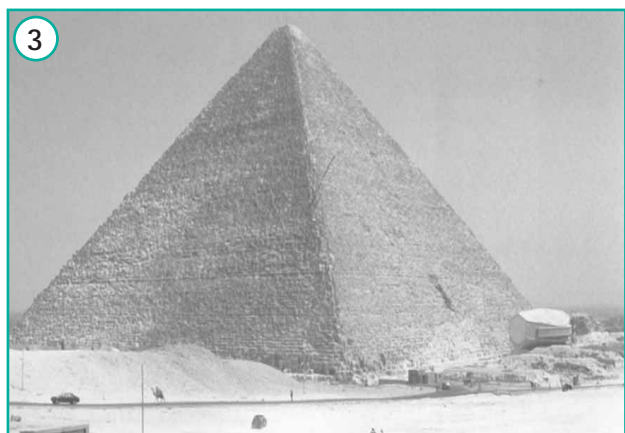
**The Wall of China**

Source: [www3.nationalgeographic.com](http://www3.nationalgeographic.com)



**Taj Mahal**

Source: *The World Book Student Discovery Encyclopedia, 2006*



**Pyramid**

Source: *The World Book Student Discovery Encyclopedia, 2006*



## Chapter Summary

### 1. Language Functions

Expressing gratitude

- a. Thank you very much.
- b. Thanks a lot.
- c. I really appreciate your ...
- d. I'm very grateful to you for....

Accepting an invitation

- a. I'd love to
- b. I'd be delighted to.
- c. That sounds a nice idea.
- d. I'd be happy to accept

### 2. Genre

Descriptive

Function : to describe a particular person, place or thing.

Generic Structure

- a. Identification : identifies phenomenon to be described.
- b. Description : describes parts, qualities, characters.

## Learning Reflection

**After learning the lesson in this chapter, you are expected to be able to:**

1. respond to gratitude
2. respond to invitation
3. respond to report texts
4. guess meaning in context.
5. express gratitude;
6. perform a monologue of descriptive.
7. find specific information from descriptive texts;
8. read a descriptive text aloud.
9. write a form of announcement;
10. write accurately words phrases, sentences into paragraphs.

**Now, answer the questions:**

1. What will you say to express gratitude?
2. What will you say to accept an invitation?

**If you find some difficulties, consult your teacher or discuss with your friends.**

# Chapter 6



## Headline News

### *In This Chapter*

#### **Listening:**

- Responding to expressions of surprise and amazement
- Responding to news item texts

#### **Speaking:**

- Expressing surprise and amazement
- Performing a monologue of news item texts

#### **Reading:**

- Identifying meanings and information in news item texts
- Reading news item texts

#### **Writing:**

- Developing paragraph of news item texts
- Writing news item texts

## Listening

In this section, you will learn how to:

- respond to expressions of surprise and amazement;
- respond to news item texts.

### Activity 1

Answer the following questions orally.

1. What is your reaction when you hear bad news?
2. What is your reaction when you hear good news?
3. What will you say if you hear a news that surprise you?
4. What news that make you surprise lately?

### Activity 2

Listen and repeat these expressions. What kind of expressions are they?

1. What a surprise!
2. Oh really? Is it true?
3. Are you serious?
4. You must be kidding.
5. Good heavens!
6. No, I don't believe it.
7. I find that very surprising.

### Activity 3

Listen to the tape attentively to complete the dialogue. Compare your answer with your friends'.

#### Dialogue 1

*Iwan reads a newspaper. He finds news that attracts his attention and informs his father.*

Iwan : Dad, <sup>1</sup>\_\_\_\_\_! There was an earthquake in Ecuador. Many people became homeless.  
<sup>2</sup>\_\_\_\_\_.

Father : <sup>3</sup>\_\_\_\_\_. Another disaster? (*Then, Iwan's father reads the newspaper.*)

Iwan : Yeah. It's very tragic. Thousands of people were killed.

Father : <sup>4</sup>\_\_\_\_\_. Remember the earthquake in our country last year. Ecuador's earthquake is worse than in our country. I can't imagine that.

## Dialogue 2

*Andi brings news to his class. He informs that the headmaster cancels tomorrow's holiday.*

- Andi : <sup>1</sup> \_\_\_\_\_, please! I have something to tell you, guys. Please, be quiet.
- Aldi : Shh...OK my friends, pay attention to our leader. It seems that he brings <sup>2</sup> \_\_\_\_\_ for us.
- Andi : I've just met the headmaster in the teachers' room. He told me about our holiday.
- Feny : Really? Why are you <sup>3</sup> \_\_\_\_\_? Bad news?
- Aldi : Be quiet Feny!
- Andi : The headmaster cancelled tomorrow's holiday.
- Feny : What! <sup>4</sup> \_\_\_\_\_?
- Aldi : Oh, no. What a shocking. <sup>5</sup> \_\_\_\_\_.
- Andi : I'm serious. I tell you the truth.
- Indah : <sup>6</sup> \_\_\_\_\_. That's very disappointing.
- Andi : Keep calm guys. We will have a holiday someday. Don't forget to come to the school tomorrow.

## Activity 4

Now, listen to the tape and respond to each expression you hear.

---

## Activity 5

Work in pair and take turns telling your friends some news. Respond to each news that your friends tell you.

---

## Activity 6

In groups of four, answer these questions. Report your answers in front of the class. The other groups respond to each news that the group told.

---

1. Who has had the best week? What is it about?
2. Who has had the worst week? What is it about?
3. Who has had the best news this year?
4. Who has the most shocking news?
5. Who has had the most unusual news story to tell? Tell it to the class.

## Activity 7

Listen to tape, then match each news item you heard with the following headlines.

①

***Ayodia City Park Set for July***

②

Motorists trapped in floods

③

***Greenfest 2008 to Educate on Global Warming Threat***

④

**Singing Contest Still Hot**

⑤

***Ferguson Relieved after Big Win***

⑥

***Food Prices Bring Trade Barriers Down***

## Activity 8

Listen to the news once again and make any responses based on each news you hear.

For example:

You hear news about the plan of Jakarta administration to build a public park.

Your response: I think it's good news. I think it will be great if we have many city parks in Jakarta.

## Activity 9

Listen to the tape and complete the text while you are listening.

### Bekasi Makes Study Time Compulsory



**Bekasi:** The Bekasi municipality administration <sup>1</sup>\_\_\_\_\_ students to allocate at least one hour in the evening to review school lessons of finish homework.

"My office is still drafting <sup>2</sup>\_\_\_\_\_ on study time," said the Mayor Mochtar Mohamad, as quoted by *Tempo* on Monday.

The regulation, he said, would be <sup>3</sup>\_\_\_\_\_ on May 2, in time for National Education Day.

Elementary and high school students will have <sup>4</sup>\_\_\_\_\_ from 6 p.m. to 7:30 p.m., either at home or in groups along with classmates living in the same neighbourhood.

During study time, no TV, game consoles, visiting shopping malls or going to <sup>5</sup>\_\_\_\_\_ will be allowed.

"The study time must be effective," Mochtar said.

He failed to mention what punishments <sup>6</sup>\_\_\_\_\_ on students who did not comply.

Taken from *The Jakarta Post*, April 15, 2008

## Activity 10

Find another news in a newspaper or magazine. Then read it in front of the class while another students listen to it. Ask your friends to guess what the news is about.

## Speaking

In this section, you will learn how to:

- express surprise and amazement;
- perform a dialogue of news item texts.

### Activity 1

Look at the picture and answer these questions orally.



Source: Earthquakes, 2006

1. What does the picture tell you about?
2. What is the cause of the damage in the buildings?
3. What do you say when you hear surprising news?
4. What do you say when you hear bad news?
5. Imagine that you hear a surprising news. Ask five questions about it. What? Who? Where? When? How?

### Activity 2

Read the following sentences. What will you say if you hear this news?

1. Did you hear that Mr Setiadi got a serious cancer disease?
2. I heard that Rian was in jail. He was arrested for traffic violence.
3. Romi was knocked down by a car. He was in hospital for five weeks.
4. Yesterday, on the TV news, I saw a bad thunder storm in East Java. Many people died and got serious injured.

## Activity 3

Read and practise these dialogues. Act them out with your friends. Pay attention to the italicised expressions.

### UN Shot

Mr Ruli :  
I heard that the new art gallery will be opened this month.

Mrs. Hadi :  
really? ... ! I've been waiting for it so long.

- a. pleasure
- b. agreement
- c. sympathy
- d. expectation
- e. satisfaction

(UAN 2004)

### Dialogue 1

*Sandi and Dina are talking about the accident which happened to an airline pilot they read about in the headline of a newspaper.*

Dina : *Good heavens!* Look at this. It says a pilot was nearly sucked out of the window of his plane. It was in mid air.

Sandi : *Really? He didn't die, did he?*

Dina : No, it says he was hanging out of the window while the plane was 23,000 feet in the air.

Sandi : *I don't understand.* The window didn't break, did it?

Dina : Yes, it did, actually.

Sandy : *Oh, that's terrible.*

### Dialogue 2

*Wati chats with her best friend, Ria, at the school canteen. They talk about Ari who is the most favourite student in their school.*

Wati : Do you know that Ari has a girlfriend?

Ria : *Are you kidding? That's not true.*

Wati : Listen, I got the news from his best friend, Frans.

Ria : *That's too bad.* Yesterday, he gave me a bar of chocolate.

Wati : It doesn't mean that he loves you. Oh, come on. He's not the only guy in the world. *Take it easy.*

Ria : Yeah, you're right. Besides, I don't have time to think about love right now.

Wati : You're right. Let's go to the class. The bell is ringing.



## What to Say

### Expressions of Surprise and Amazement

More Formal



Less Formal

- I must say that ... surprises me.
- I find it astonishing/extraordinary.
- I find that very surprising.
- How very surprising/amazing.
- Well, that's very surprising.
- Really?
- My goodness!
- Are you serious?
- You're kidding!
- That's amazing/extraordinary.

We can also use questions tag form to show surprises and express disbelief.

1. I'm on strike now.  
*You aren't, are you?*
2. Mr Anwar was very ill..  
*He wasn't, was he?*

## Activity 4

Make dialogues based on the following situations. Act them out with your friends.

1. You read the news about tsunami in Aceh and North Sumatra. Tell your classmates about it.
2. Your friend's father has passed away. Express your sympathy.
3. You heard that one of your friends is invited to *Istana Merdeka* to meet with the President. Give respond to the news.
4. You heard that a dinosaur-like fish is found in Indonesian sea. Respond to the news appropriately.
5. Your brother who is an athletic athlete has broken the world record and claimed as the fastest man in the world. Express your amazement.

## Activity 5

Answer these questions orally.

Englishclub.com

If you want to get interesting information about anything in Indonesia, just visit [www.indonesiaheadline.com/english](http://www.indonesiaheadline.com/english)



Source: *Tempo*, November 23-29, 2004; *The Jakarta Post*, March 8, 2005; *Time*, December 29, 2003/January 5, 2004

1. Do you always read newspapers or magazines?
2. What kinds of newspaper or magazine do you read?
3. Do you know what is a headline?
4. Where can you find the headline?

## Activity 6

Read and study the following news items. Read the news in front of the class. Pretend you are a news reader. Pay attention to your intonation.

1

### Thieves Rob Bus Full of Policemen

**Rio De Janeiro:** Four thieves robbed the bus carrying forty six policemen. The unarmed policemen were on the way to a sport competition. The robbers took their cameras, cellular phones, wallets and even the sports uniforms and sneakers.

Adapted from *The Jakarta Post* January 18, 2008

2

### 14 Ujungkulon Rhinos On Verge Of Extinction

**Banten:** Authorities overseeing Ujung-kulon antional Park plan to expand the rhinoceros enclosure, as the protected species, one of many at the reserve, is on the verge of extinction, an official said Saturday. The population of the two horned species stands at less than 60.

Taken from *The Jakarta Post* April 15, 2008

3

### Woman Fined for Eating Apple While Driving

**London:** British police spent 10,000 pounds to catch and prosecute a woman driver for eating an apple while driving. Sarah McCaffrey was fined 60 pounds and ordered to pay 100 pounds in legal fees for her infraction starting from December 2003.

Adapted from *AFP's news in The Jakarta Post* January 27, 2005

4

### Sharapova Wins First Claycourt Title

**Amelia Island, Florida:** Maria Sharapova captured her first claycourt title when she defeated Slovakia's Dominika Cibukolva 7-6 6-3 in the final of the Amelia Island Championship on Sunday.

Sharapova became the first woman to win three titles this season following her success at the Australian open and Qatar open and improved her 2008 win-loss record to 22-1.

Taken from *The Jakarta Post* April 15, 2008

## Activity 7

In pairs, make a dialogue, respond to each of the news items in Activity 6 with the expressions of surprise.

### Example:

- A :** It says here that policemen were robbed by thieves.  
**B :** Really? I don't believe it.

## Activity 8

Discuss with your friend and decide the type of the news in Activity 6 .

- Sport news : \_\_\_\_\_
- Social news : \_\_\_\_\_
- Headline news : \_\_\_\_\_
- Breaking news : \_\_\_\_\_

## Pronunciation *Practice*

Pronounce the following words related to news item.

1. news /nju:z/
2. newspaper /nju:speɪpə(r)/
3. magazine /mægə'zɪ:n/
4. television /'telɪvɪʒn/
5. headline /hedlɪn/
6. newscaster /nju:zkæstə(r)/
7. article /'ɑ:tɪkl/
8. reporter /rɪ'pɔ:tə/
9. journalist /'dʒɜ:nlɪz/
10. media /'mi:diə/
11. entertainment /entə'teɪnmənt/
12. daily /deɪli/
13. weekly /'wi:kli/
14. bulletin /'bʊlətɪn/
15. features /fr:tʃər/

### Activity 9

Read news in a newspaper or magazine and tell your partner the news item that you have read. Use the following guidance.

1. Find out the main event of the news.
2. Identify its background. Background consists of event elaboration, people involved, and the place where the event happened.
3. Find out the information sources. They include witnesses, expert opinions, or the authority.
4. Tell your friend about the news starting with the expression: "Did you know there was ...."  
(Continue with your own words.)

## Reading

In this section, you will learn how to:

- identify factual information in news item texts;
- identify the structure of news item texts.

### Activity 1

Answer these questions orally.



Source: Publisher's Documentation

1. Do you have the habit of reading any newspaper or magazine?
2. Which do you usually read: newspaper or magazine? Why?
3. What kind of newspaper/magazine do you read?
4. Do you also read English newspaper/magazine? Why?
5. Of the three kinds of newspaper/magazine in the pictures, which one do you prefer to read? Why?

### Activity 2

Ask your classmates and fill in the name of those doing the following activities.

No	Activities	Name	Kind of news
1.	Read a daily newspaper	_____	_____
2.	Read a weekly news magazine	_____	_____
3.	Listen to news on the radio	_____	_____
4.	Watch cable network news	_____	_____
5.	Watch news on the TV	_____	_____
6.	Read news on the Internet	_____	_____
7.	Read news on a school bulletin	_____	_____

## Activity 3

Read and study the following text. Pay attention to the structure of news item text.

### Seven Killed in Accident on Jalan Sultan

newsworthy event

Seven people were killed in a collision between a bus, a car and a truck at 10:35 p.m. on Jalan Sultan last night. The dead were all passengers in the car. Police believe the car may have been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car may not have been using his lights, as the truck driver said he did not see the car approaching.

background event

The police said the car should not have been trying to pass the bus, since overtaking is not allowed on Jalan Sultan. In addition, the police reported that the car—a small Japanese car—should not have been carrying more than five people. The names of the victims are not yet known.

source

Taken from [www.thejakartapost.com](http://www.thejakartapost.com)

The structure of news item text is divided into three parts. The first part is newsworthy events that consists of recount of the event in summary form. The second part is background events. This part includes the elaboration of what happened, to whom and in what circumstances. The last part is source that consists of comments by participants, witnesses and authorities experts on the event.

## Activity 4

State whether the following statements are true or false based on Activity 3.

- |   | (T/F)                    |
|---|--------------------------|
| 1. The bus must have been travelling too fast.                  | <input type="checkbox"/> |
| 2. The driver of the car must have been driving dangerously.    | <input type="checkbox"/> |
| 3. The driver of the truck may not have been driving carefully. | <input type="checkbox"/> |
| 4. The bus was struck by the truck.                             | <input type="checkbox"/> |
| 5. The bus and the car were in the same direction.              | <input type="checkbox"/> |
| 6. To overtake is forbidden on Jalan Sultan.                    | <input type="checkbox"/> |

## Activity 5

Choose the correct answer to the following questions based on the text.



Source: [www.football-wallpapers.com](http://www.football-wallpapers.com)

The soccer star David Beckham and his wife, former Spice Girl Victoria, are going to court to defend their image and marriage. The Beckhams are angry that a British tabloid newspaper printed a story that their "happy marriage" was a lie. The News of the World wrote an article saying the Beckhams are just pretending to be happily married to make more money from their

"Beckham brand". The newspaper said the marriage was really "on the rocks" because of a relationship David had with another woman. He strongly denies this.

The newspaper article suggested that the Beckhams' huge income depended on their public image. It said the couple tried to convince the public that their marriage was happy to get more advertising contracts. The article also said David almost had a nervous breakdown because of arguments with his wife. A lawyer for the newspaper commented on the high profile marriage, asking: "Is it unhappy, full of rows and tensions because of David Beckham's infidelity, or is it happy? We say unhappy." The Beckhams, meanwhile, insist they are a happily married couple.

Taken from [www.breakingnewsenglish.com](http://www.breakingnewsenglish.com)

1. The Beckhams huge income is depended on their ....
  - a. news
  - b. image
  - c. contracts
  - d. marriage
  - e. lifestyle
2. According to the newspaper, the Beckhams marriage was unhappy because of David Beckham's ....
  - a. affair
  - b. income
  - c. profession
  - d. public image
  - e. free kick

## New Horizon

Before the invention of printing machines, people spread news by word of mouth, written letters, or public notices. As more people learned to read and write, news reports gained added reliability.

Ancient Rome had a particularly sophisticated system for circulating written news. Its publishing practises centered on *acta diurna* (daily events)

Source: Microsoft  
Encarta, 2006

3. The marriage was really "on the rocks" (Paragraph 1 sentence 4)  
The phrase "on the rocks" means that the Beckhams marriage is in a .... condition.
  - a. bad
  - b. good
  - c. strong
  - d. happy
  - e. strange
4. The Beckhams' huge income (Paragraph 2 sentence 1)  
The word *huge* means ....
  - a. large
  - b. high
  - c. wide
  - d. big
  - e. small
5. David almost had a nervous breakdown because of arguments with his wife (Paragraph 2 sentence 3)  
The word *arguments* means ....
  - a. fight
  - b. angry
  - c. marriage
  - d. discussion
  - e. exercise

## Activity 6

Read the following words taken from text and find the synonyms.

1. former
2. court
3. article
4. tensions
5. insist
6. lawyer
7. pretend
8. convince
9. contracts
10. advertise



## Activity 7

Answer the questions by looking through the following news items. Then, identify the structure of the text. Do it individually.

1. Do you think a man or a woman has been arrested? Why do you think so?
2. Which ministry has this person been working for?
3. Where was the microphone found?
4. Have the authorities had their suspicions about this person for some time?

1

### A Spy at the Ministry!

The Ministry of Defence was in turmoil yesterday after it was learnt that a secretary had been arrested and accused of spying. The secretary has been working for scientists who have secret information regarding germ warfare.

Rumours spread like wildfire and employees were instructed not to talk to the press. However, our reporter was told: "At least one hidden microphone was found in a room where top scientists meet. The discussions held in that room would obviously be of great interest to a foreign power."

Taken from *English Form*, 1990

2

### Secretary Arrested at Ministry of Defence

Rumours that a secretary working for the Ministry of Defence has been arrested were confirmed last night. It is believed that this person knows about research work being carried out on germ warfare.

A spokesman for the Ministry of Defence said: "A secretary has been watching this person for some weeks."

The exact nature of the charge has not been revealed, but it is understood that a microphone was found under a piece of furniture in a room where important meetings are held.

Taken from *English Form*, 1990

## Activity 8

Read the news in Activity 7 once again and answer the following questions.

**Questions 1 to 3 are based on the first news item.**

1. Who had been arrested?
2. What is the person accused of?
3. What was told to the reporter of the news?

**Questions 4 to 6 are based on the second news item.**

4. When was the rumours confirmed.
5. What did the person know?
6. What was found in the meeting room?

### Grammar *Review*

#### Reported Speech and Direct Speech

Study the following sentences.

1. The truck driver said he did not see the car approaching.
2. The truck driver said, "I do not see the car approaching."

Sentence number 1 is a *reported speech* and sentence number 2 is a *direct speech*. *Reported speech* is used when we want to report what someone said. The word order is the same as direct speech but we don't use certain punctuation as indirect speech. The tenses in reported speech normally change. Look at the following examples:

#### Direct Speech

1. He said, "I buy a newspaper every day."
2. He said, "I am buying a newspaper."
3. He said, "I have bought a newspaper."
4. He said, "I bought a newspaper."
5. He said, "I will buy a newspaper."
6. He said, "I can buy a newspaper."
7. He said, "I may buy a newspaper."
8. He said, "I must buy a newspaper."
9. He said, "I have to buy a newspaper."
10. He said, "Buy a newspaper."

### Your Project

Find an article in a newspaper or magazine. Then identify the direct speeches on it and change them into a reported speeches. Compare your work with your friends.

### Reported Speech

1. He said (that) he bought a newspaper every day.
2. He said he was buying a newspaper.
3. He said he had bought a newspaper.
4. He said he had bought a newspaper.
5. He said he would buy a newspaper.
6. He said he could buy a newspaper.
7. He said he might buy a newspaper.
8. He said he had to buy a newspaper.
9. He said he had to buy a newspaper.
10. He told me to buy a newspaper.

Other changes in adverbial of time and place.

Direct Speech	Reported Speech
<ul style="list-style-type: none"><li>• here</li><li>• this</li><li>• now</li><li>• today</li><li>• tonight</li><li>• tomorrow</li></ul>	<ul style="list-style-type: none"><li>• there</li><li>• that</li><li>• then</li><li>• that day</li><li>• that night</li><li>• the following day/ the next day</li></ul>
<ul style="list-style-type: none"><li>• next week</li><li>• yesterday</li></ul>	<ul style="list-style-type: none"><li>• the following week</li><li>• the day before/the previous day</li></ul>
<ul style="list-style-type: none"><li>• last week</li></ul>	<ul style="list-style-type: none"><li>• the week before/the previous week</li></ul>
<ul style="list-style-type: none"><li>• two days go</li></ul>	<ul style="list-style-type: none"><li>• two days before</li></ul>

## Activity 9

Change the following sentences into direct speech.

1. Hamdan asked me to participate in school workshop.
2. Nia wanted me to return her books that I borrowed.
3. Mr Ardi ordered me not to forget submitting my assignment.
4. Alya said she going to watch a new movie tomorrow.
5. Mrs Zakia told me to meet her in the office.

## Activity 10

Change the following sentences into reported speech.

1. Father said, "Open the window."
2. Ms Anissa said, "Don't forget to do your homework."
3. Prasti said, "I'm going to go on a vacation to Medan."
4. Mr. Siregar said, "I want you to help me delivering some books."
5. Bondan said, "I'm happy for you, Renita."
6. Retno said, "You should read the news."
7. Anita asked, "Have you read today headline news?"
8. "I'm will be a freelance reporter," said Andri.
9. Kania said, "I will write an article to the local newspaper."
10. Deni asked, "What is the hot celebrity gossip today."

## Activity 11

Read this news and identify the direct speeches. Then change them into reported speech.

### Government Reduces Freeport's Output

Jakarta: Freeport-Mc-MoRan Copper & Gold Inc., the world's second-largest copper producer, had its maximum ore production permit in Indonesia cut 26 percent on environmental concerns.

"The government only approves a Freeport ore output this year of 220,000 tons a day to reduce the impact on the environment," Witoro S. Soelarno, head of mine inspection at the Energy and Mineral Resources Ministry, said. The previous limit was 300,000 tons a day, he said.

Phoenix-based Freeport produced on average 229,000 tons of copper and gold ore a day from its Grasberg mine in 2006.

Freeport's copper ore output in the fourth quarter of 2007 fell to 926 million of recoverable pounds from 1,044 million of recoverable pounds a year earlier, the company said on its Web site. Gold output in the quarter dropped to 186,000 of recoverable ounces from 544,000 of recoverable ounces, it said. — Bloomberg

Taken from *The Jakarta Post*, April 15, 2008

## Writing

In this section, you will learn how to:

- develop paragraph of a news item text;
- write news item text.

### Activity 1

Answer the following questions orally.



Source: Microsoft Encarta, 2008

1. What sort of news do you like to read?
2. Do you usually read news headlines?
3. What other parts of a newspaper do you know?

### Activity 2

Complete the following sentences using the appropriate words given in the box.

- headline
- caption
- the events
- introductory paragraph
- date
- quotes
- photograph
- ending statement

1. The ... of the newspaper is usually short, simple and catchy. This is soon encourage readers to read the newspaper report.
2. The ... usually answers the questions 'who', what, when and where. If the newspaper talks about more than one event, the most recent event is reported in this paragraph.

3. There is a series of short paragraphs that provides the details of ...
4. The ... tells us when the newspaper report appeared in the newspapers.
5. Sometimes, there is a ... that shows who or what the newspaper report is about.
6. The photograph in a newspaper is usually accompanied by a ...
7. A news paper report may contain ... that are comments made by people involved in the event.
8. The newspaper report may end with an ... or comment on the events reported.

### Activity 3

Work in pairs and match the following headline to the appropriate news.

***Jamu: from Generation to Generation***

**Kick-boxing Orangutans Return to Jungle**

***Jazz Forecast All Weekend, Don't forget Your Umbrella***

***Epicenter of Diversity Found***

**Reog Dance: Battle between Man and Beast**

- ① It takes an enormous amount of strength and concentration to be able to throw the crown around and to make the peacock feathers wave.
- ② The secret of preparation has been passed on from generation to generation by word of mouth. Along the way, several new recipes have been added and old ones revised.
- ③ They are the survivors of one of the biggest cases of great ape smuggling ever detected.
- ④ In addition to Marina and Coco, there is an impressive lineup ready to greet fans in Jakarta.
- ⑤ They urged more protection for seas around the Bird's Head peninsula at the western end of New Guinea Island from threats including mining and dynamite fishing that can smash coral reefs.

Source: [www.my-indonesia.info](http://www.my-indonesia.info)

## Activity 4

Capitalise and punctuate the following news items. Do it individually.

### **pertamina Adds To kerosene supply**

TEMPO Interactive, Jakarta: the government asked pt Pertamina to add to the kerosene supply in several areas in indonesia. the additional kerosene supply is being carried out starting today until the end of year

pertamina's director of marketing and commerce ahmad faisal said vice president jusuf kalla ordered that the kerosene supply is being added in order to meet the people's need. the extra kerosene is around 100000 kiloliter up to the end of year, he said after the coordination meeting on the kerosene shortage in the Vice President's palace yesterday.

Additional supply, said faisal will be done throughout the nation except in balikpapan and sulawesi. "because, in those areas there is no kerosene shortage, he said. According to him, the extra supply is only for subsidized and household kerosene

faisal said the additional kerosene will normalize distribution in two or three days. This will give kerosene subsidies by between Rp300 billion to Rp250 billion based on the assumption

that the subsidy is between Rp3000 and Rp5000 per liter. kerosene extra supply, he said, has not yet been discussed with the House The important thing is, meet the people's demand he said.

According to him, the kerosene shortage occurred due to the decrease of the quota allocation in the State Budget from 10 million kiloliter to 9.9 million kiloliter. At first, pertamina estimated a declining trend of kerosene consumption. however, after the fasting month, there was a kerosene demand hike. The worst shortages are in Medan and jakarta, especially Cempaka putih and Tomang.

faisal argued that it is said the kerosene shortage is because pertamina is in a stock deficit. The kerosene stock is still enough for 29 days What we do is only to limit sales volume, he said. To prevent abuse, pertamina cooperates with the Agency for Oil and natural gas and the police.

Source: [www.tempointeraktif.com](http://www.tempointeraktif.com)

## Activity 5

Work in groups and rewrite the following news report in your own words. Then present it to the class.

### Fire in City Hotel

There was a fire at the Plaza Hotel on Jalan Ciomas at 1:30 a.m. last night. Most of the 74 guests had already gone to bed when the fire started on the third floor. The hotel manager, Mr Iwan Sugiarto, said the fire had started in a guest bedroom. A guest had fallen asleep while smoking a cigarette. The

guest was badly injured in the fire, but all the other guests escaped safely. By the time the fire department arrived, the fire had spread to the 4th and 5th floors of the hotel. Mr Sugiarto said the fire had caused over US\$70,000 worth of damage to the hotel.

Source: [www.tempointeraktif.com](http://www.tempointeraktif.com)

## Activity 6

Look at the following pictures. Then find a related news report in a newspaper or magazine based on the pictures. Rewrite them in your workbook.



Source: *Kompas*, January 23, 2008



Source: *Tempo*, May, 2007

## Activity 7

Write a news report for your bulletin board at your school. Pay attention to the text structure of news item text. You can choose one of the following topics.

1. sport events
2. outdoors activities
3. extracurricular activities
4. gathering (class, groups, etc)
5. contest (speech, debate, etc)
6. technology
7. education, etc



## Chapter Summary

### 1. Language Functions

Expressions of surprise and amazement

- Really?
- Good heavens!
- Are you serious?
- What a surprise!

### 2. Genre

News item

**Social Function** : to inform readers, listeners or viewers about events of the day which are considered news worthy or important.

**Generic structure**

- Newsworthy event (s) : recounts the event in summary form.
- Back ground Events : elaborate what happened; to whom, in what curriculum stances.
- Sources : Comments, by participants, witnesses to and authorities expert on the event.

## Learning Reflection

**After learning the lesson in this chapter, you are expected to be able to:**

1. respond to surprise, and amazement;
2. respond to news item texts;
3. express surprise, and amazement;
4. perform a monologue of news item texts;
5. identify factual information in news item texts;
6. write news item texts.

**Now, answer the questions:**

1. What will you say when you feel surprised?
2. How do you respond when you hear an amazing news?
3. What should be included in a news item text?

**If you find some difficulties, consult your teacher or discuss with your friends**

# Review 2

## A. Listening

Listen carefully to your teacher to answer the questions.

**You are going to listen to some short dialogues. Questions 1–5 are based on the dialogues you are going to hear.**

1.
  - a. Of course.
  - b. Thanks.
  - c. Oh, yeah.
  - d. Not at all.
2.
  - a. Are you kidding?
  - b. No, thank you.
  - c. Well done.
  - d. Thank you.
3.
  - a. Of course.
  - b. Yeah.
  - c. No, thank you.
  - d. I don't think I can make it.
4.
  - a. Fantastic.
  - b. You're joking.
  - c. I'm sorry to hear that.
  - d. What a surprise!
5.
  - a. It's nothing.
  - b. Thank you.
  - c. You must be kidding.
  - d. Of course.

**Questions 6-7 are based on the listening text you are going to hear.**

6. Which one is the correct statement according to the text?
  - a. Milk contains all nutrients needed by people.
  - b. Milk contains half of nutrients needed by people.
  - c. Milk contains nearly all the nutrients needed by people.
  - d. Milk contains nothing.

7. What does milk do to the body?
  - a. It keeps the body strong.
  - b. It keeps the body healthy.
  - c. It keeps the body strong and healthy.
  - d. It keeps the body big.

**Questions 8-12 are based on the listening text you are going to hear.**

8. What hit a village in *Kerinci* Regency?
  - a. A landslide.
  - b. An earthquake.
  - c. A tidal wave.
  - d. A mount eruption.
9. What was the effect of the natural disaster to people travelling from *Sungai Penuh* to Jambi and vice versa?
  - a. The travelling cost doubled.
  - b. The travelling cost to Jambi became cheaper.
  - c. The travelling cost was still the same.
  - d. There was no effect to the travelling cost.
10. What was the cause of the disaster according to a staff of local transportation office in *Sungai Penuh*?
  - a. Tsunami.
  - b. Rock.
  - c. Dirt.
  - d. Incessant rain.

11. How long did it take to travel along Jambi-Kerinci route?
- Fifteen hours.
  - Fifty hours.
  - Five hours.
  - Ten hours.
12. When was the traffic expected to return to normal?
- On Tuesday.
  - On Friday.
  - On Thursday.
  - On Saturday.

## B. Reading

Choose the best answer to the following questions.

---

Questions 13-20 are based on the following text.

### Elephants, Dog and Mice

I have never known a dog and an elephant make friends. Elephants will eventually become accustomed to certain dogs in camps, and dogs learn not to bark at them and always to keep out of reach of the slash of a trunk or the kick of a leg. The hatred of elephants for dogs cannot easily be explained. It is possible that they are afraid of dogs biting their trunks, though I do not think such a thing ever happened. It has occurred to me that it might be an instinctive dread of hydrophobia, which is the dread of everyone who keeps a dog in camp, Burman and European Assistant alike.

Nevertheless practically every European Assistant keeps a dog and I have almost always had one myself. The elephants hate them and one is always losing one's dog, owing to leopard, tiger, bear and snakes. The tragedies of lost dogs are often an Assistant's first experience of real grief.

It is easy to ask, why, under such conditions, do you keep a dog? But I know of no other existence where a dog is so necessary as a companion to share every moment of one's life and to drive away loneliness.

So far as I know, elephants don't worry about snakes, though the 'oozies' (drivers) believe that a number of elephants calves die of snake-bite. I have had this reported to me many times but in no instance could I find any proof. The Burmans believe that the hairs of an elephant's tail pull out very easily after it has been bitten by a snake. But, as this has also to be proved, I was never able to accept it as conclusive evidence that an elephant had been killed by snake-bite.

There is a widespread belief that an elephant is really terrified of a mouse. The idea makes an obvious appeal to the human love of paradox. But, if it is true, I can see no reason

for it. It certainly cannot be because the elephant is afraid of the mouse getting inside his trunk, since, with one snort, he could eject it like a cork

from a popgun. However, most fears are imaginary and there is no reason why elephants should be immune from such terrors.

Taken from [www.aesopables.com](http://www.aesopables.com)

13. Which of the following, according to the writer, is true about dogs and elephants?
  - a. Sometimes they make friends.
  - b. Elephants like dogs in camp.
  - c. Elephants are afraid of being bitten by a dog.
  - d. The hatred of elephants for dogs cannot be explained at all.
14. It has occurred to me that it might be an instinctive dread of hydrophobia. Hydrophobia \_\_\_\_\_.
  - a. is a disease of dogs
  - b. means being afraid of dogs
  - c. is something only the Burmese are afraid of
  - d. is a disease dogs usually catch from humans
15. Why is one always losing one's dog?
  - a. They go off with other animals.
  - b. They chase other animals and get lost.
  - c. They are killed by other animals.
  - d. The elephants frighten them away.
16. Why do Assistants keep dogs?
  - a. The dogs can stand the difficult conditions.
  - b. They need dogs to protect them.
  - c. The Assistants are lonely.
  - d. The dogs are necessary to accompany elephants.
17. What proof is there, according to the writer, that elephants die of snake-bite?
  - a. Baby elephants die of it.
  - b. None.
  - c. The tail hairs of a bitten elephant come out very easily.
  - d. There have been many reports of this happening.
18. Which of the following would you say was true?
  - a. Snakes never bite elephants.
  - b. Snakes only bite baby elephants.
  - c. Snakes may bite elephants.
  - d. None of the above.
19. What is the human love of paradox?
  - a. A love of ideas that seem to contradict each other.
  - b. A love of argument.
  - c. A love of small creatures that frighten large ones.
  - d. A love of strangeness.
20. According to what the writer says of elephants and mice, which of the following is correct?
  - a. Elephants are afraid of mice.
  - b. Elephants may be afraid of mice.
  - c. Elephants are immune from the terrors of mice.
  - d. Elephants are never afraid of mice.

Questions 21-28 are based on the following text.

### Tornado Wreaks Havoc in Semarang

Residents assessed the damage after a tornado damaged 150 houses in the district of Tembalang in Semarang, Central Java late on Saturday afternoon.

Three people were injured and at least five of the houses in the Sendangguwo and Tandang neighbourhoods were destroyed, while many others were seriously damaged as the tornado ripped off their roofs. Tohirin aka Jayeng, 40, a resident whose house was levelled at the Sendang Asri housing complex, said the winds hit about 4 p.m.

"I saw this black wind coming and becoming pointed into a funnel. It suddenly approached and hit my house," he said.

Tohirin's wife, two children and mother-in law were in the kitchen at the time when the tornado known locally as "Ulur-ulur" passed over their home, destroying the guest and bedrooms.

"It was as if the wind had lifted my home up," Tohirin said.

The disaster also destroyed the walls of four neighbouring houses.

Many other homes in the area lost their roofs and residents and neighbours had started rebuilding on Sunday.

Tembalang district head Dayat said the tornado also damaged a small mosque and felled power lines and about 50 trees. His office was still collecting data on the damage, he said.

Villagers said the tornado was the worst to hit the district in living memory.

Semarang Mayor Sukawi Sutarip and his wife, Sinto Sukawi, visited the scene on Sunday, accompanied by senior officials.

"We will provide the victims with assistance immediately," the mayoral spokesman Achyani said.

*Taken from The Jakarta Post, December 20, 2004*

21. When did the tornado hit the district of Tembalang in Semarang?
  - a. On December 17, 2004.
  - b. On December 18, 2004.
  - c. On December 19, 2004.
  - d. On December 20, 2004.
22. How many houses were destroyed by the tornado in the Sendangguwo and Tandang neighbourhoods?
  - a. Less than five houses.
  - b. More than five houses.
  - c. Five houses.
  - d. Three houses.
23. The tornado hit the district \_\_\_\_\_.
  - a. in the morning
  - b. in the afternoon
  - c. in the evening
  - d. at midnight

24. Which parts of Tohirin's house were destroyed?
- The kitchen.
  - The guest rooms.
  - The bedrooms.
  - The guest and bedrooms.
25. The disaster also destroyed the walls of four neighbouring houses. The synonym of the italicised word is \_\_\_\_\_.
- fortune
  - whirlwind
  - storm
  - calamity
26. Who rebuilt the damaged homes?
- The residents.
  - The residents and neighbours.
  - The Tembalang District head.
  - The mayor of Semarang.
27. Who is Sukawi Sutarip?
- A resident of the District of Tembalang.
  - Tohirin's neighbour.
  - A villager of Sendangguwo.
  - The mayor of Semarang.
28. Who went to see the scene of disaster on Sunday?
- Sukawi Sutarip.
  - Dayat.
  - Sukawi Sutarip, his wife and senior officials.
  - Achyani.

**Questions 29-38 are based on the following text.**

### **Preparing the Children Today for Tomorrow**

Parents strive to have their children academically competitive. Their goal is to send their children to good schools as well as to choose extracurricular activities that improve their children's skills and abilities.

Children learn what is important through their school year. The question then becomes what should parents consider in choosing the best education for their children? When should the process begin?

The answer is, from the time of birth, however, the schools become part of the process, when children begin preschools and kindergarten.

This is when parents pick a school that parallel their educational beliefs. A joint effort between parents, students, and the schools is established. Success will be based on how well the "team" works. Parents need to look for a school that will be a "second home" for their children.

These are some important factors that should be considered. It is very important that students have good reading comprehension, writing and speaking skills. In today's world, students who develop skill in two or more languages will find further studies easier. English is considered

the business language of today and is important for students who plan to attend university in English speaking countries. Mandarin is becoming more important as China begins to move into world economy. French and German are necessary for many students are now looking at opportunities in Europe. Students who develop more than one language have an advantage over competitors applying for college placement. However one cannot develop a second language unless one develops his or her first language. Studies show that children between the ages of two and six best acquire a second language parallel to their own. Therefore, starting students in school offering dual language instruction

programmes have an advantage. If a dual language programmes isn't available, or is too expensive, parents may need to look at different ways to get the needed language instruction.

Language acquisition needs to be active. A good school will begin with oral language at the earliest opportunity to develop speaking confidence and to set grammatical structures. When a child learn two languages in parallel, vocabulary and grammatical structures are easier to acquire. The earlier a second language is learned, the less problem a child will have with improper word use. The more active in each language students become the more proficient and confident they will be.

*Taken from The Jakarta Post, 2007*

**Answer the following questions based on the text above.**

29. Why do parents tend to send their children to good schools?
30. When do children start the process of learning?
31. Success will be based on how well the "team" work. What is meant by the "team"?
32. A school is considered to be a "second home" for the children. What is the meaning of "second home"?
33. What language should you study if you want to continue your study in Europe?
34. Why is Mandarin important?
35. In what age should the children study a second language?
36. What should we do if a dual language programme isn't available at school?
37. What is the advantage of dual language programme?
38. What should the teacher do to activate the language acquisition?

### C. Writing

Do the following tasks based on the instructions.

---

#### Change the following sentences into passive voice and vice versa

39. The teacher gave the students a new book.
40. The national museum is visited by the students.

#### Change the following sentences into reported speech and vice versa.

41. She said, "I don't know anything about the robbery."
42. The man said (that) he had been sleeping when the storm had come.

#### Put *this, that, those or these* to complete the sentences.

43. \_\_\_\_\_ books are mine. (said while pointing out the books on the table)
44. \_\_\_\_\_ pair of shoes is broken. (said while showing the shoes he wears)

#### Use *and, but, or or so* to connect the sentences below.

45. He buys a ruler \_\_\_\_\_ he loses it on the way home.
46. She plans to go to a movie \_\_\_\_\_ it's raining.

#### Use *for, before, after or nor* to connect the sentences below.

47. I sleep in the class \_\_\_\_\_ I'm really sleepy.
48. I know her \_\_\_\_\_ I work in the same place with her.

#### Complete the following sentences with appropriate expressions.

49. A : \_\_\_\_\_  
B : I'd love to. Just pick me up at seven.
50. A : Congratulations on your success of getting a scholarship.  
B : \_\_\_\_\_.
51. A : My uncle has had an accident.  
B : \_\_\_\_\_.
52. A : \_\_\_\_\_ please. I have to inform you.  
B : Yeah. What's the matter?
53. A : Britney Spears will marry me.  
B : \_\_\_\_\_!

#### Here are the parts of news items from The Jakarta Post. Match them with their headlines.

54. We suggest that police start to develop a new approach to dealing with abductions and better protection of our children. Alarm bells are ringing for parents to be alert, as anybody could kidnap their children anywhere, anytime. They must never leave their own residential areas or neighbourhoods. In the end, who else can children rely on to protect them.



55. A man begging at a mosque in Yemen was exposed as not being destitute as he pretended when his mobile started ringing inopportunely. The Yemen news agency said the embarrassed man beat a quick retreat after worshippers found his phone ringing inside the bag.
56. We pray hard. We work hard. We laugh hard. Spare us cliches like the God-awful one that a doctor gave me recently—after she collapsed and had to be taken to the emergency unit. Her illness is now at an advanced stage. Take her home and make her happy. As if that had not been our intention all along.
57. According to the parents of the victim, the gang members claimed that they had experience in abducting and killing children particularly in Jakarta, Bogor and Tangerang.
58. Torrential rain since August 19, has caused the Awash river to overflow its banks, sweeping away hundreds of animals and destroying a large number of properties in Gewani area of Northeast Ethiopia.

### **The Headlines**

- a. Floods Displace More than 7,000 People
- b. Protecting Our Children
- c. Mobile Phone Gives Away Beggar
- d. Sadistic Kidnappers
- e. My Mother Has Cancer

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# Glossary

**accelerator** /ək'selə'reɪtə / (n): a device (as a pedal) for controlling the speed of a motor vehicle engine

**appetite** /'æpətart/ (n): any of the instinctive desires necessary to keep up organic life; especially the desire to eat

**appointment** /əpɔɪnmənt/ (n): an arrangement for a meeting

**approach** /ə'prəʊtʃ/ (v): to come very near to

**armour** /'ɑ:rmər/ (n): defensive covering for the body; especially: covering (as of metal) used in combat

**authority** /ɔ:θərɪti/ (n): persons in command; specifically: government

**bake** /beɪk/ (v): 1: to cook (as food) by dry heat especially in an oven 2: to dry or harden by subjecting to heat

**barrier** /'bæriə/ (n): something material that blocks or is intended to block passage

**bear** /beə/ (n): any of a family (Ursidae of the order Carnivora) of large heavy mammals of America and Eurasia that have long shaggy hair, rudimentary tails, and plantigrade feet and feed largely on fruit and insects as well as on flesh

**bear** /beə/ (v): to put up with especially without giving way (couldn't bear the pain)

**blacksmith** /'blæk,smɪθ/ (n): a smith who forges iron

**blossom** /'blɒsəm/ (n): the state of bearing flowers

**broil** /brɔɪl/ (v): to cook by direct exposure to radiant heat: grill

**cartoon** /kɑ:'tu:n/ (n): 1: a drawing intended as satire, caricature, or humour 2: comic strip

**cellular** /'seljʊlə/ (adj): of, relating to, or being a radiotelephone system in which a geographical area (as a city) is divided into small sections each served by a transmitter of limited range so that any available radio channel can be used in different parts of the area simultaneously

**character** /'kærəktə/ (n): one of the attributes or features that make up and distinguish an individual

**chemical** /'kemɪkl/ (adj): of, relating to, used in, or produced by chemistry

**chop** /tʃɒp/ (v): to cut into pieces

**claim** /kleɪm/ (v): to assert in the face of possible contradiction

**clot** /klɒt/ (v): to undergo a sequence of complex chemical and physical reactions that results in conversion of fluid blood into a coagulated mass: coagulate

**clutch** /klʌtʃ/ (n): a coupling used to connect and disconnect a driving and a driven part of a mechanism

**collapse** /kə'læps/ (v): to break down completely

**collision** /kə'liʒn/ (n): an act or instance of colliding: clash

**completion** /kəm'plɪ:ʃn/ (n): the act or process of completing

**complication** /,kɒmplə'keɪʃn/ (n): complexity, intricacy; especially:

a situation or a detail of character complicating the main thread of a plot

**compound** /'kɒmpaʊnd/ (n): something formed by a union of elements or parts

**content** /kæ'ntent/ (adj): satisfy

**convert** /'kɒn'vɜ:t/ (v): to change from one form or function to another

**cottage** /'kɒtɪdʒ/ (n): a usually small frame one-family house

**countryside** /'kʌntrisaɪd/ (n): a rural area

**couple** /'kʌpl/ (n): two persons paired together

**crash** /kræʃ/ (n): a breaking to pieces by or as if by collision

**crash** /kræʃ/ (v): to break violently and noisily: smash

**cope with** /kəʊp wɪð/ (v): to deal with and attempt to overcome problems and difficulties

**crown prince** /kraʊn prɪns/ (n): a male heir apparent to a crown or throne

**cubic** /'kju:bɪk/ (n): the regular solid of six equal square sides

**curb** /kɜ:b/ (v): to check or control with or as if with a curb

**cure** /kjʊə/ (v): to restore to health, soundness, or normality

**cut off** /kʌt ɒf/ (v): separate, isolate

**dangerous** /'deɪndʒərəs/ (adj): exposing to or involving danger

**decline** /dɪ'klaɪn/ (v): to tend toward an inferior state or weaker condition

**defence** /dɪ'fens/ (n): the act or action of defending

**deficiency** /dɪ'fɪʃənsi/ (adj): the quality or state of being deficient: inadequacy

**deposit** /dɪ'pɒzɪt/ (v): to place especially for safe keeping or as a pledge

**deserve** /dɪ'zɜ:v/ (v): to be worthy of: merit

**devastation** /,devə'steɪʃn/ (n) desolation by violent action

**dig** /dɪg/ (v): to hollow out or form by removing earth: excavate

**direction** /dɪ'rekʃn/ (n): the line or course on which something is moving or is aimed to move or along which something is pointing or facing

**disaster** /dɪ'zɑ:stə/ (n): a sudden calamitous event bringing great damage,

loss, or destruction; broadly

**disease** /dɪ'zi:z/ (n): a condition of the living animal or plant body or of one of its parts that impairs normal functioning: sickness, malady

**enhance** /ɪn'hɑ:ns/ (v): heighten, increase; especially: to increase or improve in value, quality, desirability, or attractiveness

**erupt** /ɪ'rʌpt/ (v): to force out or release suddenly and often violently something (as lava or steam) that is pent up

**excellent** /'eksələnt/ (adj): very good of its kind: eminently good: first-class

**folk tale** /fəʊk 'teɪl/ (n): a characteristically anonymous, timeless, and placeless tale circulated orally among a people

**furious** /'fjʊəriəs/ (adj): exhibiting or goaded by anger

**gathering** /'gæðərɪŋ/ (n): assembly, meeting

**glimpse** /glɪmps/ (n): a fleeting view or look

**gloomy** /'glu:mi/ (adj): lacking in promise or hopefulness: pessimistic

**gore** /gɔ:/ (v): to pierce or wound with something pointed (as a horn or knife)

**grain** /greɪn/ (n): the seeds or fruits of various food plants including the cereal grasses and in commercial and statutory usage other plants

**headline** /'hedlɑɪn/ (n): 1: a head of a newspaper story or article usually printed in large type and giving the gist of the story or article that follows 2: plural: front-page news

**heavy** /'hevi/ (n): having great weight

**honest** /'ɒnɪst/ (adj): free from fraud or deception: legitimate, truthful

**horn** /hɔ:n/ (n): a usually electrical device that makes a noise

**horrible** /'hɒrɪbəl/ (adj): extremely unpleasant or disagreeable

**huge** /hju:dʒ/ (adj): very large or extensive

**improve** /ɪm'pru:v/ (v): to enhance in value or quality: make better

**incidence** /'ɪnsɪdəns/ (n): occurrence

**interest** /'ɪntrɪst/ (n): a feeling that accompanies or causes special attention to an object or class of objects: concern

**intestinal** /ɪn'testɪnl/ (n): affecting, occurring, or living in the intestine

**invite** /ɪn'vaɪt/ (v): to request the presence or participation of

**jack** /dʒæk/ (n): something that supports or holds in position

**jewellery** /dʒu:əlri/ (n): jewels; especially: objects of precious metal often set with gems and worn for personal adornment

**kidnap** /'kɪdnæp/ (v): to seize and detain or carry away by unlawful force or fraud and often with a demand for ransom

**tsunami** /tʃuː'næmi/ (n): a large, usually high sea wave that sometimes follows an earthquake; an unusual rise of water along shore due to strong winds

**legend** /'ledʒənd/ (n): a story coming down from the past; especially: one popularly regarded as historical although not verifiable

**librarian** /laɪ'breəriən/ (n): a specialist in the care or management of a library

**liquid** /'lɪkwɪd/ (n): a fluid (as water) that has no independent shape but has a definite volume and does not expand indefinitely and that is only slightly compressible

**loyalty** /'lɔɪəlti/ (n): the quality or state or an instance of being loyal

**lug nut** /lu:ʒ nʌt/ (n): a nut used to secure a wheel on an automotive vehicle

**magnificent** /mæg'nɪfɪsənt/ (adj): impressive to the mind or spirit

**mash** /mæʃ/ (v): to subject (as crushed malt) to the action of water with heating and stirring in preparing wort

**massive** /'mæsɪv/ (adj): bulky

**meal** /mi:l/ (n): an act or the time of eating a portion of food to satisfy appetite

**melt** /melt/ (v): to reduce from a solid to a liquid state usually by heat

**merchant** /'mɜ:tʃənt/ (n): a buyer and seller of commodities for profit: trader

**narrative** /'nærətɪv/ (n): something that is narrated: story

**network** /'netwɜ:k/ (n): an interconnected or interrelated chain, group, or system

**news** /nju:z/ (n): a report of recent events

**nowhere** /'nəʊweə/ (adv): not in or at any place

**nutrition** /nju:'trɪʃn/ (n): the act or process of nourishing or being nourished; specifically: the sum of the processes by which an animal or plant takes in and utilizes food substances

**opposite** /'ɒpəzɪt/ (adj): set over against something that is at the other end or side of an intervening line or space

**orientation** /ˌɔ:riən'teɪʃn/ (n): the act or process of orienting or of being oriented

**outlook** /'aʊtlʊk/ (n): point of view

**outstanding** /'aʊt'stændɪŋ/ (n): marked by eminence and distinction

**oxidation** /ˌɒksɪ'deɪʃn/ (n): the act or process of oxidizing

**parsley** /'pɑ:sli/ (n): a European biennial herb (*Petroselinum crispum*) of the carrot family that is widely cultivated for its leaves which are used as a culinary herb or garnish

**pasta** /'pæstə/ (n): a dish of cooked pasta  
**peel** /pi:l/ (v): to strip off an outer layer of  
**plug** /plʌg/ (v): to stop, make tight, or secure by inserting a plug  
**procedure** /'prə'sidʒə/ (n): 1: a particular way of accomplishing something or of acting b: a step in a procedure 2: series of steps followed in a regular definite order  
**quarrel** /'kwɒrəl/ (n): a usually verbal conflict between antagonists: altercation  
**question** /'kwɛstʃən/ (v): to interrogate intensively: cross-examine  
**recipe** /'resɪpi/ (n): a set of instructions for making something from various ingredients  
**recount** /'ri:kəʊnt/ (n): a second or fresh count  
**requirement** /rɪ'kwaɪəmənt/ (n): something wanted or needed: necessity  
**reward** /rɪ'wɔ:d/ (n): something that is given in return for good or evil done or received and especially that is offered or given for some service or attainment  
**rumour** /'ru:mə/ (n): talk or opinion widely disseminated with no discernible source  
**sandwiches** /'sænwɪdʒɪz/ (n): two or more slices of bread or a split roll having a filling in between b: one slice of bread covered with food  
**scenery** /'sə:nəri/ (n): a picturesque view or landscape  
**science-fiction** /'saɪənsfɪkʃn/ (n): fiction dealing principally with the impact of actual or imagined science on society or individuals or having a scientific factor as an essential orienting component  
**shelter** /'feltə/ (n): something that covers or affords protection

**shrimp** /ʃrɪmp/ (n): any of numerous mostly small and marine decapod crustaceans (suborders Dendrobranchiata and Pleocyca-mata) having a slender elongated body, a compressed abdomen, and a long spiny rostrum  
**tape** /teɪp/ (n): a narrow flexible strip or band: as a: adhesive tape b: magnetic tape  
**terrific** /tə'rifɪk/ (adj): extraordinary  
**theatre** /θiətə/ (n): a building for dramatic performances; a building or area for showing motion pictures  
**thief** /θi:f/ (n): one that steals especially stealthily or secretly;  
**treasure** /'treʒə/ (n): wealth (as money, jewels, or precious metals) stored up or hoarded  
**useless** /'ju:sləs/ (adj): having or being of no use:  
**victim** /'vɪktɪm/ (n): one that is injured, destroyed, or sacrificed under any of various conditions  
**village** /'vɪlɪdʒ/ (n): a settlement usually larger than a hamlet and smaller than a town  
**wealth** /welə/ (n): all property that has a money value or an exchangeable value  
**whisper** /'wɪspə/ (v): something communicated by or as if by whispering; especially: rumour  
**wildfire** /'waɪldfaɪə/ (n): very rapidly  
**will** /wɪl/ (n): desire, wish  
**wolf** /wʊlf/ (n): any of various large predatory canids (genus *Canis*) that live and hunt in packs and resemble the related dogs  
**wrap** /ræp/ (v): to cover especially by winding or folding



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# Tapescripts

## Chapter 1 It's Nice to See You

### Activity 2

No.	Words	Expressions
1.	<b>Introduce</b>	<b>Good morning.</b>
2.	<b>Introducing</b>	<b>How are you?</b>
3.	<b>Greeting</b>	<b>My name is ....</b>
4.	<b>Meeting</b>	<b>How do you do?</b>
5.	<b>Parting</b>	<b>Nice to meet you.</b>
6.	<b>Farewell</b>	<b>See you later.</b>

### Activity 3

*Today is the first day at school for Dian. She meets Rian. Then, they introduce each other.*

Dian : *Good morning. Allow me to introduce myself. I'm Dian.*

Rian : *Good morning. My name is Rian. Nice to meet you.*

Dian : *Nice to meet you too. We are in the same class, right? I saw your name in the students' list of my class.*

Rian : *Yeah, right. By the way, what book is that?*

Dian : *This is a book about cooking, *Mari Memasak Sendiri*.*

Rian : *Oh, so you like cooking? I like cooking too.*

Dian : *Really? Good, so I have a friend to share with. Anyway, I must go now. Bye.*

Rian : *Bye. Take care.*

### Activity 4

1. Good morning. I'm Rendi.
2. Hello, My name's Desi.
3. Hi, Andi. How do you do?
4. Let me introduce myself. My name is Rudi.
5. Nice to see you, Wina.

### Activity 5

*Lina is reading a book in the city park. There is someone approaching her.*

A girl : *Excuse me. Do you mind if I sit beside you? I'm waiting my friend.*

Lina : *No. It's OK. My name is Lina.*

A girl : *Hi, I'm Fany.*

*A girl is coming over to Lina and Fany. She interrupts them.*

Santi : *Hi, Fany. I'm sorry I'm late.*

Fany : *That's O.K. Let me introduce you to Lina. Lina, this is Santi. Santi, this Lina.*

Lina : *Hi, Santi. How do you do? Pleased to meet you.*

Santi : *Hi, Lina. How do you do? Pleased to meet you, too.*

Fany : *Well, Santi and I have to go right now. See you later.*

Lina : *See you.*

### Activity 8

Mirna : *Hi, Toni, nice to meet you again after long holiday.*

Toni : *Hello. Mirna, nice to meet you too.*

Mirna : *Anyway, where did you go on the last holiday?*

Toni : *Well. I went to Bali. It's a wonderful place with beautiful beaches and sceneries.*

Mirna : *Wow. It sounds great. What did you do there?*

Toni : *My family and I spent four nights there in a bungalow in Kuta beach. I had a great vacation there. I swam and surfed on the beach. I also played football and sand with my brother.*

Mirna : *What else did you do there?*

Toni : *The next morning I visited another small island around Bali on a boat. It was a great experience to see many beautiful places and have a talk with tourists there.*

Mirna : *What did you do before you left Bali?*

Toni : *On the last day, I went to the merchandise shops and bought some stuffs there. I bought shirts, shorts, and also traditional clothes. Unfortunately I couldn't afford to buy a surfing board because it was too expensive.*

Mirna : *Well, it's nice to hear your story. I hope that I can also visit Bali someday.*

### Activity 9

1. was
2. did
3. had
4. went
5. left
6. swam
7. bought
8. surfed
9. played
10. visited

### Activity 10

Yogyakarta

April, 1<sup>st</sup> 2008

Dear Evi and Andi,

Just a note to let you know that we *had* a wonderful holiday in Bali. It was a really great place. The people are friendly, the food's great, and the weather's a lot better *than* at home. Can you *believe* it?

Most days were pretty *lazy*. I *swam* two or three times a day, but my brother Fachri just *spent* all his time lying on the beach with his eyes closed.

Last Saturday I *got* on the bus and *get* to the north and of the island. It was much *quiet* there than here—very beautiful, but no tourists. The next day we *went* across to the east coast *saw* some of the old villages.

I *learn* Balinese—I still can't *say* much, but it was fun to try. Fachri actually *spoke* it quite well, but he was afraid to open his mouth, so I was the one who talked to people.

Love to your parents. See you soon, I *hope*.

Aisha

### Activity 11

I was driving along the coast road when the car suddenly lurched to one side. At first I thought a tyre had gone but then I saw telegraph poles collapsing like matchsticks. The rocks came tumbling across the road and I had to abandon the car. When I got back to town, well, as I said, there wasn't much left.

## Chapter 2 I'm Sorry to Hear That

### Activity 2

No.	Words	Expressions
1.	good news	It's really great. I'm so happy.
2.	happy	I'm delighted to hear that.
3.	happiness	It gives me satisfaction.
4.	bad news	I'm very sorry to hear that!
5.	sympathy	That is a pity/shame!
6.	affection	Are you OK?
7.	terrible	What a terrible situation!
8.	condolence	Please accept my condolences!

### Activity 3

1. You win a free ticket to Bali.
2. My brother got an accident last night.
3. Your friend hurt himself when playing football.
4. You know what. Our teacher's father just passed away.
5. I'm so happy. My father bought me a motorcycle.

### Activity 4

#### Dialogue 1

Mother : My dear daughter, your father said that he would take you to the department store.

Hani : Hooray! *That's great*. When do we go there, Mom?

Mother : Perhaps after dinner. Father will buy a new pair of shoes for you. Frankly we both are *so proud* for your performance at school.

Hani : Thanks for your praise, Mom. I am also *happy* to have parents like you both.

Mother : You are a wonderful daughter for us. I'm so *blessed* to be your Mom.

Hani : Thanks Mom.

#### Dialogue 2

Deni : Hi, Andi. *Did you hear* that Rudi fell off when he was riding his motorcycles?

Andi : Oh really? *How awful!* What happened?

Deni : He was riding in a big storm. He must have skidded in the rain.

- Andi : Oh *that's too bad*. Was he badly injured?  
 Deni : Sure, he was such in pain.  
 Andi : He wasn't, was he?  
 Deni : He was. He couldn't *even stand up*. He broke his legs.  
 Andi : *That's terrible*. Where is he now? Is he in the hospital?  
 Deni : He is still in the Emergency Unit of Sumber Waras Hospital.  
 Andi : I'll *see him* in the hospital right away.

#### Activity 5

1. "Congratulations. You get Rp 10,000 credit bonus."
2. "You are excellent and brilliant. You got a great mark for the final test."
3. "Well done. You get a free ticket for this holiday."
4. "I've lost my wallet somewhere. It's got Rp. 100.000,- on it."
5. "Did you hear that Mr. Rendy got a serious cancer disease?"
6. "I heard that Budi was in jail. He was arrested for traffic violence"
7. "Rendi was knocked down by a car. He was in hospital for five weeks."
8. "Yesterday, on the TV news, I saw a bad thunder storm in California. Many people died and got serious injured.

#### Activity 6

- Boni : Hi, Panji. What can I do for you?  
 Panji : Hello, Bon. I'm looking for some books for my assignments. But i don't know where to find them.  
 Boni : Let me help you. What I don't know where to find them.  
 Panji : Thank you. I need some books about folk tale.  
 Boni : Folk tale books ... hmmm ... they are on the corner shelves. (Panji and Boni go to the corner shelves.) These are the books that you need. All of them are folk tale books.  
 Panji : Thank you very much. That's very kind of you.  
 Boni : Don't mention it. It's my job to help everyone who needs books in this library.

#### Activity 7

1. My name is Putra I like reading comics.its a bout superhero. The title is *Uzumaki Naruto*.

2. I am Lita. Right now I am reading new series of *Harry Potter*. The story and the adventure is interesting.
3. I am Ridwan. I like Sangkuriang story. I'm interested in reading legends.
4. My name's Fitra. I like to read fable. Now, I'm reading *Aesop's fables*.

#### Activity 8

##### The Little Girl and the Wolf

*James Thurber*

One afternoon, a big wolf waited in the dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally, the little girl came along and she was carrying a basket of food. "Are you carrying that basket to your grandmother?" asked the wolf. The little girl said yes she was. So the wolf asked her where her grandmother lived and the little girl told him and he disappeared into the woods.

When the little girl opened the door of her grandmother's house, she saw there was somebody in bed with a nightcap and nightgown on. She had approached no nearer than twenty-five feet from the bed when she saw that it was not her grandmother but the wolf, for even in a nightcap a wolf doesn't look anymore like your grandmother than Metro-Goldwyn lion looks like Calvin Coolidge. So the little girl took an automatic out of her basket and shot the wolf dead.

**Taken from** *Readings to Remember*, 2004

#### Activity 9

##### The Father and His Sons

A father had a family of sons who were always fighting. He had no luck trying to stop their arguments with words, so he decided to teach them a lesson.

He told his sons to bring him a bunch of sticks. He took the sticks and gave them to his eldest son and asked him to break them. The eldest son tried with all his strength but was not able to do it. The other sons tried and were also unsuccessful.

The father said, "My sons, if you are of one mind, and unite to assist each other, you will be like these sticks together; but if you are divided among yourselves, you will be broken as easily as a single stick."

## Chapter 3

### Would You Like to Come?

#### Activity 2

- Doni : We're having a party on Saturday night, Susi. Would you like to come?  
Susi : Certainly. I'd love to come.  
Doni : Great. See you there.

#### Activity 3

1. Would you like to come to lunch on Saturday?
2. You will come to my birthday, won't you?
3. Let's meet at ten o'clock tomorrow morning.
4. Shall we have dinner this evening at my house?
5. I'll promise I'll be there.
6. I'd love to. Thank you very much.
7. How about tomorrow morning?
8. Thank you for asking me, but I can't come.
9. I'm very sorry. I don't think I can come to your party.
10. I'd like to, but I've got an exam tomorrow.

#### Activity 4

##### Dialogue 1

*Arief and Rita are fond of literature. They enjoy reading stories, novels, and watching drama. On the way home, Arief and Rita have a chat.*

- Arief : Do you have a plan for tomorrow holiday?  
Rita : Too bad. I have nothing to do.  
Arief : I've got a plan for tomorrow. *Would you like to come to my house?*  
Rita : Really? Tell me, please. Then, I'll decide to come or not.  
Arief : I've got a new interesting novel and VCD of a drama performance.  
Rita : Wow, great. What are they about? Are they interesting?  
Arief : If I tell you now, it won't surprise you. Now, decide. *Would you come to my house to enjoy them?*  
Rita : *I'd love to.* I'll be at your house at 8.00 in the morning.

##### Dialogue 2

*Dr Iwan Fauzi was a well-known doctor. He had a friend, Mr Andre Posuma, who always sees him for general check up. One day, his friend calls him.*

- Mr Posuma : Hello, Fauzi. This is Andre.  
Dr Fauzi : Hi Andre. Can I help you?  
Mr Posuma : I'd like to have a general check up. It has been two months since my last visit to you.  
Dr Fauzi : OK. I'm free on Tuesday afternoon. Let's meet at five.

Mr Posuma : I'll be there. Bye.

Dr Fauzi : Bye.

*Ten minutes later, Mr Andre Posuma is informed by her secretary that there will be a meeting on Tuesday afternoon. Then, he calls Mr Iwan Fauzi to cancel his appointment.*

Mr Posuma : Hello, Fauzi. It's me, Andre. This is about our appointment.

Dr Fauzi : What's wrong?

Mr Posuma : Mmm... actually, I will attend a meeting. I'm sorry I can't make it.

Dr Fauzi : Well, that's OK. We can meet next time.

Mr Posuma : Alright. See you.

Dr Fauzi : See you.

#### Activity 7

*Lina is reading a book in the city park. There is someone approaching her.*

A girl : Excuse me. Do you mind if I sit here? I'm waiting for my friend.

Lina : No. It's OK.

*Lina continues her reading. After a long silence, the girl offers something.*

The girl : I brought some sandwiches. Do you want some? (She hands a sandwich to Lina)

Lina : Thank you. (Lina takes the sandwich.) It's very delicious. By the way, my name is Lina. Nice to meet you.

The girl : I'm Fanny. Nice to meet you too.

Lina : Could you tell me how to make this sandwich?

Fany : OK. First, take two pieces of bread. Spread butter on each piece. Then, cut cheese into slices. After that, place the slices on one piece of the bread. Finally, put the other piece on the top.

Lina : It's very simple. I think ...

*A girl is coming over to Lina and Fani. She interrupts them.*

Santi : Hi, Fany. I'm sorry I'm late.

Fany : That's OK.

#### Activity 8

1.
  - Take two slices of bread.
  - Put a slice of butter on each slice.
  - Cut some cheese into slices.
  - Place the slices on a piece of bread.
  - Put the other piece of bread on the top.

2.
  - Put some tea into a teapot.
  - Add boiling water.
  - Leave it for three minutes.
  - Pour it into a glass or cup.
  - Add some sugar or milk.
3.
  - Put some water in a pot.
  - Heat the water.
  - Put an egg into the water.
  - Boil the water for three minutes.
  - Take out the egg and let it cool.

### Activity 9

#### Instruction:

1. Draw two lines from one corner to another of the paper.
2. Cut inwards from each corner halfway to the centre point.
3. Fold over each point with a dot on it and tape it to the centre.
4. Push the drawing pin through the centre and into the rubber on the end of the pencil.
5. You can now blow on the pinwheel and watch it spinning.

### Activity 10

Andre : How do you make Turkish coffee? What do you have to do exactly?

Jim : Well, say you want to make four cups of coffee, OK? You put four cups of cold water, and four level teaspoons of sugar in the coffee pot. Then you light the gas, and put the coffee on the stove and pour a bit of the water into one of the cups. Then, you put the four heaped teaspoons of coffee in the coffee pot, and stir it. Now, it's very important not to put the coffee in before you've poured some water off, or else it'll overflow and make a terrible mess. So, anyway you put the pot back on the stove and let the coffee come back to the boil very slowly. When it starts to boil, the coffee will rise slowly up to the top of the pot, and when it reaches the top, you take it off the stove, OK? Before you pour the coffee out, you should pour back the water that you poured off earlier—this helps to make the grounds settle. See? OK?

Andre : Yes, thanks a lot, Jim.

### Activity 11

1. Place the paper on a flat surface with one corner on top in the shape of a diamond.

2. Fold the point on the left over to meet the right point, then unfold it. You will have a crease in the centre.
3. Fold the lower left and lower right sides so they meet at the crease. Make your folds as sharp as possible.
4. What you have should look like a kite. Now fold down the top point to make a small triangle.
5. Fold over the right side to meet the left side.
6. Turn the shape so that the long side is facing you.
7. Fold up the point at the end to make a tail.
8. Draw a face on your whale.

### Review 1

The following short dialogues are for questions 1 to 5.

1. Alex : Good morning. How are you today?  
Dani : *Good morning.* I'm fine, thanks.  
What does Dani say to reply to Alex's greeting?
2. Mr Smith : I don't think we've met before.  
I'm Smith. How do you do?  
Mr Black : I'm Black. *How do you do?*  
What does Mr Black say?
3. Ali : Can I borrow your pen?  
Andi : Sure. *Here it is.*  
What does Andi say when he gives the pen?
4. Santi : Din, would you like to go to the movie with me?  
Dina : *Thanks anyway* but I'm busy right now.  
What does Dina say before she refuses the invitation?
5. James : Thanks for your help, Jim.  
Jim : Don't mention it.  
What does James say?

The following text is for questions 6 to 10.

#### It Could Be Worse

I entered the hotel manager's office and sat down. I had just lost £50 and I felt very upset. "I left the money in my room," I said, "and it's not there now." The manager was sympathetic, but he could do nothing. "Everyone's losing money these days," he said. He started to complain about this wicked world but was interrupted by a knock at the door. A girl came in and put an envelope on his desk. It contained £50. "I found this outside this gentleman's room," she said. "Well," I said to the manager, "there is still some honesty in this world!"

Taken from *Practice and Progress*, 1994

**The following text is for questions 11 and 12.**  
**Move around on Tin-Can Stilts**

You will need:

- 2 large coffee or dried milk tins
- 4 metres plastic clothes line

Step 1 : Ask an adult to punch two holes near the unopened end of each tin.

Step 2 : Thread the plastic clothes line through the holes. Tie the ends together.

Step 3 : Pull up on the strings as you walk tall on your tin-can stilts.

*Taken from Childcraft: Make and Do, 1996*

**The following text is for questions 13 to 17.**

**Live Chicken for Dinner?**

A landowner from Seoul went to visit his farmer in the countryside and was treated to a grand dinner of boiled chicken.

In the course of the meal, the farmer's youngest son ran in, shouting, "There it is! He's eating the dead chicken."

The landowner thought that he had been served a long-dead chicken. So he put down his chopsticks and told the servant to clear the table, politely saying, "This is enough for me. My stomach can't take any more food."

Just then, the boy started eating the chicken's legs greedily, saying at the same time, "Oh, this is really delicious."

"Why are you eating the dead chicken?" asked the surprised landowner.

"Who eats live chickens?" replied the boy.

*Taken from English Bestseller 12, 2001*

**Chapter 4**  
**Congratulations! You Did It Very Well**

**Activity 2**

Words

- |                 |                 |
|-----------------|-----------------|
| 1. great        | 5. terrific     |
| 2. charming     | 6. farewell     |
| 3. fantastic    | 7. achievements |
| 4. congratulate | 8. extremely    |

Expressions

1. You look great!
2. What a charming dress!
3. That's a very fantastic!
4. I must congratulate you!
5. Nice to meet you
6. See you later
7. Terrific. Well done!
8. How extremely nice of you to say so.

**Activity 3**

1. I got a scholarship to study abroad.
2. My brother won a national singing contest.
3. You look charming Andi I like your style
4. You know what, I passed my final exam
5. Your performance is amazing.

**Activity 4**

**Dialogue 1**

*Andi had passed on his final semester test. On the way home, he meets Desi, his friend. She congratulates and compliments Andi.*

Desi : Hi, Andi. *How are you doing?*

Andi : I am fine, thanks.

Desi : It's very nice to meet you here, Andi. *You look great today!* I love your new hair style.

Andi : *Thank you very much,* Desi. You look great, too.

Desi : Thanks, Andi. By the way, how was your test? Have you got the result?

Andi : Yes, I've got it. You know what? I have passed for the final test. *I'm so happy* right now.

Desi : That's great. *Congratulations!* How's the score?

Andi : Thanks God. I got the highest score for the test.

Desi : Wow, that's amazing. I know you are very smart, Andi. *Well done!*

Andi : *Thanks* for your compliment, Desi. You are so kind.

Desi : Never mind Andi. It's my pleasure.

**Dialogue 2**

*Andi has won the national novel writing competition. The next day, Riska and Joko come to his house to congratulate him*

Riska : *Is it true* what the newspaper's headline said?

Andi : What news?

Joko : The news about you winning the national novel writing competition. Is it really you?

Andi : Yeah. *It is me.*

Riska : *Congratulations!* We're happy for you.

Andi : Thanks a lot guys.

Joko : It's a *terrific job,* Andi.

Andi : Oh, no, I guess it's just my luck.

**Activity 5**

- What a charming dress!
- That's a very nice coat!
- You look nice.
- I like your hair style!
- You're terrific/fantastic.
- May I congratulate you on ....
- Congratulations!
- Congratulations on your ....
- Well done!
- Fantastic/terrific!

### Activity 6

Here are some folklores. Where do they originally come from?

1. Malin Kundang
2. The Red and White Onions
3. Sangkuriang
4. The Tongue Bitter

### Activity 7 and 8

One morning, one of the Witch's friends *come over* to visit. When she looked around the room, she said "Your house is ugly. My house is *more beautiful* than yours, and the walls are bigger." The Witch was very angry when she heard this and *shouted*, "Get out of my house! and don't ever come back here!"

After her friend left, the Witch *looked around* her house and she said to herself, "my friend was right. My house looks ugly and the paint is faded. I have to repaint it. Then she *went to the shop* and bought a can of paint. After lunch she *started to paint*, and she worked very carefully. In the afternoon she *finished* the lower part of her house. When she wanted to start the upper part she *found out* that she couldn't reach it. That she got an idea. "I will use my magic broom!"

She shouted, "Broom, turn into a *paint brush* and paint my walls!"

Suddenly the broom turned into a paint brush and *it started* to paint the upper walls. It worked very fast, and in ten minutes all job was done. The Witch was very happy.

### Activity 10

During the battle of Troy there was a Greek hero named Odysseus, he was one of the many 'tribal kings' that went to attack the Romans. The Greeks won that battle decisively thanks to Odysseus' brilliant idea of building a 'Trojan Horse'.

The horse was a gigantic wooden statue of a horse built in the guise of a gift for the Romans. The Greeks then built chambers within the giant horse to allow some soldiers to hide inside to infiltrate the strong roman defense.

The Romans, thinking that the Greeks have admitted defeat by leaving them a gift of gesture in the form of a 'Horse Statue' were overjoyed. They brought the 'gift' into their castle and partied throughout the night.

When all the Roman soldiers were drunk and unconscious, the Greeks slowly descended out of the 'Horse Statue', rendered the Roman defense useless and opened the gate into the well defended city; allowing other Greek soldiers who were waiting outside the gates to come inside.

## Chapter 5 I'm Very Grateful to You

### Activity 2

- Henry : Hello Yuni. How are you this morning?
- Yuni : Hi, Henry. Fine, *thanks*. And you?
- Henry : I'm just fine, *thank you*.
- Yuni : Please come in and have a seat.
- Henry : *Thanks*. I'm returning your brother's sports magazine. Here it is and *thanks*.
- Yuni : It's all right. Would you like any other magazine or newspaper to read?
- Henry : Yes, please. *How kind of you*. Can I see today's newspaper?
- Yuni : Of course. Here it is.
- Henry : *Thanks*, Yuni. By the way, would you do me a favour?
- Yuni : Why not? What can I do for you?
- Henry : Could you tell your brother how *grateful* I am for his help to lend me his magazine?
- Yuni : Oh, sure. I'll tell him.
- Henry : Great. *Thanks*.

### Activity 3

1. Would you like to go with me to a music concert?
2. I have kept the package for you.
3. This man has saved y our daughter's life.
4. I would like to invite you for dinner tonight.
5. The police have found your missing purse.

### Activity 5

- A. It is constructed on a hill 46 m (150 ft) high and consists of eight step-like stone terraces, one on top of the other. The entire edifice is crowned by a large stupa at the centre of the top circle.
- B. It is a prehistoric monument on Salisbury Plain, in southwestern England. The monument consists of a circular group of large upright stones surrounded by a circular earthwork.
- C. It is the largest and most famous ancient Roman amphitheatre. It is elliptical and has three stories surmounted by a fourth story pierced with window like openings. Each of the three arcaded stories originally had 80 arches.

Taken from *Microsoft Encarta*, 2005



### Activity 6

Lawang Sewu is one of the famous *historical buildings* in Indonesia. It is named *Lawang Sewu* which means *a thousand doors*. Besides its thousand doors, it is also well known for the fascinating *stained glass windows* representing the Dutch Symbolism. The stained glass windows are similar with those of the places like The Hague and Rotterdam and also the Royal family. The building has numerous *long winding corridors* which open out to the offices on one side of the office and the other end of the building on the other hand. It is a famous *landmark* in the region of Semarang and a pride for Java.

## Chapter 6 Headline News

### Activity 2

1. What a surprise!
2. Oh really? Is it true?
3. Are you serious?
4. You must be kidding.
5. Good heavens!
6. No, I don't believe it.
7. I find that very surprising

### Activity 3

#### Dialogue 1

*Iwan reads a newspaper. He finds news that attracts his attention and informs his father.*

- Iwan : Dad, *look!* There was an earthquake in Ecuador. Many people became homeless. *This is terrible.*
- Father : *Oh, no!* Another disaster? (*Then, Iwan's father reads the newspaper.*)
- Iwan : Yeah. It's very tragic. Thousands of people were killed.
- Father : *We know how it feels.* Remember the earthquake in our country last year. Ecuador's earthquake is worse than in our country. I can't imagine that.

#### Dialogue 2

*Andi brings news to his class. He informs that the headmaster cancels tomorrow's holiday.*

- Andi : *Attention, please!* I have something to tell you, guys. Please, be quiet.
- Aldi : Shh....OK my friends, pay attention to our leader. It seems that he brings *bad news* for us.
- Andi : I've just met the headmaster in the teachers' room. He told me about our holiday.
- Feny : Really? Why are you *so gloomy?* Bad news?

- Aldi : Be quiet Feny!
- Andi : The headmaster cancelled tomorrow's holiday.
- Feny : What! *Are you serious?*
- Aldi : Oh, no. What a shocking. *I don't believe it.*
- Andi : I'm serious. I tell you the truth.
- Indah : *Oh, dear.* That's very disappointing.
- Andi : Keep calm guys. We will have a holiday someday. Don't forget to come to the school tomorrow.

### Activity 4

1. How very surprising/amazing.
2. Well, that's very surprising.
3. Really?
4. My goodness!
5. Are you serious?
6. You're kidding!

### Activity 7

#### News 1

The torrential rain which has been falling now for the last four days has resulted in many people in the south-east of Britain being unable to leave *their* homes. Many roads are flooded, with cars and other vehicles unable to move.

#### News 2

Jakarta: The Jakarta administration will begin development of Ayodia public park in Barito, South Jakarta, in July.

"The design of the park is under way. The tender process for the project is expected to finish by the end of June," Deputy Governor Prijanto said Monday at city hall.

#### News 3

Lately, television singing contest (known as variety shows or talent shows) are jostling for airspace with sinetron (Tv soaps).

"One singing contest even secured higher ratings than the most popular sinetron," AGB Nielsen Media Research communications executive Andini Wijendaru told The Jakarta Post on Friday.

#### News 4

Five companies have collaborated to stage in Jakarta a three day environmental festival called Greenfast2008 that is aimed to promote awareness of global warming in a approachable and entertaining design.

The festival is to be held at the eastern parking a lot of Senayan, South Jakarta, from April 18 to 20.

### News 5

The surge in world food prices is accomplishing what seven years of trade talks haven't knocking down import barriers.

Since early 2007, when cereal prices began rising, developing nations have taken a raft of measures to increase imports.

### News 6

Manager Alex Ferguson said Manchester United had beaten their nerves and a very good Arsenal side in Sunday's 2-1 victory at Old Trafford.

Trailing to an Emmanuel Adebayor goal, United hit back with a penalty from Cristiano Ronaldo and Owen Hargreaves free-kick to go six points clear of Chelsea, who play Wigan Athletic on Monday, with four Premier League games to go.

### Activity 9

#### Bekasi Makes Study Time Compulsory

BEKASI: The Bekasi municipality administration *will force* students to allocate at least one hour in the evening to review school lessons of finish homework.

"My office is still drafting *the regulation* on study time," said the Mayor Muchtar Mohamad, as quoted by Tempointeraktif.com on Monday.

The regulation, he said, would be *issued* on May 2, in time for National Education Day.

Elementary and high school students will have to *study* from 6 p.m. to 7:30 p.m., either at home or in groups along with classmates living in the same neighbourhood.

During study time, no TV, game consoles, visiting shopping malls or going to *entertainment centers* will be allowed.

"The study time must be effective," Mochtar said.

He failed to mention what punishments *would be imposed* on students who did not comply.

### Review 2

The following short dialogues are for questions 1 to 5.

1. Agus : Well done. You deserve to get that award.  
Rani : *Thanks.*  
What does Rani say when Agus congratulates her?
2. Tanti : Hey, do you know that Antonio Banderas will marry me?  
Anti : Really? *Are you kidding?*  
What does Anti say to response to Tanti?

3. Indra : Let's meet at 8.00.  
Ken : I'm busy. *I don't think I can make it.*

What does Ken say to refuse Indra's invitation?

4. Kristin : I can't come to your party. My brother is ill. He is in the hospital now.

Erwin : *I'm sorry to hear that.*

What does Erwin say to express his sympathy?

5. Nany : Your performance in the drama is very great.

Rita : *Thank you.*

What does Rita say when Nany compliments her?

The following text is for questions 6 and 7.

Milk is the most nourishing of all foods and a favourite drink of people throughout the world. Milk has almost all the nutrients (nourishing substances) that people need for growth and good health. In addition, milk has most of these nutrients in large amounts and in such proportions that they can work as a team to help keep the body strong and healthy.

Taken from *The World Book Encyclopedia*, 1996

The following text is for questions 8 to 12.

#### Transportation Paralysed in Jambi

JAMBI CITY, Jambi: A landslide hit a village in Kerinci regency, paralysing traffic between Jambi and Sungai Penuh, the regency's capital.

People travelling from Sungai Penuh to Jambi and vice versa have to take the Trans-Sumatra highway bypassing Solok in the neighbouring province of West Sumatra, which costs them twice as much as the regular fare.

A staff of the local transportation office in Sungai Penuh said on Wednesday that the landslide was caused by incessant rain on Monday which caused dirt and rocks to cover and damage two sections of the road.

Herman, a driver of a passenger bus plying the Jambi-Kerinci route, said that it took him 15 hours for the trip, five hours longer than usual and passengers were charged Rp125,000, instead of the regular fare of Rp50,000.

The traffic between Jambi and Sungai Penuh was expected to return to normal on Thursday after the Kerinci administration deployed necessary equipment to repair the damaged road.

Taken from *The Jakarta Post*, November 18, 2004

# Answer Key

## Chapter 1 It's Nice to See You

### Listening

#### Activity 1

Answers may vary.

#### Activity 3

1. Good morning
2. Allow me to introduce myself
3. I'm Dian.
4. Good morning
5. My name is Rian
6. Nice to meet you.
7. Nice to meet you too
8. I must go now
9. Bye.
10. Take care.

#### Activity 4

1. (b) Good morning. I'm Deni.
2. (b) Hi, Desi. How are you?
3. (a) I'm just fine.
4. (b) Hi, Rudi. Nice to see you.
5. (b) Glad to meet you, too.

#### Activity 5

1. It takes place in the city park.
2. Three persons are involved in the dialogue.
3. She talks to Lina.
4. Hi, My name is Lina.
5. She also introduces herself.
6. Let me introduce you to Lina. Lina, this is Santi. Santi, this Lina.
7. She says see you.

#### Activity 10

- |            |           |
|------------|-----------|
| 1. had     | 7. got    |
| 2. than    | 8. get    |
| 3. believe | 9. quiet  |
| 4. lazy    | 10. went  |
| 5. swam    | 11. saw   |
| 6. spent   | 12. learn |

#### Activity 10

**Event 1 :** At first I thought a tyre had gone but then I saw telegraph poles collapsing like matchsticks.

**Event 2 :** The rocks came tumbling across the road and I had to abandon the car.

**Event 3 :** When I got back to town, well, as I said, there wasn't much left.

### Speaking

#### Activity 1

Answers may vary.

#### Activity 8

1. We went camping.
2. It took for about one and a half hour.
3. At noon when it was getting darker.
4. We spent our time observing plantation and insects.
5. We sang, danced, read poetry, played magic tricks, and even some of my friends performed a standing comedy.

### Reading

#### Activity 1

Answers may vary.

#### Activity 3

1. He was walking down Sunda Street.
2. He was looking for a record store.
3. He asked me the way to the Hyatt Hotel.
4. He was very friendly.
5. Yes he did.
6. He decided to buy a new record of D' Massive.
7. A piece of paper that the man gave.
8. He was so surprised.

#### Activity 4

- |      |      |
|------|------|
| 1. c | 4. b |
| 2. b | 5. c |
| 3. a |      |

#### Activity 8

1. I lived in Jakarta *from* 1995 *to* 1998.
2. Linda was born *in* 1952.
3. She was born *in* October 31, *at* 4:00 in the afternoon.
4. I'll meet you for lunch *on* Tuesday *at* noon.
5. Rudi goes to Singapore every weekend. She takes the train *on* Saturday *at* 9.00 in the morning and arrives in Singapore *at* 10:45.

### Writing

#### Activity 1

Answers may vary.

#### Activity 2

1. In March, 28th 2008 at 8.00 p.m.
2. Andika did.
3. She was so surprised.
4. No, she didn't.
5. She confuse. happy. speechless. Yes, she does. Her heart beat faster when she heard his voice.

## Chapter 2 I'm Sorry to Hear That Listening

### Activity 1

Answers may vary.

### Activity 3

- (a) Oh, that's good news.
- (a) How terrible!
- (b) Is that right? That's too bad.
- (a) I'm sorry to hear that.
- (b) Oh really? That's great.

### Activity 4

Dialogue 1

- great
- proud
- happy
- blessed

Dialogue 2

- Did you hear
- How awful!
- that's too bad
- even stand up
- That's terrible
- see him

### Activity 5

Answers may vary.

### Activity 6

- It's about finding the story books.
- Boni and Panji.
- He is looking for some books for his assignments.
- Folk tales books
- Answer may vary.
- Answer may vary.
- Answer may vary.
- Answer may vary.

### Activity 7

- Putra; superhero comics; *Uzumaki Naruto*
- Lita; adventure novel; *Harry Potter*
- Ridwan; legends; *Sangkuriang*
- Fitra; fable; *Aesop's fables*

### Activity 8

- waited
- a basket of food
- asked
- disappeared
- opened
- nightgown on
- saw that
- Metro-Goldwyn

## Speaking

### Activity 1

Answers may vary.

### Activity 4

- I'm so happy for you.
- I'm so glad right now.
- I'm so sorry to hear that. You have my sincere condolences.

- I'll take care of it.

## Reading

### Activity 1

Answers may vary.

### Activity 2

- Superhero fiction.
- Six peoples.
- Legends.
- Answers may vary.

### Activity 4

Answers may vary.

### Activity 8

- Rosaura.
- Hiding from her mother and father.
- Because she wanted to go back into the sunshine to play.
- No, she didn't.
- No, they couldn't.
- Because the colour of the petals of the flowers was the same as the colour of Rosaura's ribbon.
- Because Rosaura's mother thought that Rosaura was always happier when she was in the fields.
- The red flowers were there to remind them about Rosaura.
- The story reveals how the red poppy come to be.
- A folk tale.

### Activity 9

- She cried in front of me.
- Rosaura ran away from her house.
- Wahyu fell in love with the new student.
- They didn't not know each other.
- Did the teacher visit Indonesia Book fair in Jakarta?
- Sally was listening to music in her room.
- Roy was taking a nap on the couch.
- Anita was attending a conference in England last month.
- The teacher was correcting paper at her desk.
- Some of the students were late to class because they were playing soccer at the park.

## Writing

### Activity 1

Answers may vary.

### Activity 4

Story A is not in the correct order.

## Chapter 3 Would You Like to Come?

### Listening

#### Activity 1

Answers may vary.

#### Activity 2

1. Answer may vary.
2. Would you like to come to my party on Saturday night?
3. Certainly. I'd love to come.

#### Activity 4

1. Would you like to come to my house?
2. Would you come to my house to enjoy them?
3. I'd love to.
4. Let's meet at five.
5. I'll be there
6. I'm sorry I can't make it.
7. that's OK.

#### Activity 7

1. It's OK.
2. Do you want some?
3. Nice to meet you.
4. Could you tell me
5. First,
6. After that
7. on the top.
8. I'm sorry.

#### Activity 8

1. How to Make a Cheese Sandwich.
2. How to Make a Cup of Tea.
3. How to Boil an Egg.

#### Activity 10

1. Turkish coffee.
2. Answers may vary

### Speaking

#### Activity 1

Answers may vary.

#### Activity 2

1. Being friendly.
2. Invitation.
3. Being friendly.
4. Invitation.

### Reading

#### Activity 1

Answers may vary.

#### Activity 2

1. Thirty students.
2. Twenty eight.
3. Eighty six percents.
4. Ask a friend.

#### Activity 3

1. Plug the power cord into a wall outlet.
2. To change the speed of the fan, press one of the switches at the bottom.

3. To make the fan move sideways, push the pin on top of the motor
4. To move the fan up or down, first pull up the oscillating pin, then press the tilt adjustment knob.

#### Activity 6

1. d
2. a
3. d
4. a
5. d

### Writing

#### Activity 1

Answers may vary.

#### Activity 2

##### Material

butter	milk
egg	chocolate
cheese	flour
sugar	

##### Method

remove	chocolate
pour	garnish
roast	mix
knead	add
boil	sprinkle
braise	

##### Sentence Connector

first	then
next	finally

#### Activity 3

How to Prepare Fried Rice

- To make fried rice you will need some rice, vegetables, meat and eggs.
- The best vegetables to use are onions, garlic, tomatoes and cucumber.
- First, cut up the meat into very small pieces and fry it in a pan
- At the same time cook the rice in another pan.
- Then, cut up the onions and garlic and fry them.
- Now, you can break in two or three eggs.
- Stir the mixture and add salt, pepper and other spices.
- When the rice is cooked add it to the meat and the vegetables.
- Finally, cut up a cucumber into thin slices and place the slices on top.
- Serve the fried rice with hot sauce, if you like.

### Review 1

#### A. Listening

- |      |       |       |       |
|------|-------|-------|-------|
| 1. b | 6. c  | 11. b | 16. d |
| 2. d | 7. b  | 12. a | 17. a |
| 3. a | 8. a  | 13. c |       |
| 4. c | 9. b  | 14. c |       |
| 5. a | 10. d | 15. b |       |

## B. Reading

18. a    23. d    28. c    33. d  
19. c    24. a    29. d    34. b  
20. c    25. a    30. b    35. c  
21. b    26. d    31. a  
22. c    27. c    32. a

## C. Writing

36. the                                    41. bought  
37. the                                    42. read  
38. a                                        43. Put  
39. Yes, I think so.                    44. shave  
40. Yes, I do.                            45. killed, ran away.

## Chapter 4 Would You Like to Come?

### Listening

#### Activity 1

Answers may vary.

#### Activity 3

1. b                                        4. a  
2. b                                        5. a  
3. a

#### Activity 4

##### Dialogue 1

- How are you doing
- You look great today
- Thank you very much
- I'm so happy
- Congratulations
- Well done!
- Thanks for

##### Dialogue 2

- Is it true                                    3. It is me
- Congratulations                    4. terrific job

#### Activity 5

Answers may vary.

#### Activity 8

- come over
- more beautiful
- shouted
- looked around
- went to the shop
- started to
- finished
- found out
- a paint brush
- it started

#### Activity 10

1. a                                        4. c  
2. b                                        5. c  
3. e

## Speaking

#### Activity 1

Answers may vary.

#### Activity 2

1. b                                        4. f  
2. a                                        5. d  
3. c                                        6. g

## Reading

#### Activity 1

Answers may vary.

#### Activity 4

- Grendel
- No, they didn't.
- Beowulf heard about the problem and went to Denmark to help the king.
- Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake.
- He died.
- She went to the castle and killed a knight.
- A special sword.
- Fifty years.
- A dragon.
- He put on his armour again and went to the dragon's cave with his men.

#### Activity 6

1. True                                        5. True  
2. True                                        6. False  
3. True                                        7. False  
4. False                                        8. True

#### Activity 9

- The President's is taken by the cameraman several times.
- The wax statue is melted by a fire at the House of Wax.
- This new computer game is bought by my brother for me.
- The beautiful story of prince and princesses is written by her.
- A family is helped by the firefighters from being trapped in a ruin.

## Writing

#### Activity 1

Answers may vary.

#### Activity 3

- (e) Pak Aman sells hat in the village
- (k) One day, while he was going from one village to another, he felt very tired
- (b) So has sat down under the tree to sleep.
- (g) There were lots of naughty monkeys up that tree.
- (j) The monkeys came down and took all the hats except the one on Pak Aman's hats.
- (c) He was very angry and threw a stone at them.
- (i) The monkeys in turn threw fruit down at him.

8. (a) This gave Pak Aman an idea how to get his hat back.
9. (d) So Pak Aman managed to get his hat back.
10. (h) He took off his hat and threw it at the monkeys.
11. (f) At this the monkeys threw all the hats down at him.

## Chapter 5 I'm Very Grateful to You Listening

### Activity 1

Answers may vary.

### Activity 2

- |              |                    |
|--------------|--------------------|
| 1. thanks    | 5. how kind of you |
| 2. thank you | 6. thanks          |
| 3. thanks    | 7. grateful        |
| 4. thanks    | 8. thanks          |

1. At the library.
2. Returning sport magazine he lent.
3. Tell her brother how grateful he is for his help to lend him his magazine.
4. Thanks, how grateful I am.
5. It's all right, how kind of you.

### Activity 3

- |      |      |
|------|------|
| 1. b | 4. a |
| 2. b | 5. a |
| 3. a |      |

### Activity 4

Answers may vary.

### Activity 5

- A. Picture 2
- B. Picture 3
- C. Picture 1

### Activity 6

1. historical buildings
2. Lawang Sewu
3. a thousand doors
4. stained glass windows
5. long winding corridors
6. landmark

## Speaking

### Activity 1

Answers may vary.

### Activity 3

1. On Sunday morning.
2. Ardi does.
3. She'd love to.
4. Yes, he is.
5. Yes, he can.
6. I won't say no.

### Activity 7

Answers may vary.

### Activity 8

1. Easter Island

Location: in the South Pacific, 3,700 km from the coast of Chile

Time of building: between 1150–1500

Physical appearance: 600 large statues

2. Great Zimbabwe

Location: Zimbabwe, Africa

Time of building: 1,000 years ago

Physical appearance: on top of a hill, there is a large castle and underneath this is the 'Great Enclosure'. And so on.

3. Pueblo Bonito

Location: in the desert of the Chaco Canyon

Time of building: 1,000 years ago

Physical appearance: nine multi-storey buildings called 'Great Houses'. The wall is from stone and the floors, doors, and roofs are from wood.

### Activity 10

1. It is on Niagara River, about halfway between Lake Erie and Lake Ontario.
2. Canada and the United States.
3. The Horseshoe falls and the American Falls.
4. A steep gorge.
5. 2,600 feet (792 metres) wide—about 0.5 mile (0.8 kilometre).

### Activity 12

- |       |         |          |
|-------|---------|----------|
| 1. of | 6. of   | 11. for  |
| 2. on | 7. for  | 12. for  |
| 3. of | 8. in   | 13. of   |
| 4. at | 9. to   | 14. for  |
| 5. of | 10. for | 15. near |

### Activity 13

- |      |      |
|------|------|
| 1. F | 4. T |
| 2. T | 5. F |
| 3. F |      |

## Reading

### Activity 1

Answers may vary.

### Activity 2

- |      |       |       |
|------|-------|-------|
| 1. e | 6. m  | 11. j |
| 2. g | 7. c  | 12. f |
| 3. a | 8. l  | 13. k |
| 4. i | 9. d  |       |
| 5. b | 10. h |       |

### Activity 4

1. Wiyogo.
2. It is located near Pacitan in East Java, in a lime hill called Tapan, in Tabuhan, Wareng village.
3. Beautiful tropical scenery to enjoy—ricefields, coconut-palms and birds.
4. East of the cave.
5. A well-known *pesinden* (traditional Javanese singer).
6. 90 years old.
7. He found out that the cave was inhabited by the annoying evil spirit.

8. Lights.
9. A plain big stone.
10. No, we can't.

#### Activity 5

1. F      3. F      5. F      7. F      9. T
2. T      4. F      6. T      8. F      10. T

#### Activity 6

1. "Aloha" means love and well-being and stands for everything that goes to make up the image of Hawaii, from colourful shirts, through flower garlands and grass skirts to coconut bikinis.
2. "Fine", or *Mahalo* in Hawaiian.
3. They are greeted by mountains of ham and pancake.
4. 9,700 kilograms.
5. In 1999.
6. As little as 1,250 euros per person for seven nights.
7. Full board, a nightly entertainment program and transfers between the four most important islands of the Hawaiian Archipelago, Oahu, Kauai, Big Island and Maui.
8. To visit Waikiki Beach which is perhaps the most famous in the world after the Copacabana.

#### Activity 7

1. Paragraph 3                      4. Paragraph 14
2. Paragraph 7                      5. Paragraph 17
3. Paragraph 10–12

### Writing

#### Activity 1

Answers may vary.

#### Activity 2

1. Yes, they do. They contain a description of places.
2. **Mount Kosciusko** : spectacular mountains in Australia.  
**Bali in Action** : amazing activities in Bali.

#### Activity 4

The Tower of London was first built in the 11th century within the Roman city walls. Its purpose was to protect and control the city.

Since then it has been a fortress, a palace, and a prison—the scene of murder, execution, ceremonies, and years of imprisonments.

The Tower is one of the U.K.'s finest castles, and, as one of the strongest fortresses in the land, is the home of the Crown Jewels. It also houses a fine collection of armour and many other displays, showing nine centuries of British history.

#### Activity 5

1. **period**: to end sentence  
**comma**: to separate words, phrases, or clauses in a series  
**apostrophe**: to show possession

2. How the Tower of London was.
3. How the Tower of London is now.

#### Activity 8

- the capital city of France
- one of the most beautiful cities in the world
- one of the world's most crowded cities
- lovely gardens and parks
- many palaces and statues
- the city of light
- millions of people
- the most popular place to visit
- the Eiffel Tower
- this huge structure
- the Louvre
- one of the world's largest art museums
- many visitors
- the Cathedral of Notre Dame
- a famous church
- another favourite place to visit

#### Activity 9

1. crowded                      4. huge
2. lovely                        5. draw
3. every year

## Chapter 6 Headline News

#### Activity 1

Answers may vary.

#### Activity 3

#### Dialogue 1

1. look!
2. This is terrible.
3. Oh, no!
4. We know how it feels

#### Dialogue 2

1. Attention                      4. Are you serious?
2. bad news                      5. I don't believe it.
3. so gloomy                      6. Oh, dear

#### Activity 4 to 6

Answers may vary.

#### Activity 7

1. News 2                              4. News 3
2. News 1                            5. News 6
3. News 4                            6. News 5

#### Activity 9

1. will force
2. regulation
3. issued
4. to study
5. entertainment centers
6. would be imposed

### Speaking

#### Activity 1 to 9

Answers may vary.



## Reading

### Activity 1

Answers may vary.

### Activity 4

1. F      4. T
2. T      5. T
3. F      6. T

### Activity 5

1. b      4. b
2. a      5. a
3. a

### Activity 7

1. Answers may vary.
2. Ministry of Defence.
3. In the room where top scientists meet
4. Yes, they have.

### Activity 9

1. Hamdan asked, "Would you like to participate in school workshop."
2. "Please return my books that you borrowed," asked Nia.
3. "Do not forget submitting my assignment," said Mr Ardi.
4. Alya said, "I going to watch a new movie tomorrow."
5. "Meet me in my office," said Mrs Zakia.

## Writing

### Activity 1

Answers may vary.

### Activity 2

1. headline
2. introductory paragraph
3. the events
4. date
5. photograph
6. caption
7. quotes
8. ending statements

### Activity 3

1. Reog Dance: Battle between Man and Beast
2. Jamu: from Generation to Generation
3. Kick boxing Orangutans return to jungle
4. Jazz forecast All weekend, Don't forget Your Umbrella
5. Epicenter of Diversity Found

### Activity 4 to 7

Answers may vary.

## Review 2

### A. Listening

1. b      5. b      9. a
2. a      6. c      10. d
3. d      7. c      11. a
4. c      8. a      12. c

### B. Reading

13. c      21. b
14. a      22. c
15. c      23. b
16. c      24. d
17. b      25. d
18. d      26. b
19. c      27. d
20. b      28. d
29. Because parents want their children academically competitive.
30. From the time of birth.
31. "The team' means parents, students, and schools.
32. The second home means school should be as comfortable as home so that the student feels at home.
33. French and German
34. It is important because China begins to move into world economy.
35. Between the age of two and six.
36. We should look at different ways to get the needed language.
37. Students who attend dual language programme will acquire more than language so they have an advantage over the competitors applying college placement.
38. The teacher should encourage the students to be active in language learning.

### C. Writing

39. The students were given a new book by the teacher.
40. The students visit the national museum.
41. She said that she didn't know anything about the robbery.
42. The man said, "I was sleeping when the storm came?"
43. Those      46. but
44. These      47. for
45. but      48. before
49. Answer may vary using invitation expressions.
50. Answer may vary using gratitude expressions.
51. Answer may vary using sympathy expressions.
52. Answer may vary using attracting attention expressions.
53. Answer may vary using surprised expressions.
54. b      57. d
55. c      58. a
56. e

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