



PUSAT PERBUKUAN
Departemen Pendidikan Nasional



Developing English Competencies

for Senior High School (SMA/MA)

Grade XI
of Language Programme

Achmad Doddy
Ahmad Sugeng
Effendi

2





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for Grade XI of Language Programme
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 XI of Language Programme is designed to facilitate you, students of senior high school (SMA/MA), to communicate in English according to the context of the language being used.

Developing English Competencies for Grade XI of Language Programme enables you to access information from various fields of science. It will prepare you to go to university.

English learning in *Developing English Competencies for Grade XI of Language Programme* is based on a 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 XI of Language Programme*, there are many activities available for you to do individually or with other students. The activities explore your creativity. You are expected to be skillful when doing exercises, acting out dialogues, constructing sentences or texts and the other activities that facilitate you to be skillful when using English for communication.

Last but not least, the writers are very grateful to all people who have helped and gave 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 XI of Language Programme comprises 10 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 XI of Language Programme*.

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 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 situation.
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 learning 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: dwottawa.files.wordpress.com/; www.sutton.gov.uk

Chapter 1

I Think the Cendrawasih Is Beautiful



Source: upload.wikimedia.org

In This Chapter

Listening:

- Responding to expressions for giving and asking for opinion
- Responding to expressions of satisfaction and dissatisfaction
- Responding to report texts

Speaking:

- Expressing giving and asking for opinion
- Expressing satisfaction and dissatisfaction
- Performing a report text

Reading:

- Responding to report texts
- Identifying banners

Writing:

- Writing posters and pamphlets
- Writing a report text

Listening

In this section, you will learn how to:

- respond to expressions for giving and asking for opinion;
- respond to expressions of satisfaction and dissatisfaction;
- respond to report texts.

Activity 1

Answer the following questions.

1. Do you often ask your friends discuss something at school?
2. What do you say when you express your idea?
3. What do you say when asking for someone's opinion?
4. How do you feel when you work well?
5. How do you feel when the service you get is not satisfying?

Activity 2

You are going to listen to a dialogue. Listen carefully. Then say what they are talking about.

The instructors of the English club, Niluh, Joko and Hani are talking about quality improvement of their English club. Now they are in the classroom.



Englishclub.com

To learn English you should listen to English every day. Listen to English radio. Watch English TV. Go to English movies. Use online lessons. You can access this site: www.englishclub.com

- Niluh : Our headmaster wanted us to improve and increase the quality of our English club. ¹_____, Joko?
- Joko : Well, I think so. We should be able to do that.
- Niluh : So what should we do?
- Joko : I think that ²_____ our syllabus. It must be more relevant to English.
- Hani : That's a great idea. But don't forget. I think ³_____. We should also know the students needs, because we handle different levels and wishes.
- Niluh : Yes, I know that. Thank you. And then do we need new instructors here?
- Joko : ⁴_____. It is not necessary. Why don't you ask the qualified ones among us. Or are you still doubtful about us?
- Niluh : Oh, of course not. I believe that we are still able to show our quality and capability, in fact from time to time many people from different levels want to learn English here. It means that they are satisfied.
- Hani : Are you going to accept children to study here?
- Niluh : Why not? As long as we are still trusted and able to handle them we will open new classes. So should we recruit new instructors? I myself heard statements from some consumers that ⁵_____ with our teaching methods.
- Joko : Alright. If so we need new ones. Err ... I have no objection.
- Niluh : How about you, Hani?
- Hani : Well ⁶_____ I support him.
- Niluh : Thank you all. So we can conclude that firstly, the syllabus should be analysed and improved if needed. Secondly we will recruit new instructors to handle children classes.

Activity 3

From the dialogue above, find the responses to the expressions for giving and asking for opinions, satisfaction and dissatisfaction. Work in groups.

Activity 4

Listen to the tape. Complete the dialogues with the expressions you hear.

UN Shot

Waiter : What do you think of our "honey roasted chicken"?

Customer : ... with the dishes you served me.

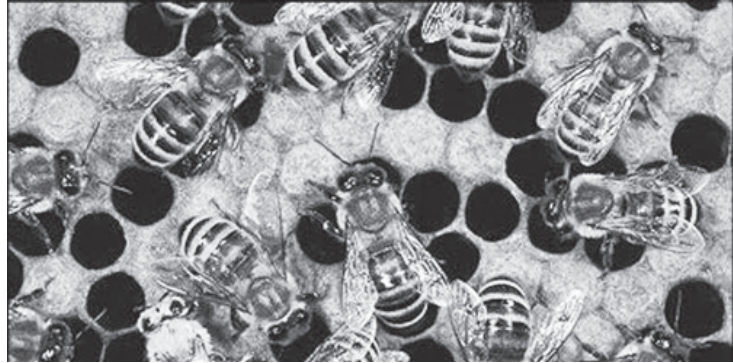
- I'm extremely satisfied
- I hate
- I don't like
- I prefer
- I try

(UN 2002/2003)

- Pocut : The book we read just now is the newest publication. What do you think?
Ucok : Yes, _____. It was printed two months ago.
- Andi : Experience is the best teacher. _____?
Tengku : I agree. Because what we have seen and done can give us knowledge.
- Ledina : Excuse me, Ma'am. Here is my poetry.
Mrs Yenni : Wow, how interesting it is. I am pleased with _____.
- Mia : The end story of the film made me sad.
Joko : That's true _____ From the beginning to the end I never saw the actors find happiness.
- Bram : Violence on TV should be censored. _____?
Linda : I think it depends on the purpose. The publication of tragedy in Jatinangor or in Jakarta will be able to stop the bad behaviour. The victims in Jatinangor will increase if the violence is not made known.

Activity 5

Complete the text while you are listening.



Source: www.telegraph.co.uk

Honey is the sweet, thick fluid made by bees from ¹ _____. Nectar is a thin, watery liquid. Bees sip it from the blossoms and carry it to their hives. Each worker bee has a pouch on its body, called ² _____ where the nectar is stored. In the pouch, the sugar and nectar are broken down by a process called ³ _____ into two simple sugars, ⁴ _____ and ⁵ _____. After bees deposit the nectar in the ⁶ _____, they allow most of the water to evaporate and the liquid thickens. They also add ⁷ _____ that enhance the flavour.

Honey is an ⁸ _____ because it contains simple sugars that can be used quickly by the body. It differs chemically from ⁹ _____, which is also an energy food. Honey contains ¹⁰ _____ and other materials needed by the body. It is the only form of sugar that does not need to be refined.

Taken from *The World Book Encyclopedia*, 2007

Activity 6

After completing the text, answer the following questions.

1. What is flower nectar?
2. What is a honey stomach?
3. What happens in a bee's pouch?
4. What makes honey an excellent energy food?
5. What is the content of honey?

Activity 7

Listen to the tape. Which words do you hear?

1. sweat /swet/
sweet /swi:t/
2. hectare /'hekteə(r)/
nectar /'nektə(r)/
3. hive /hav/
hip /hɪp/
4. cane /keɪn/
crane /kreɪn/
5. food /fu:d/
foot /fʊt/

Speaking

In this section, you will learn how to:

- express giving and asking for opinion;
- express satisfaction and dissatisfaction;
- retell a report text.

Activity 1

Answer the following questions.

1. What do you say if you want to ask your friend's opinion?
2. What do you say if you want to give an opinion in a meeting?
3. Do you use the same expression when you are speaking to your teacher and to your classmate?
4. What do you say after you have got what you want?
5. How do you feel if you know that the adjudicator or jury is not fair in a contest?

Activity 2

Practise the following dialogues. Pay attention to the situations and the language used.

Dialogue 1

Rudi, Nina, and Lidya are talking about Rudi's problem at the canteen.

Rudi : Dear friends, now I have a serious problem. But I have not found the solution yet. I am confused. Can you help me?

Nina : Tell us what it is!

New Horizon

The oldest and most famous international scholarships are Rhodes Scholarships. It's an award that enables students from many countries to study at Oxford University in England. The scholarship pays the student's tuition fees and also provides an allowance to cover living expenses. Scholarships are awarded for two years, but are sometimes extended for a third year.

(The World Book Encyclopedia Volume 16, 1996)

- Rudi : Yeah. Next month I must stop my studies because my father retired three months ago. So he cannot pay my school fees.
- Lidya : Take it easy. It is not a serious problem.
- Rudi : What? How can I solve the problem?
- Lidya : Okay. I reckon you ask for a letter from the authority telling that your family can't afford the school fees. Then you submit the letter to your school or to the parents' representative.
- Nina : In my opinion, you can also request scholarship. I think you are the best.
- Rudi : Thanks a lot for the suggestions. I'll try to do that.
- Lidya : Good luck.

Dialogue 2

Mr Hartono meets Mrs Meutia at the railway station at 10 a.m.

She must give a general lecture at the university at 11 a.m.

- Mr Hartono : Good morning, Mrs Meutia. Welcome to Cirebon. I am Hartono. I am responsible to meet and take you to our institution.
- Mrs Meutia : Good morning, Mr Hartono. Thank you.
- Mrs Hartono : How was your trip from Jakarta to Cirebon?
- Mrs Meutia : Err..... It was very nice. No trouble. But I was a little annoyed before leaving Jakarta.
- Mr Hartono : What happened? Any trouble on the train?
- Mrs Meutia : No. But I was dissatisfied with the service because the departure was not on time. So what I had planned before didn't work well.
- Mr Hartono : I am sorry to hear that. By the way, are you ready to go to our university?
- Mrs Meutia : Yes.
- Mr Hartono : Alright, Ma'am.

Activity 3

Answer the questions based on the dialogues in Activity 2.

1. What did Rudi mean when saying "I am confused. Can you help me"?
2. What did Lidya say when she was asked to find the solution?
3. Did Nina make a suggestions to Rudi? How do you know?
4. Was Mrs Meutia satisfied on the train? How do you know?
5. Why did Mrs Meutia express her dissatisfaction before going to Cirebon?

What to Say

Study the following expressions of asking for opinion, giving opinion and expressing satisfaction and dissatisfaction.

More Formal



Less Formal

More Formal



Less Formal

More Formal



Less Formal

Asking for Opinion

- What do you think of ...?
- What are your views?
- What is your opinion?
- Is it right what I've done?
- What about ...?
- How about ...?

Giving Opinion

- I'm convinced that
- I reckon
- I consider that
- According to the expert, I
- In my opinion,
- I think

Expressing Satisfaction

- I'm satisfied with
- I'm satisfied at
- I'm glad with what you've done.
- It's really satisfying.
- Everything was satisfying.

More Formal



Less Formal

Expressing Dissatisfaction

- I'm not satisfied with
- It isn't very nice.
- It's really not good enough.
- I'm dissatisfied by
- It's dissatisfying.
- Oh no.

Activity 4

With a partner make dialogues based on the following situations. Use the expressions you have learnt.

1. You are embarrassed to tell your problem to your parents. On the other hand, your friend has got a good experience with the same problem.
2. Your friend achieved or gained what he/she had done well before, but you didn't although you had done as well as he/she did.

Activity 5

Act out the dialogues you have made in front of the class with your partner.

Activity 6

Complete the following dialogues with appropriate expressions and act them out.

Dialogue 1

Mrs Naning and her husband are talking about their son, Budi in the living room.

Mrs Naning : Budi's teacher told me that Budi had been absent for 3 days without information ¹_____?

Frankly, I am embarrassed and confused.

Husband : ²_____ we should ask him then.

Mrs Naning : Yeah. I am with you. But don't be angry with him. Just ask him and why he didn't go to school for 3 days and where he went.

Husband : Okay then.

Dialogue 2

Mrs Vira Kolopaking, an English teacher is happy when her students passed the national examination. The principal invited her to his office to congratulate on her.

Principal : Good morning, Mrs Vira. Please have a seat.

Mrs Vira : Good morning, Sir. Thank you.

Principal : I actually want to say "Congratulations" for your serious effort. Our students got satisfying marks in English.

Mrs Vira : Thank you. Err ... I am really ³_____ with what they have done. They answered 40 questions well. So that none failed in their English exams. What about another subject?

Principal : Mm.... Five students failed on their mathematics test. I am worried. Their parents will express ⁴_____ because of their children's failure. Probably they will not trust our school anymore. But according to the mathematics teacher, the students never followed the enrichment programme at school seriously. They were often absent.

Mrs Vira : I think that is the risk. They ⁵_____ with what they have done.

Activity 7

Retell the following report about camel in your own words. Use the pictures if necessary.

The camel is a large, strong desert animal. Camels can travel great distances across hot, dry deserts with little food or water. They walk easily on soft sand and carry people and heavy

loads to places that have no roads. Camels also serve the people of the desert in many other ways.

The camel carries its own built-in food supply on its back in the form of a

hump. The hump is a large lump of fat providing energy if food is hard to find.

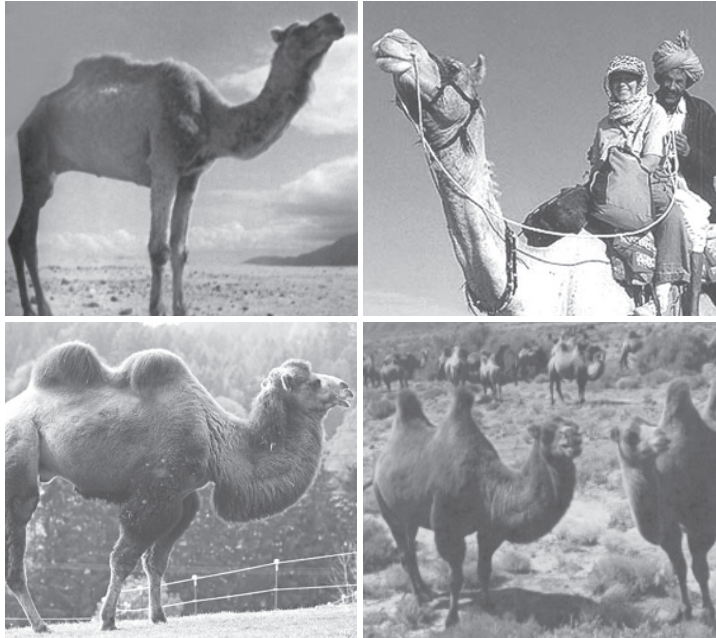
There are two chief kinds of camels: (1) the Arabian camel also

called dromedary, which has one hump, and (2) Bactrian camel, which has two humps.

Taken from *The World Book Encyclopedia: Volume 3, 2007*

Your Project

It's a group project. Collect pictures of animals. Attach the pictures to paper. Then write brief information about the animal under its picture.



Source: www.toursoperatorindia.com; img.dailymail.co.uk; *The World Book Encyclopedia: Volume 3, 2007*

Reading

In this section, you will learn how to:

- respond to report texts;
- identify banners.

Activity 1

Complete the table below with the correct words. Number one has been done for you.

Country	Indigenous Animal
1. Indonesia	1. <u>Orangutan</u>
2. _____	2. Panda
3. Australia	3. _____
4. _____	4. White elephant
5. _____	5. Camel

Activity 2

State whether the following statements belong to "definition" (def) or "description" (des) by filling the boxes provided.

1. Indonesia is located in Southeast Asia.
2. A tiger is an animal.
3. Snakes are reptiles.
4. Vitamins are chemical compounds that the human body needs.
5. We can find kangaroos easily in Australia.

Activity 3

Read and understand the following text.



Source: animals.nationalgeographic.com

General Classification

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Description

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

Description

The largest kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Adults grow to a length of 1.60 metres and weigh over 90 kilos.

Description

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

Taken from *Peter Haddock Ltd.*, Ref.083

Report

Social function: to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

Generic structure:

General classification : introducing the thing that will be talked about.

Description : elaborating and reporting on the subject in detail.

Pronunciation *Practice*

Pronounce these words after your teacher.

1. wallaby /'wɔləbi/
2. plant /plɑ:nt/
3. adult /ə'dʌlt/
4. marsupial /mɑ:'su:piəl/
5. pouch /pautʃ/
6. tiny /'taɪni/
7. crawl /krɔ:l/
8. weigh /wei/

Activity 4

Answer the questions based on the text in Activity 3. Do it in pairs.

1. Are kangaroos and wallabies indigenous animals of Australia?
2. What does the word "these" in paragraph 2 refer to?
3. What do people call the largest kangaroos?
4. Where do you find the pouch of the female kangaroo?
5. What does the word "it" in sentence ... *it crawls at once* ... refer to?
6. Can you find the sentence considered the definition of a kangaroo? State it.
7. Which sentences tell you about the description of the kangaroo's appearance?

Activity 5

Read the text and answer the questions.

What Is Thunder and Lightning?



Source: www.astrosurf.com

Lightning is a sudden, violent flash of electricity between a cloud and the ground, or from cloud to cloud. A lightning flash, or bolt, can be several miles long. It is so hot, with an average temperature of 34,000° Centigrade, that

the air around it suddenly expands with a loud blast. This is the thunder we hear.

Lightning occurs in hot, wet storms. Moist air is driven up to a great height. It forms a type of cloud called cumulonimbus. When the cloud rises high enough, the moisture freezes and ice crystals and snowflakes are formed. These begin to fall, turning to rain on the way down. This rain meets more moist air rising, and it is the friction between them which produces static electricity. When a cloud is fully charged with this electricity, it discharges it as a lightning flash.

Taken from Peter Haddock Ltd., Ref.083

1. What is meant by lightning?
2. When does lightning usually happen?
3. What does the word "this" in the last sentence of paragraph 1 refer to?
4. What does the word "it" in paragraph 2 refer to?

Grammar *Review*

Simple Present Tense

Study the following sentences.

1. Lightning occurs in hot, wet storms.
2. Whales *are* sea-living mammals.
3. Kangaroos *eat* grass and plants.
4. An iceberg *is* an enormous piece of ice floating in the sea.
5. A tiger is a wild animal. The tiger eats meat.

The tense that are used in a report text is the simple present tense. The simple present tense is used to give general truths and habitual actions.

The sentences above tell you about the general truth: Everyone knows that a tiger is a wild animal. And everyone also knows that whales are sea-living mammals.

Besides, everyone also knows that kangaroos eat grass and plants. That the tiger eats meat, but the tiger does not eat grass and plants.

Verbs that are used in the simple present tense are: to be (is, am, are) and verb (eat, occurs, etc.) or the verbs are usually named as infinitive verbs.

The form of simple present tense:

Subject + Verb + O → Kangaroos eat grass and plants.

Subject + Verb + (-s) + O → The tiger eats meat.

The use of simple present tense in a **report** text is to define something.

Activity 6

Now, write the sentences using the words provided. Number 1 has been done for you.

1. A school
A school is a place where students study with their teachers.
2. A hospital
3. A snake
4. A president
5. A cow
6. A theatre
7. A cat
8. A house
9. A taxi
10. A bank

Activity 7

Study the following slogans. What is being advertised?

1.

Come abroad with us.

2.

Use a razor for a closer shave.

Activity 8

Match the slogans in Activity 7 with the following advertisements.

1.

Much safer and comfortable if you use it.
We give you the best quality.



New Horizon

A poster is a large printed picture or a notice that is used to advertise something or to decorate room.

(Oxford Dictionary for ESL, 1996)

2.

**We come to your district.
No need to go to Bali
to find tickets.
We have a branch office in Ubud.
We're happy if you're satisfied.**



Phone (0361) 204576

Writing

In this section, you will learn how to:

- write posters or pamphlets;
- write a report text.

Activity 1

Study these banner, poster and pamphlet.

1.

PIRATED RECORDINGS
Big business in Indonesia



New Horizon

A pamphlet is a thin book with a paper cover that gives you information about something.

(Oxford Dictionary for ESL, 1996)

2.

Biggest band show "Jim Band"

Held: Saturday, June 24
Time: 07.00 p.m. – 10.00 p.m.
Place: Parking area
Taman Impian Jaya Ancol

We present the famous singers:
Sherly Hamington
Bill Stewart
Tom Barbara

Tickets: Rp75,000,-/adult
Rp50,000,-/child

For entrance tickets, please call:
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Devy : (021) 3265446
Reza : (021) 7834568

3.

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We provide: 54 passenger bus
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5.

"Towards Fixed-Mobile Convergence: Providing the Excellent Solution for Customer Demand in Broadband Market" **WORKSHOP 2005**

agenda and arrangement

Wednesday, August 31st 2005

day 1

09:00	Registration
09:15	Opening Speech & Keynote Speaker (opened by DIR NWS)

Presentation 1
 Moderator : Wiseto Agung

09:30 - 10:45	NGN Evolution towards IMS-based FMC This session will introduce an overview of NGN technology, network applications, and its smart solutions to answer today's and future customer's demands. Solutions on network convergences between wireline and wireless NGN in order to improve efficiency and reliability will also be described. In addition, evolutions strategies of fixed, CDMA and 3G network and its services characteristic will be addressed. Mr. ZhongXin/NGN Specialist Mr. Guanxiangming/NGN Specialist Mr. Songziwei/Fixed Network Solution Specialist
---------------	---

6.



Source: The Jakarta Post, March 9, 2008; CD Image; walpapererez.net

Activity 2

In pairs, classify the information in Activity 1 in the right column by writing 1,2,3,4,5 and 6. Can you show the differences?

banner,
pamphlet,
poster,

Activity 3

Still in pairs, discuss the information in Activity 1. What does each information tell you about?

1.
2.
3.
4.
5.
6.

Activity 4



Source: en.wikipedia.org

Rearrange the following text.

1. The male measures up to 72 cm long, including the ornamental red plumes that require at least six years to fully attain. The female resembles the male but is smaller in size, with a dark brown face and has no ornamental red plumes. The diet consists mainly of fruits, berries and arthropods.
2. An Indonesian endemic, the Red Bird of Paradise is distributed to lowland rainforests of Waigeo and Batanta islands of West Papua. This species shares its home with another bird of paradise, the Wilson's Bird of Paradise. Hybridisation between these two species are expected but not recorded yet.
3. The Red Bird of Paradise, *Paradisaea rubra* is a large, up to 33cm long, brown and yellow bird of paradise with a dark brown iris, grey legs and yellow bill. The male has an emerald green face, a pair of elongated black corkscrew-shaped tail wires, dark green feather pompoms above each eye and a train of glossy crimson red plumes with whitish tips at either side of the breast.

Taken from en.wikipedia.org

Activity 5

Look at the following pictures. Then make sentences using the sequences of words.



a Sumatran tiger – wild animal
– strong – fierce



it – sharp teeth – claws
– stripes – body



a tiger – good hunter
– hunts – night

Source: www.solarnavigator.net,
www.chrisbrunskill.co.uk

Activity 6

Write a report text based on the information above.
Write it in your workbook.

Activity 7

Write a poster, banner, or pamphlet about conserving animals.

Chapter Summary

1. Language Functions

- a. Giving and asking for opinions
- b. Expressing satisfaction and dissatisfaction

2. Genre

Report

Social function: to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

Generic structure:

General classification: introducing the thing that will be talked about.

Description: elaborating and reporting on the subject in detail.

Learning Reflection

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

1. respond to expressions for giving and asking for opinion;
2. respond to satisfaction and dissatisfaction;
3. respond to report texts;
4. express satisfaction and dissatisfaction;
5. perform a monologue of a report text;
6. read report texts;
7. write a report text;
8. identifying banners, posters, and pamphlets.

Now, answer the questions:

1. What do you say to express that you are satisfied about something?
2. What is a classification in a report text?

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

Chapter 2

Stories That I Like



In This Chapter

Listening:

- Responding to advice and warnings
- Responding to narrative texts

Speaking:

- Giving advice and warnings
- Retelling a narrative text

Reading:

- Reading narrative texts

Writing:

- Writing a narrative text

Listening

In this section, you will learn how to:

- respond to advice and warnings;
- respond to narrative texts.

Activity 1

Answer the following questions.

1. What do you say if your friend often comes late?
2. What do you say if you see a little boy playing with fire in his bedroom?
3. Do your friends play truant? Why?
4. Do your parents allow you to watch TV every evening?

Activity 2

You are going to listen to a dialogue. Listen carefully and fill in the blanks.

Rita and her uncle are in an AC room, Rita warns her uncle not to smoke in the air-conditioned room.



Uncle : Wow! How comfortable this room is.

Rita : Yes, sure. This is an air-conditioned room. Everyone ¹_____ before seeing a doctor. But I'm sorry, look at the warning on the wall. You ²_____ of the danger of smoking cigarettes in this room.

Uncle : Thanks a lot, Dear. I didn't see it. Rita, your cellular phone is still active. It ³ _____ active.

Rita : Oh, no. We are not forbidden use them. But....

Uncle : But, why don't you use vibration? The sound ⁴ _____ others.

Rita : Thank you, Uncle. I'll change the sound to vibration.

Uncle : By the way, how long should we wait for our turn? We have been here for a half hour.

Rita : Be patient, please. We have our turn after that lady.

Activity 3

From the dialogue above, find the expressions for giving suggestions and warnings. Work in pairs.

Activity 4

Listen to the tape. Complete the dialogues with the expressions you hear.

- Mrs Nuke : Dino, come here.
Dino : Yes, Mom. What's the matter?
Mrs Nuke : Your mark is still low. _____?
Dino : Alright. I'll try to do my best.
Mrs Nuke : Okay. Good luck.
- Ling Ling : How about going out tonight?
Bram : I'd love to, but my mother _____ not to go out tonight.
- Linda : Did you hear that Rinto _____ by Mrs Tuti for using bad language?
Abdul : Yes, I often remind him to use polite and good language.
- Mother : _____ It is already 11 p.m. You've studied for 3 hours.
Bambang : Yes, thank you. I've finished reading.
- Rini : Daddy, it is said that you'll have a meeting at 8 o'clock and it is 7 now.

Father : Okay, Dear. Thanks. See you.

Activity 5

You are going to listen to the tape about a story. Answer the following questions with your friend. Study the questions before listening to the story.

1. Where did Liu live?
2. How was Liu?
3. Why did he want to finish everything quickly?
4. Why did Liu hurry home?
5. How were his rice plants?
6. What is the height of his rice plants?
7. How did Liu hurry his plants along?
8. What happened to Liu's rice plants?
9. Why did the people of the village laugh and shake their heads?
10. What is someone who is not *patient* or *careful* called in China?

Activity 6

The following words are taken from the story. With your partner, match them to their synonyms on the right side.

Words	Synonyms
1. patient	a. hurry
2. rush	b. nearly
3. careful	c. silly
4. talk	d. unhurried
5. worry	e. chat
6. almost	f. draw
7. pull	g. regardful
8. over	h. above
9. foolish	i. proverb
10. saying	j. be anxious

Activity 7

Listen to the tape and fill in the blanks.

Cookie Dolls



Source: *50 Bedtime Stories*, 2002

The children ¹_____ a batch of cookies and left them on the kitchen table overnight.

When the family had gone to bed, the Wooden Spoon People came out of their ²_____ to take a look around the kitchen.

"You're all very plain!" said one of the wooden spoons, as he ³_____ hard at the cookies.

"You would look ⁴_____ too if you only had two ⁵_____ for eyes and half a cherry for a nose," sighed a cookie quite sadly.

"So sorry," the wooden spoon apologized. "I didn't mean to sound so rude."

And with that, he leapt back into the kitchen drawer, and ⁶_____ until he found what he was looking for.

"May I introduce you to my friend the icing pump?" asked the wooden spoon, as the two came over to the ⁷_____ cookies. "He's the ⁸_____ you need!"

In no time at all, the wooden spoons ⁹_____ mixing bowls and icing sugar and all kinds of pretty decorations.

The icing pump got busy and made every different pattern he could think of, with icing in all colours of the rainbow.

"We all look so beautiful," smiled a cookie who was covered in every ¹⁰_____ of pink. "We look good enough to eat!"

Taken from *50 Bedtime Stories*, 2002

Activity 8

Listen to the announcement on the tape. Then answer the following questions.

1. What was the announcement about?
2. Who was invited to the competition?
3. When will the competition be held?
4. Where will it be held?
5. How many stories are provided by the committee?
Write down the titles.

Speaking

In this section, you will learn how to:

- give advice and warnings to other;
- retell a narrative text.

Activity 1

Answer the following questions.

1. What do you say if your younger brother or sister is lazy about studying?
2. When your best friend forgets to return your book, what do you say?
3. Are you happy to see your classmate be quiet? Give your reason.
4. What do you say if you want to give warning to a trouble maker?
5. What do you say to advise your best friend who forgot to do his/her homework?
6. Your sister forgot to close the bedroom window last night. What do you say?

Activity 2

Read the following dialogues. Underline the expressions used.

Dialogue 1

Danu is in Mrs Dewi's room. She is giving advice to Danu.

UN Shot

Ina : Why are you
sleepy in class?

Ines : Do I look sleepy,
Na? I am not
sleepy, but I
have a painful
stomachache.

Ina : You should go
to the doctor.
Come on I'll
accompany you.

The underlined words
express...

- disagreement
- satisfaction
- obligation
- offering
- advice

(UN 2003/2004)



Mrs Hutabarat : Danu, Mrs Etty told me that you didn't attend her lesson six times. Is that right?

Danu : Yes, Ma'am.

Mrs Hutabarat : Why didn't you study with her properly? She is a qualified teacher here. Many students like her very much because she is also a patient teacher.

Danu : Actually I like her lessons. But the way she explains is so fast that I cannot follow the lesson.

Mrs Hutabarat : You should ask her to explain the lesson more slowly.

Danu : But I'm ashamed to tell her.

Mrs Hutabarat : Alright, I'll accompany you to talk to her.

Danu : Thank you, Ma'am.

Mrs Hutabarat : It's alright.

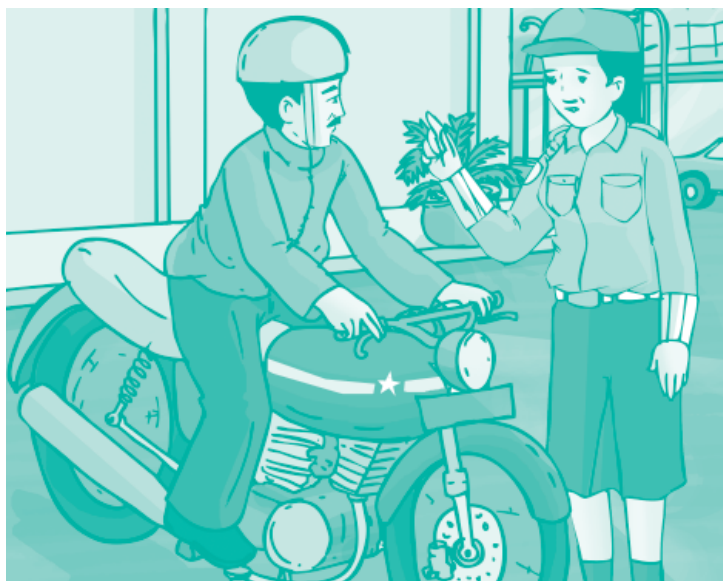
Danu : Ma'am, I promise to study hard especially in her subject.

Mrs Hutabarat : That's my student.

The biggest problem most people face in learning a new language is their own fear. Don't let a little fear stop you from getting what you want. Like anything, learning English requires practice. Keep practicing until you get it right. For further information you can access this site: www.world-english.org

Dialogue 2

A man is stopped by a policewoman because he violated a traffic regulation.



- Policewoman : Good morning, Sir. May I see your driving licence?
- A man : Good morning. Here you are.
- Policewoman : You just broke a traffic regulation on Siliwangi Street.
- A man : Did I ride my motorbike too fast?
- Policewoman : No. But you didn't read the traffic sign when turning right. You must not enter this street before 10 a.m.
- A man : Oh, I'm so sorry. I didn't see it, because I am in a hurry.
- Policewoman : Okay. Go ahead with your motorbike. But you should sign the traffic ticket. Then your driving licence must be left here.
- A man : Alright Ma'am. I'm sorry for my fault. It won't happen again.

Activity 3

In pairs, answer the questions based on the two dialogues above.

1. Why should Danu meet Mrs Hutabarat in her room?
2. What did Mrs Hutabarat say when giving a suggestion to Danu?
3. What did Mrs Hutabarat mean by saying you should not do that?
4. Why did the policewoman stop the man?
5. What did the policewoman say to warn the man?
6. Why must the man sign the traffic ticket?

Activity 4

Complete the following dialogues by choosing the right expressions given in the box. Practise them with your partner.

- a. Don't do too much training.
- b. Why don't you go with your father?
- c. She advised me to study hard.
- d. Don't meet Mr Rudi now.
- e. Don't forget to give him my regards.
- f. He is in the admonition of God.
- g. You should study hard.

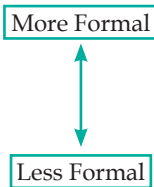
1. Ajeng : I'm very sorry, Sir. I came late.
Mr Siregar : Okay. But _____. He has been here since 7.
2. Meylan : _____. He cannot be disturbed. He is very busy.
Robert : Alright. I'll meet him at noon.
3. Doctor : No problem. Just take enough rest.

Patient : I will. Thank you, Doc.
4. Aisyah : Mom, tomorrow I'll have a test. Please pray for me always.
Mother : Okay. But _____.
5. Lidya : What should I do when meeting Mr Cahyo at his office?
Father : Yeah. _____.

6. Arum : What did mother say to you?
 Roni : _____ because she didn't want me to fail.
7. Lia : Excuse me, why does the rich man often get problems?
 Budi : I think that _____.

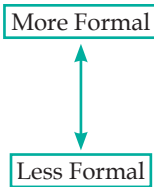
What to Say

Study the following expressions of giving advice and warnings.



Giving Advice

- I suggest that you
- She advises me to do the best.
- You should be patient.
- Everyone should not
- Why don't you ...?



Giving Warnings

- You must not break the rules.
- Please, don't
- I warn you not to
- Don't do that.
- Don't

Activity 5

Complete the dialogues. Then act out the dialogues you have made in front of the class with your partner.

1. Headmaster : Everyone _____ the rules that have been agreed together.
 Vice-headmaster : I hope so. We should give sanctions to those who break them.
2. Mrs Sitompul : Budi, no mother hates her children. What she does is for the goodness of her children. So, now go back home and tell your apology to your mom.

- Budi : Thank you very much for _____.
3. Maryam : We _____ enter the room before asking permission.
- Joko : Sure. We should have a seat.

Activity 6

Read the following and then retell it in your own words.

Ali Baba and the Forty Thieves

Ali Baba was such a poor man that he had only one shoe for his two feet. Even the mice in his house were hungry.

One day, his wife said, "We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup."

Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed a tree to sleep. He was afraid of wolves. When he woke up, he was surprised to see forty thieves on forty horses. They stopped in front of a big rock.

"Open Sesame!" shouted the leader. A door on the rock opened. The thieves carried sacks full of gold into the cave. When they had finished, the leader shouted.

"Close Sesame!" and the door closed. As soon as the thieves had disappeared Ali Baba jumped down

from the tree, said, "Open Sesame" and went into the cave.

There were shelves all around the walls. The shelves were full of sacks. And the sacks were full of gold. Ali took a sack home with him.

Unfortunately, one of the thieves saw Ali's footprints on the sand. He followed them to Ali's home. He took out his knife and made a cross on the door.

"Now I shall know which house it is," he said.

He rode off to get the other thieves. But Ali had seen the thief.

He and his wife took brooms and swept away the footprints. Then he made crosses on every door at the street. When the forty thieves arrived they had their knives between their teeth. But they couldn't find either Ali – or the gold. And Ali and his wife lived happily ever after.

Taken from *Addison-Wesley Kids 4*, 1990

Reading

In this section, you will learn how to:

- read narrative texts.

Activity 1

Answer these questions.

1. Have you ever been deceived or tricked?
2. How do you feel after being deceived?
3. What do you do to someone who deceives you?
4. Mention some kinds of deception you know.

Activity 2

Find the synonyms and antonyms of the words by choosing the words provided in the box. Copy the table in your workbook.

New Horizon

Folklore is what people pass on to their children and grandchildren. Folk songs, fairy tales, and folktales are folklore. So are myths, or stories about gods and goddesses, and legends, or stories based on real people or stories based on real people or events.

Folklore also includes many things people say and do in everyday life. Arts and crafts, dances, games, nursery rhymes, and sayings are all folklore.

(The World-Book Student Discovery Encyclopedia: Volume 4, 2006)

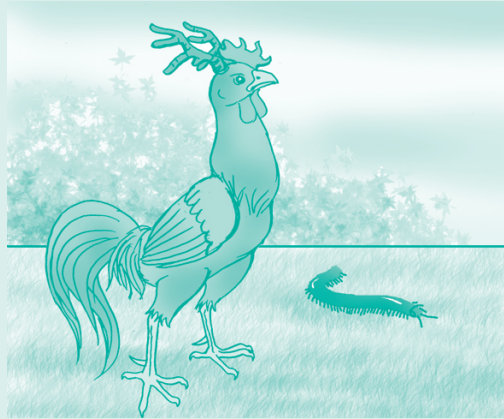
- | | |
|------------------------|----------------|
| a. day break | g. trickery |
| b. reluctance or doubt | h. descend |
| c. honesty | i. certainty |
| d. paradise | j. keep silent |
| e. climb | k. hell |
| f. shout | l. sunset |

Words	Synonyms	Antonyms
1. ascend		
2. dawn		
3. heaven		
4. hesitation		
5. call out		
6. deception		

Activity 3

Read and understand the following text.

Why Does the Cock Eat the Millipede?



Orientation

Long ago the cock had a pair of beautiful horns on his head. But at that time there was a dragon who was prevented from ascending into heaven because he lacked a pair of horns. And so he offered the millipede as a guarantor, and borrowed the horns from the cock!

Evaluation

When the millipede came for the horns, he said to the cock: "When you want your horns back, you must call out at dawn: 'Give me back my horns!' and they will be returned to you at once. You need have no occasion to be concerned in the least."

Evaluation

The kind cock knew how difficult it was to ascend to heaven, so, reassured by the good security the millipede offered, he loaned his horns without hesitation, just twisting them right off his head. He also thought to himself that when the dragon returned from his visit to heaven, they could sit down and have a good conversation; he would ask the dragon to tell him how things were in heaven, and if it really was beautiful there, as he had always heard. If it was true, he might consider going there himself someday, he thought.

Complication

So, next morning at daybreak (for the dragon's visit was scheduled to be brief), the cock called out loudly: "Give me back my horns!" But, even though he repeated this demand ten times over, there was no sign at all of either the dragon or the horns. Worried, the cock promptly went off to complain to the millipede, who soothed him, saying: "If the dragon has not returned the horns this morning, then he will certainly do so tomorrow. At the very latest, the day after that. Just learn to be a little patient and your horns will soon be back on your head, just as before."

The cock did wait several days, but although he called out every morning at sunrise: "Give me back my horns!" They never did reappear. The cock was extremely annoyed at this deception and loss, as you can well imagine, therefore he ordered all the members of his family to eat millipedes on sight.

Resolution

Even so, the cock has not yet given up hope of getting his horns returned. He ordered his descendants always to call out at the break of day: "Give me back my horns!" He still hopes that the dragon may hear him!

Taken from *The Asian Animal Zodiac*, 1998

Narrative

Social function : to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic structure:

- Orientation : containing plot and characters.
- Evaluation : evaluating the plight of the story.
- Complication : crisis of the story.
- Resolution : the crisis is resolved, for better or for worse.

Activity 4

Choose T if the statement is true and F if it is false based on to the text.

1. T - F The cock got information about heaven from the dragon.
2. T - F The dragon didn't return the cock's horns.
3. T - F The millipede was a successful deceiver.
4. T - F The cock asked all the members of his family to eat millipedes because he had been deceived.
5. T - F The cock didn't expect the dragon to return his horns any more.

Activity 5

Find some moral values from the story in Activity 3. Share them with your partner.

Activity 6

Still in pairs, answer the questions based on text in Activity 3.

1. Why didn't the cock have horns on his head?
2. Why did the cock loan his horns without hesitation?
3. What was a pair of cock's beautiful horns asked for?
4. Why did the cock give his horns to the millipede?
5. What should the cock call out if he wanted the horns back?
6. Did the cock stop hoping to get his horns back?
7. Were the horns returned to the cock?

Activity 7

Analyse the following narrative text carefully. Determine the orientation, complication and resolution. Do it individually.

Miss Mole Catches a Ghost

Quite often Miss Mole would look after the young ones who lived in the woodland, when their parents went out in the evening.

"I just love baby-sitting," sighed Miss Mole, as she gazed at the little animals, "you're all such darlings!"

"But we're not babies," grumbled the fieldmice twins, "we're almost grown up!"

"Well you'll always be babies to me," giggled Miss Mole, as she gave them all a great big hug.

But one evening when Miss Mole was baby-sitting, something very strange happened ...

All the little animals had walked over to Miss Mole's house just before dark. They were laughing and joking and making lots of noise as they went along.

All of a sudden one of the rabbits heard a strange sound. Then one or two of the little animals saw something move near the top of the trees.

"What was that?" gasped a baby badger as he grabbed one of the squirrels.

Then, as the wind rustled the leaves on the tree ... they all saw it ... a spooky white thing flying through the branches!

"It's a ghost!" screamed a small hedgehog. And everyone ran as fast as they could and landed on a heap at Miss Mole's front door.

"Whatever is wrong?" cried Miss Mole as she opened her door, and in fell all the little animals.

"We've seen a ghost!" sobbed the rabbit. "It's chased us all the way through the wood, and now it's up in that tree!"

Miss Mole put on her extra strong glasses and took a good look.

"Goodness me," she gasped, "there it is!"

Right then and there, brave Miss Mole reached for her longest broom and pulled something out of the branches above.

"Here's your ghost," laughed Miss Mole. "It's a plastic bag. I lost it on my way back from the woodland supermarket!"

All the little animals breathed a big sigh of relief as Miss Mole took them inside and closed the door.

"Gather round and I'll tell you a story," she said kindly.

"As long as it's not a ghost story," whispered the baby badger.

Taken from 50 Bedtime Stories, 2002

Activity 8

Find the words in the text which have the following meanings.

1. Took a long deep breath that can be heard
2. Said something while crying noisily
3. Looked long at somebody or something
4. Made a gentle light sound
5. Laughed lightly in nervous way
6. Complained in bad tempered way
7. Took something firmly, suddenly, roughly
8. Took one or more quick deep breaths

Your Project

Ask your parents or grandparents about the folktales from your region. Make a list of the folktales. Mention as many as possible. Then write about one folktale that you think is the most interesting.

Grammar Review

Simple Past Tense

Pay attention to the sentences.

1. Long ago the cock *had* a pair of beautiful horns on his head.
2. When the millipede *came* for the horns, he said to the cock,
3. The kind cock *knew* how difficult it was to ascend to heaven.
4. The cock *called* out loudly.
5. The cock *was* extremely annoyed.
6. Miss Mole *gave* them all a great big hug.
7. Everyone *ran* as fast as they could.
8. The wind *rustled* the leaves.
9. I *lost* it.
10. All the little animals *breathed* a big sigh of relief.

The underline verbs above are *preterite* or *past forms*. They are used to tell past events. So, the past verb is important when you write a plot of narrative text because the past verb or past tense is one of the grammatical features in writing a narrative text.

Activity 9

Change the following sentences into the simple past tense.

1. Mr Rahmadi teaches German.
2. The students climb the mountain.
3. Eliza wears a beautiful dress.
4. Mr Krisna opens the secret.
5. Regita reads the novel.
6. Yuni cuts the grass in the yard.
7. Leoni studies English with her brother.
8. Mr Dede buys a lot of toys for his son.

Activity 10

Find the verbs in the form of the past tense in the following story.

Teddy Bear Time

When a visitor to Bearborough last year forgot to put on her watch, she asked some local bears the time and she got some strange answers.

"Half past three," the bear who sells fruit and vegetables said, glancing up at the Town Hall clock.

"A quarter to nine," the bear in the bakery replied, looking at the clock high on the church.

"Nine minutes after five," the bear who sells ice cream on the corner of the main street said, peering at the clock in front of the train station.

You have probably guessed that all the clocks in Bearborough were wrong. That was because old Mr Minim, the only clock mender in town, had become a little shaky on his legs. Although fit

and well in every other way, he simply could not face climbing up a ladder to mend clocks high up.

As you can imagine, the clocks really were a problem. The trains were never on time, and the shopkeepers didn't know when to open their shops.

Then, one day, Bearborough had two very special visitors. They were bears called Alfred and his friend Jumble—who was an elephant! Now most bears in Bearborough had never seen an elephant before, so they all gathered round. And the elephant, pleased to show off his size and strength, wrapped his trunk around each of the little bears in turn and lifted them up high, squealing with excitement.

"Excuse me, Jumble," said Mr Minim, tapping him lightly on the toe with his walking stick. "Could you lift a grown-up bear, like me, for example?"

In seconds, Mr Minim found himself dangling above the crowd, yet he felt as safe as if he was standing on firm ground.

And that is why, if you visit Bearborough these days, all the clocks are exactly right, for Jumble visits every twelve months, and Mr Minim always says that's the highlight of his year!

Taken from *My Treasury of Five Minute Stories*, 2000

Writing

In this section, you will learn how to:

- write a narrative text.

Activity 1

Answer the following questions.

1. Have you ever read a story about honest people?
2. What did the honest people get at the end of the story?

Activity 2

Write the definitions of the following words.

1. foster
2. ogre
3. dumpling
4. gibber
5. treasure
6. girdle
7. pheasant
8. clamber
9. homage
10. tide
11. conquer
12. laden

Activity 3

Rewrite the following story in your own words.

Little Peachling

Many hundred years ago there lived an honest old woodcutter and his wife. One fine morning the old man went off to the hills with his billhook, to gather a faggot of sticks, while his wife went down to the river to wash the dirty clothes. When she came to the river, she saw a peach floating down the stream; so she picked it up, and carried it home with her, thinking to give it to her husband to eat when he should come in.

The old man soon came down from the hills, and the good wife set the peach before him, when, just as she was inviting him to eat it, the fruit split in two, and a little puling baby was born into the world. So the old couple took the babe, and brought it up as their own; and, because it had been born in a peach, they called it Momotaro, or Little Peachling.

By degrees Little Peachling grew up to be strong and brave, and at last one day he said to his old foster parents: "I am going to the ogres' island to carry off the riches that they have stored up there. Pray, then, make me some millet dumplings for my journey."

So the old folks ground the millet, and made the dumplings for him; and Little Peachling, after taking an affectionate leave of them, cheerfully set out on his travels.

As he was journeying on, he fell in with a monkey, who gibbered at him, and said: "Kia! Kia! Kia! Where are you off to, Little Peachling?"

"I'm going to the ogres' island, to carry off their treasure," answered Little Peachling.

"What are you carrying in your girdle?"

"I'm carrying the very best millet dumplings in all Japan."

"If you'll give me one, I will go with you," said the monkey.

So Little Peachling gave one of his dumplings to the monkey, who received it and followed him. When he had gone a little further, he heard a pheasant calling: "Ken! Ken! Ken! Where are you off to, Master Peachling?"

Little Peachling answered as before; and the pheasant, having begged and obtained a millet dumpling, entered his service, and followed him.

A little while after this, they met a dog, who cried: "Bow! Wow! Wow! Whither away, Master Peachling?"

"I'm going off to the ogres' island, to carry off their treasure."

"If you will give me one of those nice millet dumplings of yours, I will go with you," said the dog.

"With all my heart," said Little Peachling. So he went on his way, with

the monkey, the pheasant, and the dog following after him.

When they got to the ogres' island, the pheasant flew over the castle gate, and the monkey clambered over the castle wall, while Little Peachling, leading the dog, forced in the gate, and got into the castle. Then they did battle with the ogres, and put them to flight, and took their king prisoner. So all the ogres paid homage to Little Peachling, and brought out the treasures which

they had gathered. There were caps and coats that made their wearers invisible, jewels which governed the ebb and flow of the tide, coral, musk, emeralds, amber, and tortoise shell, besides gold and silver. All these were laid before Little Peachling by the conquered ogres.

So Little Peachling went home laden with riches, and maintained his foster parents in peace and plenty for the remainder of their lives.

Taken from <http://www.pitt.edu/>

Activity 4

Write a narration of the following story. The outline of the story may help you develop the narration.



Cinderella

- Cinderella's mother passed away.
- She lived with a stepmother and three stepsisters.
- They treated her badly.
- Cinderella went to the prince's ball.
- The prince looked for the owner of the glass shoes.
- The prince found the owner, Cinderella.



Source: *Story a Day*, 1983

Snow White

- Snow White's stepmother ordered someone to kill her.
- She was still alive and lived together with seven dwarfs.
- Her stepmother disguised herself as a beggar and met her.
- She fainted after eating an apple given by her stepmother.
- She is revived after being helped by a prince.

Chapter Summary

1. Language Functions

- a. Giving Advice
- b. Giving Warnings

2. Genre

Narrative

Social function: to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic structure:

Orientation : containing plot and characters.

Evaluation : evaluating the plight of the story.

Complication : crisis of the story.

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 advice and warnings;
2. respond to narrative texts;
3. give advice and warnings;
4. perform monologues of a narrative text;
5. read narrative texts;
6. write narrative texts.

Now, answer the questions:

1. What do you say to advise your sister to not get home late at night?
2. What is orientation in a narrative text?

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

Chapter 3

Care about the Environment



Source: www.hickerphoto.com

In This Chapter

Listening:

- Responding to someone fulfilling requests
- Responding to expressions of relief, pain, and pleasure
- Responding to analytical exposition texts

Speaking:

- Expressing request
- Expressing feeling of relief, pain, and pleasure
- Responding to an analytical exposition text

Reading:

- Reading analytical exposition texts
- Identifying a diagram

Writing:

- Writing an analytical exposition text
- Making a posters

Listening

In this section, you will learn how to:

- respond to someone fulfilling requests;
- respond to expressions of relief, pain, and pleasure;
- respond to analytical exposition texts.

Activity 1

Answer the following questions.

1. What do you say to comply with somebody's request?
2. How do you feel after knowing that your mother has recovered from an illness?
3. What do you usually cry out when in sudden pain?
4. How do you feel when you pass an examination?

Activity 2

You are going to listen to four short dialogues. Then answer the questions for each dialogue.

Dialogue 1

1. Did the headmaster permit Mrs Yully to continue her studies?
2. What did the headmaster mean by saying "Yes, of course."?

Dialogue 2

1. Was Budi relieved after finding his wallet?
2. How did he express his relief?

Dialogue 3

1. Whom did John talk to?
2. How is John?

Dialogue 4

1. What did Lisa say after hearing good news?
2. What did Bram mean by saying "So am I."?

Activity 3

Complete the dialogue while you are listening. Write in your workbook. Then compare your answers with your friends'.



Sinta doesn't go to school because she is sick. She is consulting a doctor about her sickness.

Sinta : Good morning, Sir.

Doctor : Good morning. What can I do for you?

Sinta : Yes, doctor. I couldn't sleep well. Could you examine me?

Doctor : ¹_____. Okay, open your mouth!

When did you feel that you have a problem with your sleeping?

Sinta : About two days ago, and then I also had a cough.

Doctor : Okay. ²_____?

Sinta : Yes, but it sometimes happens.

Doctor : Err ... you just have a fever. Don't worry.

Sinta : ³_____.

Doc, may I go to join a test tomorrow?

Doctor : Why not? You are not seriously ill. Now take a rest and take a lot of nutritious meals and drinks. Don't forget to drink these medicines after meals.

Sinta : Alright. ⁴_____ that I'm not seriously sick. Thank you.

Doctor : You're welcome. Get better soon.

Activity 4

Find the expressions of pain and relief in the dialogue in Activity 3.

Activity 5

Fill in the blanks with the right words by listening work individually.

Rubbish



Source: practicalaction.org

Lakes and rivers are often polluted because ¹_____ from towns and factories empty into them. And factories sometimes dump very ²_____ chemicals into the water. The ³_____ poison the water. Wildlife cannot easily survive in them.

Ocean-going tankers sometimes empty ⁴_____ of oily water into the sea. When this happens, great patches of oil are left ⁵_____ on the sea's surface. If fish ⁶_____ the oil, or if their gills become clogged up, they die. Birds land on the sea and the oil clogs up their ⁷_____ so that they cannot fly. Unless the oil is cleaned off, the birds will die.

Electricity for your home is made in buildings called power plants. Power plants usually use coal, oil, or gas to make electricity. But some plants use ⁸_____ energy.

To make nuclear energy, uranium is needed. And uranium is radioactive, which means it gives off ⁹_____ which is very dangerous to any living thing. People working in nuclear power plants wear special clothing and ¹⁰_____ to protect themselves.

After the uranium has been used there is some dangerous waste, or rubbish, left. Scientists haven't yet found out how to make the rubbish completely safe. So it is sealed in huge concrete containers and buried at sea, or deep underground.

Some people are worried that the radioactivity might escape and poison living things. And this rubbish remains dangerous for thousands of years.

In short, our environment has been contaminated by chemicals.

Taken from *Nature in Danger*, 1993

Speaking

In this section, you will learn how to:

- express requests;
- express feelings of relief, pain, and pleasure;
- respond to an analytical exposition text.

Activity 1

Answer these questions.

1. What do you say fulfilling your sister's request?
2. What do you say when you have a serious toothache?
3. How do you feel when your close friend gives you a bunch of flowers?

Activity 2

Read the following dialogues and then answer the questions.

Dialogue 1

Krisna : Mom, may I ask you something?

Mother : Yes, of course. What's wrong with you?

Krisna : I need a lot of money to buy a text book.

Mother : Okay. I'll give it to you if it is important for you.

Krisna : Thank you, Mom.

1. Does Krisna's mother fulfill Krisna's request? How do you know?
2. Why does mother not refuse Krisna's request?

Dialogue 2

Yenny : Den, you look pale today. What's wrong with you?

Denni : I am suffering from a relapse.

Yenny : What do you suffer from?

Denni : I've had diarrhoea since last night. I couldn't sleep well.

Yenny : I'm sorry to hear that.

1. Why did Denni look pale?
2. What did Yenny say when she heard that Denni had diarrhoea?

What to Say

Study the following expressions of fulfilling request, relief, pain and pleasure.

More Formal



Less Formal

More Formal



Less Formal

More Formal



Less Formal

More Formal



Less Formal

Expressions of Fulfilling Request

- Yes, of course.
- By all means.
- Yes, why not
- Sure, you can

Expressions of Relief

- It's a relief to know that
- Thank God for
- I'm glad it was done.
- Thank goodness!

Expressions of Pain

- I am suffering from a relapse.
- I have toothache.
- I feel sick./I feel ill.
- I'm sick.
- Ouch!

Expressions of Pleasure

- It is really delightful./I am delighted.
- It's really a great pleasure.
- I am pleased.
- That's great.
- That's wonderful.

Activity 3

Complete the following dialogue using expressions provided in the box and act it out.

- a. By all means
- b. I am glad it was done
- c. Don't mention it
- d. We are excited

- e. I had a gastric problem
- f. I am happy you made a quick recovery
- g. It's a relief to hear that
- h. That's wonderful
- i. I am suffering from a relapse
- j. That's great

Mrs Dewi and Mr Adi are visiting Mrs Rosma at the hospital. Here is the conversation.

Mrs Dewi : Hi, how are you today?

Mrs Rosma : I am better now.

Mrs Dewi : ¹_____.

Mrs Rosma : Thank you for coming.
Who did you come here with?

Mrs Dewi : Mr Adi. There he is.

Mrs Rosma : Hi, Mr Adi.

Mr Adi : Hi, ²_____.

Mrs Rosma : Thanks a lot for coming. But could you give my regards to your friends. Tell them that I'll get better soon.

Mr Adi : ³_____. I'll do it. Mrs Rosma, our friends actually want to see you but they are very busy.

Mrs Rosma : Oh, I see. Never mind.
By the way, is Mrs Neni already got better?

Mrs Dewi : Yes, she has joined with us.

Mrs Rosma : Err. ⁴_____. She is fine.

Mrs Dewi : Mrs Rosma, I actually want to know what you suffer from?

Mrs Rosma : ⁵_____. Because I ate hot food.

Mrs Dewi : So, ⁶_____.

Mrs Rosma : That's right. How about you, Mr Adi?

Mr Adi : I didn't get sick anymore after stopping drinking ice and eating hot food.

Mrs Rosma : ⁷_____.

Okay. I'll do what you have done.

- Mrs Dewi : Err ... excuse me. Here is something from our friends.
- Mrs Rosma : Thank you so much.
- Mrs Dewi : ⁸ _____.
- Mr Adi : Mrs Rosma, let me tell you that our school is the best in our region.
- Mrs Rosma : ⁹ _____.
So, what we have done is not useless, is it?
- Mr Adi : Sure.
Now, ¹⁰ _____ because we can see you are well.
- Mrs Dewi : Hmm..., I think you need more rest, so let me return home. What about you Mr Adi?
- Mr Adi : I do too.
See you again, Mrs Rosma.
- Mrs Rosma : Thank you. See you again.

Pronunciation *Practice*

1. mountain /'maʊntən/
2. coastal /kəʊstl/
3. climate /'klaɪmət/
4. mainly /meɪnli/
5. landscape /'lændskeɪp/
6. influence /'ɪnfluəns/
7. moisture /'mɔɪstʃə/
8. over /'əʊvə/
9. air /eə/
10. total /'təʊtl/

Activity 4

Work in pairs. Create a short dialogue to respond to the topic of the text. Use the expressions you have learnt.

Recycling



Source: www.womensaid.org.uk

Much of what we throw away could be used again. Recycling puts "garbage" to good use. Recycling helps preserve precious resources because it saves on the use of raw materials and energy. It also reduces the pollution caused when the waste is dumped.

Glass can be remelted. This is better than making fresh glass from raw materials, but it is even better to reuse the bottle whole. Metals can be recycled by being remelted and then used to make other new items. The metals to recycle from an ordinary household are aluminium and steel from cans. Scrap from cars gives several different metals for recycling.

Paper is easy to recycle. Every home and office should have a paper recycling routine. Plastics are the worst problem because they do not biodegrade (breakdown) easily. They are also hard to recycle and cause harmful pollution when burned. It is important to use as little plastics as possible, and then only ones that are recyclable or biodegradable.

Taken from *Natural Resources*, 1993

Activity 5

Act out the dialogue you have made in front of the class.

Activity 6

Observe the environment around your house. Then tell the class about it. Do it individually.

Reading

In this section, you will learn how to:

- read an analytical exposition;
- identify a diagram.

Activity 1

Answer the following questions orally.

1. What is meant by tropical forest?
2. In what type of climate are tropical rainforests found?
3. What is the importance of rainforests?

Activity 2

Read aloud the following text.

The Importance of Rainforests

Rainforests are one of the most complicated environments on Earth. They are recognised worldwide as containing the richest source of plants and animals and are believed to contain nearly three-quarters of all the varieties of life on Earth. This is remarkable because rainforests cover only about six per cent of the Earth's land surface.

Rainforest are the oldest major ecosystem, having survived climate changes for more than one million years. They provide habitats for more species of plants, animals, insects and birds than any other environment found on our planet. Scientists estimate that between 60 and 90 per cent of all species of life are to be found in rain forests. Unfortunately, the widespread

destruction of many of the world's rainforests has caused a significant decline in the number of plant and animal species on Earth.

Rainforests influence both our local and global climates. For example, between 50 and 80 per cent of the moisture in the air above rainforests comes from the rainforest's trees. If large areas of these lush rainforests are cleared, the average rainfall in the area will drop. Eventually, the area's climate will get hotter and drier. This process could convert rainforests into a sparse grassland or desert.

Rainforests are also able to absorb over 90 per cent of the rainfall in their leaves and mosses. By doing this, they are able to slow down water run-off by

gradually releasing the water over time into streams and rivers. This helps to control soil erosion and flooding.

Rainforests are vital to the Earth in helping to recycle carbon and oxygen. Carbon dioxide (CO₂) is the gas put into the air globally by humans, mainly by the burning of fossil fuels (for example in cars and factories). Rainforests are able to remove carbon dioxide from the air and return oxygen in its place. This is why our global rainforests are often called the Earth's 'lungs'.

Rainforests are major producers of the Earth's oxygen. In fact, scientists believe that nearly 50 per cent of the Earth's oxygen is produced by

rainforest in the Amazon region alone. Nearly 40 per cent of the world's carbon is contained in the trees of the rainforests. As rainforests are cut down and burned, carbon dioxide is released into the Earth's atmosphere. Eventually, as this gas builds up the atmosphere, leading to what scientists call the enhanced greenhouse effect.

To sum up, the role of the rainforest is essential for human life. It creates equilibrium in our environment and its resources are significant for human beings survival.

Taken from SOSE: Studies of Society and Environment, 2000

Activity 3

Englishclub.com

To learn reading, you can start with children's storybook. Try ESL readers. Read advertisements, signs and labels. For further information you can access this site:
www.world-english.org

Decide in which paragraph you can find the following information.

1. The economic purposes rainforests are used for
2. The percentage of the world's food supplies which originate in rainforests areas
3. Fruits originating from rainforests
4. Activities that people do in rainforests
5. Sickness and diseases which are treated with medicines from the rainforests
6. Industrial products that originate from the rainforests
7. Daily products which are produced from plants growing in rainforest areas
8. The area of rainforests which are being destroyed each year for economic purposes

Activity 4

UN Shot

Some pollutants are always ..., because they are dangerous.

- unavailable
- undesirable
- unchangeable
- unsuitable
- unavoidable

(UN 2003/2004)

Choose T if the statement is true and F if it is false according to the text. Do it in pairs.

- T - F Rainforests are unimportant to our life on Earth.
- T - F The economic resources which rainforests provide vary.
- T - F Many rainforest-rich countries are facing a situation in which it is very difficult to look after rainforests.
- T - F The economic resources provided by the world's rainforests are extremely small.
- T - F Less than 50 per cent of the world's food supplies originate in rainforest areas.
- T - F Rainforests are becoming more and more unpopular as places for people to visit.
- T - F Governments pass laws restricting activities in the forests due to the overuse of rainforests for tourist activities.
- T - F More than 40 percent of all medicines sold in pharmacies originate from rainforests.
- T - F More than 200,000 square kilometres of rainforests are being destroyed each year for economic purposes.
- T - F There needs to be a balance between the way we are currently using our rainforests and the future availability of these resources.

Activity 5

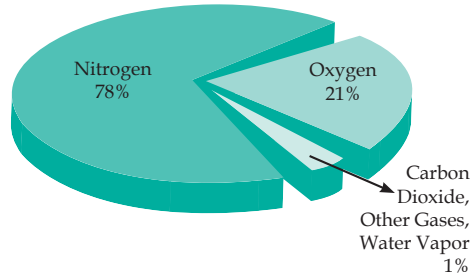
Answer the question based on the text in Activity 2 individually.

What do the words refer to?

- They (paragraph 1 line 3)
- This (paragraph 1 line 7)
- They (paragraph 4 line 3)
- This (paragraph 4 line 6)

Activity 6

Do you know how much oxygen the air is made up of? Study the following diagram. Then State whether the following statements are true or false according to the diagram above



Englishclub.com

Only by studying things like grammar and vocabulary and doing exercises, can you really improve your knowledge of any language. For further information, you can browse this site: www.world-english.org

1. Most gas in the air is oxygen.
2. Oxygen is more than one fifth of the gases in the air.
3. Carbon dioxide is only 1%.
4. In the air, there is more nitrogen than oxygen.
5. There is less carbon dioxide than oxygen.

Grammar Review

Present Perfect Tense

Study the following sentences.

1. The overuse of rainforests for tourist activities has led governments to pass laws restricting activities in these forests.
2. The Daintree region in northern Queensland is one area where the government has passed laws regulating rainforests activities.
3. Unfortunately, the widespread destruction of many of the world's rainforests has caused a significant decline in the number of plant and animal species on Earth.

The present perfect tense consists of *have/has* before the past participle form of a verb.

	Example	Notes
Affirmative Statements	<ul style="list-style-type: none"> • He <i>has worked</i> here for a long time. • She <i>has been</i> a doctor for two years. 	Here are some participles: worked (work), been (be), written (write).
Negative Statements	<ul style="list-style-type: none"> • I <i>haven't written</i> anything for an hour. 	Here are contractions with <i>not</i> : have + not = haven't; has + not = hasn't.
Interrogative Statements	<ul style="list-style-type: none"> • <i>Have you</i> finished your reading? 	

Activity 7

Use the present perfect tense to complete the following sentences.

1. People (start) _____ saving forests by recycling paper.
2. The world's pollution (grow) _____ very fast.
3. Many people (make) _____ many things to minimise environment problems.
4. People (cut down) _____ trees for fuel, and their fires release gas into the air.
5. Children all over the world (be) _____ in environmental activities.
6. Local government (provide) _____ trashbins to be put along city streets.
7. Gases from refrigerators and air conditioners (destroy) _____ the ozone layer.
8. Some companies (use) _____ windmills or other equipment that do not pollute the air.

Your Project

Start by yourself. Whenever you want to throw away some rubbish at your house, separate the organic and anorganic rubbish. Use different plastic bags. Name the bags "organic" and "anorganic". Socialize this to the whole family.

Writing

In this section, you will learn how to:

- write an analytical exposition text;
- make a poster.

Activity 1

New Horizon

Sea-level is increasing. Multiple complex factors may influence this change. Sea-level has risen about 130 metres since the peak of the last ice age about 18,000 years ago. Most of the rise occurred before 6,000 years ago. Sea-level rise can be a product of global warming.

(*en.wikipedia.org*)

The following text consists of five paragraphs, but they are not in correct order. Arrange them into a good text.

1. The global average air temperature near the Earth's surface rose 0.74 ± 0.18 °C (1.33 ± 0.32 °F) during the last century. The Intergovernmental Panel on Climate Change (IPCC) concludes "most of the observed increase in globally averaged temperatures since the mid-twentieth century is very likely due to the observed increase in anthropogenic greenhouse gas concentrations via the greenhouse effect. Natural phenomena such as solar variation combined with volcanoes probably had a small warming effect from pre-industrial times to 1950 and a small cooling effect from 1950 onward. These basic conclusions have been endorsed by at least thirty scientific societies and academies of science, including all of the national academies of science of the major industrialized countries. While individual scientists have voiced disagreement with some findings of the IPCC, the overwhelming majority of scientists working on climate change agree with the IPCC's main conclusions.
2. Increasing global temperature will cause sea levels to rise, and is expected to increase the intensity of extreme weather events and to change the amount and pattern of precipitation. Other effects of global warming include changes in agricultural yields, trade routes, glacier retreat, species extinction and increases in the ranges of disease vectors.

3. Global warming is the increase in the average temperature of the Earth's near-surface air and oceans in recent decades and its projected continuation.
4. Remaining scientific uncertainties include the amount of warming expected in the future, and how warming and related changes will vary from region to region around the globe. Most national governments have signed and ratified the Kyoto Protocol aimed at reducing greenhouse gas emissions, but there is ongoing political and public debate worldwide regarding what, if any, action should be taken to reduce or reverse future warming or to adapt to its expected consequences.
5. Climate model projections summarized by the IPCC indicate that average global surface temperature will likely rise a further 1.1 to 6.4 °C (2.0 to 11.5 °F) during the twenty-first century. The range of values results from the use of differing scenarios of future greenhouse gas emissions as well as models with differing climate sensitivity. Although most studies focus on the period up to 2100, warming and sea level rise are expected to continue for more than a thousand years even if greenhouse gas levels are stabilized. The delay in reaching equilibrium is a result of the large heat capacity of the oceans.

Taken from en.wikipedia.org

Activity 2

Answer the following questions based on the paragraphs you have just arranged.

1. What is a suitable title for the text?
2. What is the topic of the text?
3. What is the main idea of each paragraph?
4. What is the conclusion of the text?

Activity 3

Study the text and the explanation.

Access to Clean Water: A Problem for Indonesia

Thesis

Access to clean water is one of Indonesia's biggest problem. According to the Millennium Development Goals (MDGs) Report 2007, published by the National Development Planning Board, piped water is accessible to 30.8 per cent of households in the country's cities and 9 per cent in its villages. Such figures show the limitations of the municipality's water service provider, PDAM.

Arguments

Lack of investment in clean water is one reason PDAM gives for its limited outreach. Based on a government statement, to meet the MDGs target by 2015, Indonesia needs Rp43 trillion (US\$4.6 billion) in clean water funding. The government currently provides Rp500 billion.

In order to close the funding gap, the government expects private investment in drinking water infrastructure.

The need for clean water funding is something that cannot be covered by private investment. In Indonesia, most PDAM utilities have small scales of economy and are therefore unattractive to investors.

There is no evidence to suggest private investors will improve the efficiency and effectiveness of water services, whereas the government has a duty to do so.

Increasing public funding for clean water infrastructure is the most rational approach for Indonesia. This effort should begin with an analysis of the needs of locals. This should be done through a democratic and participatory process.

There are resources and mechanisms the government could employ to increase clean water funding, such as state and local budgets, grants, government bonds and community-public partnership.

Arguments

In order to use a grant system, the government should improve its proposal management and clearly focus on real needs in order to widen clean water services.

PDAM could use existing funds more efficiently. If it could reduce leakages from 40 per cent to 20 per cent, it would have more disposable funds to invest in infrastructure. PDAM should use cost recovery principles, as long as costs are not passed on to consumers. Cost recovery principles should also be supported by a proper subsidy mechanism.

Bond investing is a traditional lending instrument for public services. The mechanism needs conditions, such as strong capital structure at local level.

Conclusion

A few of mechanisms in place now do help the poor access clean water at affordable prices. The most important thing is to make sure the mechanisms run properly and that the needs of people at the local level are met through appropriate funding.

Taken from *The Jakarta Post*, April 5, 2008

Analytical Exposition

Social function: to persuade the reader or listener that something is the case.

Generic structure:

Thesis : introduces a topic and indicates the writer's position; outlines the main arguments to be presented.

Arguments : restates main arguments outlined in a preview; develops and supports each point/argument.

Conclusion : restates the writer's position.

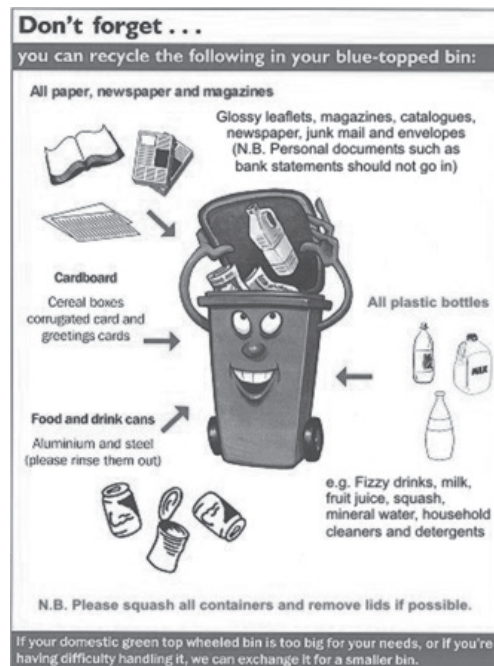
Activity 4

Elaborate on the following main ideas as an analytical exposition text. Work with a partner.

1. Types of Pollution
2. Air Pollution
3. Water Pollution
4. Soil Pollution

Activity 5

Identify the following poster. Then answer the questions.



Source: www.fareham.gov.uk

1. What is the poster about?
2. What is the function of the blue-topped bin?
3. What stuff belongs to cardboard?
4. What should you do to all containers before throwing them away?
5. What is the purpose of the poster?

Activity 6

Make your own poster about recycling.

Chapter Summary

1. Language Functions

- a. Fulfilling someone's requests
- b. Expressing relief, pain, and pleasure

2. Genre

Analytical Exposition

Social function: to persuade the reader or listener that something is the case.

Generic structure:

- Thesis

Position: introduces a topic and indicates the writer's position.

Preview: outlines the main arguments to be presented.

- Arguments

Point: restates main arguments outlined in a preview.

Elaboration: develops and supports each point/argument.

- Conclusion: restates the writer's position.

Learning Reflection

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

1. respond to someone fulfilling a request;
2. express feelings of relief, pain, and pleasure;
3. fulfill someone's request;
4. read analytical exposition texts;
5. write an analytical exposition text;
6. identify a poster or pamphlet about the environment.

Now, answer the questions:

1. What do you say when you get a sudden pain on your body?
2. What is a thesis in an analytical exposition text?

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

Chapter 4

I'm a Master of Ceremonies



Source: www.kapanlagi.com

In This Chapter

Listening:

- Responding to the meanings expressed by a master of ceremonies

Speaking:

- Expressing the meaning in a simple public speaking context as a master of ceremonies

Reading:

- Reading a master of ceremonies script in right intonation

Writing:

- Writing a master of ceremonies script

Listening

In this section, you will learn how to:

- comprehend information delivered by MCs;
- respond to the keywords or sentences in a master of ceremonies script;
- respond to the detailed information in a master of ceremonies script;
- respond to the conclusion from a master of ceremonies script.

Activity 1

Look at the picture. Then answer the questions.



Source: www.kapanlagi.com

1. What do you call the profession in the picture?
2. What is her duty?
3. What kind of occasion is usually guided by an MC?

Activity 2

You are going to listen to the voice of an MC. Listen to it carefully. Give a check (✓) to the words you hear.

1. welcome
2. mistress
3. master
4. ceremony
5. party

6. participate
7. notable
8. noble
9. experience
10. applause

Activity 3

You will listen to the tape once again. Choose the words/phrases to complete the sentence based on the information you hear.

New Horizon

A master of ceremonies or MC (sometimes spelled *emcee*), sometimes called *compère* or an MJ for "Microphone Jockey," is the host of an official public or private staged event or other performance. The MC usually presents performers, speaks to the audience, and generally keeps the event moving.

(*en.wikipedia.org*)

1. The name of the MC is
 - a. Becky Siregar
 - b. Dicky Siregar
 - c. Nicky Siregar
2. The occasion is held in the
 - a. morning
 - b. afternoon
 - c. evening
3. The name of the occasion is
 - a. Knight of the Nobles
 - b. Night of the Nobles
 - c. Night of the Notables
4. The guest stars come to the occasion to
 - a. be questioned
 - b. share experience
 - c. host the program
5. The guest stars are as follows, except
 - a. Dewi Sandra
 - b. Ucok Baba
 - c. Sandra Dewi
6. The audience can ... in the programme.
 - a. take place
 - b. take part
 - c. take care

7. "Give a big ... for our guest stars."
 - a. smile
 - b. hands
 - c. applause
8. The MC is going to ... the guests stars.
 - a. talk to
 - b. interview
 - c. speak to

Activity 4

Listen to the tape once again. State whether these statements are true or false.

1. Dorce Gamalama is the host of the event.
2. The guest stars of the event are politicians.
3. The event is a talkshow.
4. The audience can ask the guest stars some questions.
5. The guest stars are two females and one male.
6. The guest stars have bad experiences in their lives.

Activity 5

You will listen to some sentences. Choose the correct options to represent the sentences as parts of a host script.

1.
 - a. Introducing the speaker
 - b. Introducing the event
 - c. Opening
2.
 - a. Opening
 - b. Introducing the event
 - c. Introducing the speaker
3.
 - a. Introducing the event
 - b. Introducing the speaker
 - c. Closing
4.
 - a. Introducing the event
 - b. Introducing the speaker
 - c. Closing
5.
 - a. Opening
 - b. Introducing the event
 - c. Introducing the speaker

6.
 - a. Opening
 - b. Introducing the speaker
 - c. Closing
7.
 - a. Introducing the event
 - b. Introducing the speaker
 - c. Closing
8.
 - a. Opening
 - b. Introducing the event
 - c. Closing

Speaking

In this section, you will learn how to:

- pronounce words from a master of ceremonies script;
- apply some words or expressions of a master of ceremonies;
- perform as a master of ceremonies.

Activity 1

Look at the following picture and answer the questions.



Source: www.kapanlagi.com

1. What does MC stand for?
2. Mention some duties of an MC.
3. What occasions usually need an MC?
4. Have you ever been an MC?
5. How did you feel when you were an MC?

Activity 2

You are invited to be an MC. This is the script that you will read. Study the following script. Perform in front of the class.

Good afternoon! My name is Andi Soraya and I'm a sophomore here at SMU Tunas Bangsa. I want to welcome you to the first of a three-day *English for You* programme sponsored by First English Course. Our speaker for this day is Helvy Nadia. Helvy earned a scholar degree in English Literature from Padjadjaran University. A syndicated columnist, she is a member of an outstanding writing society in Indonesia and is the award-winning author of some best selling books. She has spoken to thousands of students in Indonesia. She has appeared on television talk shows across Indonesia. Today Helvy will be speaking on "How to Write a Good Book". Let's give Helvy a warm welcome to SMU Tunas Bangsa.

Activity 3

Match the following definitions to the words in Pronunciation Practice box.

1. pay money if they do something for charity
2. published in many newspapers
3. social community
4. writer
5. someone who is in their second year of study at a college or high school
6. gain (something deserved) because of one's achievements
7. person who writes a newspaper column
8. something awarded

Pronunciation *Practice*

1. sophomore /'sɒfəmə:/
2. sponsored /'spɒnsəd/
3. earned /ɜ:nd/
4. syndicated /'sɪndəkətɪd/
5. columnist /'kɒləmnɪst/
6. society /sə'saɪəti/
7. award /əwɔ:d/
8. author /'ɔ:θə(r)/

Activity 4

Study what an MC should and should not do. Then, perform in front of the class as an MC.

1. You are the stage setter.
2. Create an inviting environment.
3. Be really interested in the speaker and subject.
4. Unless the speaker is a celebrity, use his or her name several times.
5. When you make an introduction, speak to the audience, not to the person being introduced.
6. Do not upstage or over praise.
7. Welcome the speaker with a handshake, nod, smile, or slight touch on the shoulder.
8. Lead the applause.

Activity 5

As your friend performs as an MC in front of the class, make an assessment of his/her performance. Use the following check list.

1. He/she is a good stage setter.
2. He/she is able to create an inviting environment.
3. He/she seems to be interested in the speaker and the subject.
4. He/she mentions the name of the speaker several times.

Englishclub.com

Being a master of ceremonies you don't have to be perfect. Relax and use humour where appropriate. Conclude by reiterating your important points. Thank your audience for their attention. To find more information you can access these sites.

www.rachelgreen.com
www.utoronto.ca
www.verbacom.com

5. When he/she makes an introduction, he/she speaks to the audience, not to the speaker.
6. He/she welcomes the speaker with a handshake, nod, smile, or slight touch on the shoulder.
7. He/she leads the applause.

What to Say

Study the following expressions for opening, introducing the event and speaker, and closing a ceremony.

Opening

- Good afternoon. My name is
- Good evening, Ladies and Gentlemen.
- Good evening, the distinguished guest, Ladies and Gentlemen.

Introducing the event

- Welcome to this event.
- I want to welcome you to
- It is greatest pleasure to welcome you

Introducing the speaker

- Our speaker for this day is
- It's our pleasure to have ... here with us.
- Mr/Mrs ... will talk about

Closing

- We have had a fascinating talk
- Thank you for your participation.
- Ladies and gentlemen, it's the end of this reception.
Thank you

Note: The expressions used by MCs are generally formal expressions.

Activity 6

Say the following expressions with a good intonation.

1. Good morning, Ladies and Gentlemen.
2. Good afternoon, Ladies and Gentlemen. My name is ...
3. Distinguished guests, Ladies and Gentlemen, welcome to this school inauguration.
4. I would like to welcome you to this special occasion.
5. Ladies and Gentlemen. It's my greatest pleasure to welcome you to this new hits launching programme.
6. Let me introduce our speaker for the first session.
7. It's our pleasure to have Mrs Rahmania Siregar here.
8. I'd like to extend my appreciation and thanks to Mr Andi Bacharudin for his informative presentation.
9. On behalf of all participants, I would like to thank Mrs Waljinah for her presentation.
10. On behalf of the committee members I'd like to thank all attendants that have participated in this occasion.

Activity 7

Practise the following MC script in front of the class.

Good afternoon, Ladies and Gentlemen. Our session now will deal with the topic "The Importance of Home Education for Children" to be presented by Dr. Nina Bisono, M.Psi from Tunas Ceria NGO.

Now I'd like to call upon Dr. Nina Bisono, M.Psi to proceed to the stage to present her paper.

Ladies and Gentlemen, Mrs Bisono is the director of Tunas Ceria. It is a non-governmental organisation concerned about children education. She has written several books in the same field. She has also involved in a number of seminars dealing with education for children.

I'd now like to invite Mrs Bisono to present her main points in her paper within 30 minutes. Afterwards, we'll

spend the rest of the time for questions and answers. Mrs Bisono, please.

Now we still have twenty minutes for our session and I like to invite questions and comments on what has been presented by Mrs Bisono. Please mention your name and institution first.

Ladies and Gentlemen. We are running out of time. I'd like to extend my appreciation and thanks to Mrs Bisono for her lucid presentation. She deserves a big applause, then. Thank you.

Activity 8

Complete the following script with suitable expressions. Then practise it in front of the class.

(Opening) _____ . (Introducing the topic)
_____ the topic "Home-schooling as an Alternative" to be presented by _____ from _____.

(Inviting the speaker) Now I'd like to _____ to proceed to the stage to _____.

Ladies and Gentlemen, (introducing the speaker) _____ is _____
It is a _____. She has involved in _____.

(Inviting the speaker to present his/her paper) I'd now like to invite _____ within 30 minutes. Afterwards, we'll _____, please.

Now we still have _____ for our session and I like to invite _____ from the floor. Please mention your name and institution first.

Ladies and Gentlemen. We are running out of time. (Closing the session) _____. Thank you.

Reading

In this section, you will learn how to:

- identify the parts of a master of ceremonies script;
- identify the role of MCs;
- perform as an MC.

Activity 1

Look at the following pictures and try to answer the questions.



Source: www.flickr.com; i47.photobucket.com; www.goa-maroons-kwt.org; lh3.google.com

1. What does a master of ceremonies have to do?
2. What does a master of ceremonies not have to do?
3. What occasions are the people in the picture in?
4. Which occasions are formal and informal?

Activity 2

As a master of ceremonies there are many things that you have to do and don't have to do. Determine which one an MC should or should not do.

1. Understand the events and activities.
2. Understand the audience.
3. Understand dress requirements.

4. Introduce only the notable speaker.
5. Read the speaker's entire biography.
6. Fumble for words.
7. Look at the speaker when introducing him/her.
8. Tell lengthy jokes.
9. Use curse words.
10. Allow the meeting to taper off.

Activity 3

Read aloud the following script of an MC.

Good evening. Ladies and Gentlemen, a warm welcome to you all to this reception organised by Cross Cultural Organisation (CCO).

A quick word about tonight's program: we shall begin with a talk by our honourable speaker, Professor Wahid Hidayat, from Jakarta. This will be followed by a short question-and-answer session, where you will be free to exchange ideas with the professor. At about 8 o'clock tonight when the talk concludes, the reception will resume, and we have arranged refreshments outside for you. Since the professor is catching his flight home tonight, much as we would like to have him here longer with us, we have to make sure that he can be allowed to leave the venue by 8:30.

As you may be well aware, this reception has been organised to mark the closing of an in-house seminar organised by CCO on cross cultural study. This seminar actually started last week and today is the last day.

We are very honoured to have invited Professor Wahid Hidayat of International University, to say a few words to us. Mr Hidayat please.

Your Project

Make a mini panel discussion with some friends. Act out as if you are the MC, two of your friends are the speakers, and the others are the audience. Prepare the script and be ready to perform as an MC.

Activity 4

Find the words in the script in Activity 3 which have the following synonyms.

1. period
2. interchange
3. ends
4. party
5. continue
6. permitted
7. place
8. informed
9. symbolise
10. respected

Activity 5

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

1. When was the reception held?
2. Who organised the reception?
3. Who was the speaker at the reception?
4. Where was the speaker from?
5. Mention two main programme at the reception.
6. When will the talk end?
7. How long was the seminar?
8. What was the speaker going to do when the MC invited him?

Activity 6

Find the following features in the script. Mark these parts of the script.

1. Opening
2. Introducing the speaker
3. Conveying the programme agenda
4. Conveying the purpose of the programme
5. Inviting the speaker

Activity 7

Read again the script in Activity 3. The script does not include a conclusion to close the programme. With a partner, make the conclusion for the script. Then read it in front of the class.

Activity 8

A panel discussion is usually guided by an MC. Read the following steps to become an MC in a panel discussion.

1. Introduce yourself as the MC.
2. Welcome the audience to the panel.
3. Introduce the title, theme, or topic of the panel.
4. Introduce each panellist, e.g. "And now, it's my great pleasure to introduce you to ..."
5. Focus on the speeches delivered by each panellist.
6. Carefully watch the time; trying to signal the speaker by catching his or her eyes and pointing to your watch when there are five minutes remaining.
7. Close the panel discussion. Try to finish with a sincere compliment about all speakers, e.g. "Those were all really fascinating speeches. Thank you."

Grammar *Review*

Will and Shall

- You can use *shall* or *will* with *I* and *we*.
Example: We shall begin with a talk by our honourable speaker.
- In spoken English, the short forms *I'll* and *we'll* are normally used.
Example: You'll be free to exchange ideas with the professor.
- The negative of *shall* is *shan't* (or *shall not*).
Example: I shan't (or I won't) be here tomorrow.
- Do not use *shall* with *he/she/it/you/they*.

- Note that we use *shall* (not *will*) in the questions. *Shall I ...?* and *shall we ...?* (for offers, suggestions etc.):
 - Shall I attend the reception? (Do you want me to attend the reception?)
 - Where shall we go this evening?

Activity 9

Read the situation and then write a sentence with *shall I* or *shall we*.

Example : It's very hot in the room. The window is shut.
Shall I open the window?

1. You have just tried on a jacket in a shop. You are not sure whether to buy it or not. Ask your friend for advice.
_____.
2. You are going out. It is possible that it will rain and you are not sure whether to take an umbrella or not. Ask your friend for advice.
_____.
3. It is Nungki's birthday soon and you do not know what to give her. Ask your friend what to buy?
What _____.
4. You and your friend have not decided where to go for your holidays. You say:
Where _____.
5. You and your friend are going out. You have not decided whether to go by car or to walk. You say:
_____.
6. You and your friend have not decided what to have for dinner. You say:
_____.
7. You have a serious problem. You do not know whom you can ask for advice.
_____.
8. You get a new microwave. The microwave is turned off. You ask your friend.
_____.

UN Shot

Rifaldi : I ... the
Students
Exchange
Programme
next year.

Rabbani : That's a good
idea.

- a. join
- b. joined
- c. will join
- d. have joined
- e. have been joining

(UAN SMU/MA
2001/2002)

Writing

In this section, you will learn how to:

- write a script of a master of ceremonies.

Activity 1

Answer these questions.

1. If you want to be an MC, do you make the script first?
2. Do you think it is important?
3. Does a script help you as an MC?
4. Do you have to bring the script when you perform as an MC?
5. How does a script contribute to your performance as an MC?

Activity 2

Study the structure of the following script.

Introduction

Good evening. Ladies and Gentlemen, a warm welcome to you all to this cocktail reception organised by the Office of the Telecommunications Authority (OFTA).

Body: explaining who the speaker is

A quick word about tonight's programme: We shall begin with a talk by our honourable speaker, Professor Richard Whish, from London. This will be followed by a short question-and-answer session, when you will be free to exchange ideas with the professor. At about 8 o'clock tonight when the talk concludes, the cocktail reception will resume, and we have arranged more refreshments outside for you. Since the professor is catching his flight home tonight, much as we would like to have him here longer with us, we'd have to make sure that he can be allowed to leave the venue by 8:30.

Body: explaining what the programme is

As you may be well aware, this reception has been organised to mark the closing of an in-house seminar organised by OFTA on the application of competition law and policy to the Hong Kong telecommunications sector. This 5-day in-house seminar actually started last week and today is the last day.

Body: inviting the speaker

We are very honoured to have invited Professor Richard Whish of King's College, London to conduct the seminar. Now in just about a few minutes, Professor Whish is going to share with you his insights and expert knowledge surrounding competition issues. But before he starts, may we invite Mr Anthony Wong, Director-General of Telecommunications, to say a few words to us. Mr Wong, please.

Closing

...
Ladies and Gentlemen, those were really fascinating talk. Thank you to all speakers and distinguished guests for your participation. Good evening.

Some parts are taken from www.tyboyd.com

Activity 3

Answer these questions based on the structure of the script in Activity 2.

1. What does the introduction consist of?
2. What should be included in body of the script?
3. What should be told about the speaker to the audience?
4. What should be said to conclude the reception?
5. Who should be thanked at the end of the reception?

Activity 4

Re-arrange the following parts of an MC script.

1. On behalf of the committee members, we'd like to appreciate and thank dr. Luqman Dault for his informative presentation. He deserves a big applause, then. Thank you.
2. There's still 15 minutes left. Then, I'd like to invite questions and comments from the floor.

3. Our session now is going to discuss the topic "Young Generation, Healthy Generation" to be presented by dr. Luqman Dault.
4. Dr. Luqman Dault is a young doctor that gives big attention on teenage health. He has a number of research and surveys in the related field.
5. Now, I'd like to invite Mr Dault to present his main points in his paper within 45 minutes and afterwards we'll spend 15 minutes for questions and answers session. Mr Dault, please.
6. I'd now like to call upon your excellency, dr. Luqman Dault to proceed to the stage, please.

Activity 5

Name each part of the MC script above with the suitable terms as mentioned below.

1. Introducing the topic
2. Inviting the speaker
3. Introducing the speaker
4. Inviting the speaker to present his paper
5. Inviting the floor to put forward questions or comments
6. Closing the session

Activity 6

Make a script for a master of ceremony for the following occasion.

1. Wedding ceremony
2. Birthday party
3. Panel discussion
4. School inauguration

What should be included in the script?

- Welcome the guests to the venue and give them the 'housekeeping rules' such as when to turn off cell phones.
- Introduce the speakers.
- Briefly give important information about the people involved in the occasion.

- Explain the purpose of the event.
- Tell the audience about the agenda including when the event will be concluded.
- Invite the speaker to speak on the stage.
- Interview the speaker or guide a question-and-answer session.
- Conclude the event.

Activity 7

Swap your working with your partner. Give comment on your partner's writing. Tell him/her how to improve the writing and perform it in class.

Chapter Summary

1. MC Roles

- You are the stage setter.
- Create an inviting environment.
- Be really interested in the speaker and subject.
- Unless the speaker is a celebrity, use his or her name several times.
- When you make an introduction, speak to the audience, not to the person being introduced.
- Do not upstage or over praise.
- Welcome the speaker with a handshake, nod, smile, or slight touch on the shoulder.
- Lead the applause.

2. MC script has to include the expressions to:

- Welcome the guests to the venue and give them the 'housekeeping rules' such as when to turn off cell phones.
- Introduce the speakers.
- Briefly give important information about the people involved in the occasion.
- Explain the purpose of the event.
- Tell the audience about the agenda including when the event will be concluded.
- Invite the speaker to speak on the stage.
- Interview the speaker or guide a question-and-answer session.
- Conclude the event.

Learning Reflection

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

1. respond to the meaning expressed by a master of ceremony;
2. respond to the meaning in a simple public speaking context as a master of ceremony;
3. reading a master of ceremony script in right intonation;
4. write a master of ceremony script.

Now, answer the questions:

1. What do you say as an MC to open an event?
2. What do you say as an MC to conclude an event?

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

Chapter 5

News Blitz!



Source: www.james-chau.com

In This Chapter

Listening:

- Responding to the meaning expressed by a news reader
- Responding to the meaning expressed by a show presenter (host)

Speaking:

- Expressing meanings in public speaking context as a news reader
- Expressing meanings in public speaking context as a show presenter (host)

Reading:

- Reading aloud the script of show presenter (host) with good intonation
- Reading aloud the script of news with good intonation

Writing:

- Writing a news script
- Writing a show presenter (host) script

Listening

In this section, you will learn how to:

- comprehend words, sentences or expressions of a show presenter (host) and news reader;
- comprehend detailed information;

Activity 1

Listen carefully and repeat the following news script.



Source: www.flickr.com

Fire officials say the blaze that ravaged the federal records storage facility in Selma Valley is now under control.

More than 40 fire fighters battled the flames that erupted late Wednesday night. TV-3's John Jacobs asked fire fighter Jennifer Carry if the blaze may have been the work of an arsonist.

Because the fire involved federal records, the FBI has been called in to investigate. Earlier this afternoon TV-3's Sandra Parks asked bureau chief Tim Ray about the FBI's involvement.

Taken from www.cybercollege.com

Activity 2

Listen carefully to the news. Then answer the following questions.

1. What happened around 11:00 last night?
2. Where was it?
3. What is the meaning of "All traffic is being diverted off at exit 132"?
4. Was there any explanation for the drivers for the delay? Why?
5. What other information do you get from the news?

Activity 3

Fill in the following news while you are listening.

¹_____ the accident occurred at around ²_____ near milemarker 124. That's about 12 miles ³_____. All traffic is being diverted off at exit 132. ⁴_____when the accident will be cleared up, but police officer says drivers should expect ⁵_____. No other information is available ⁶_____.

Taken from www.cybercollege.com

Activity 4

Listen to some more news and answer the following questions by choosing a, b, or c.

1. What is the name of the man that matches to the description of the surveillance photo?
 - a. Calvin Matson.
 - b. Calvin Watson.
 - c. Calvin Clarkson.
2. How many photos were taken from the crime scene?
 - a. More than one photo.
 - b. Just one photo.
 - c. Two photos.
3. Where were the photos taken from?
 - a. Advance Cassette Store and Go Mart.
 - b. Advance Auto Store and Go Mart.
 - c. Advance Auto Mobile and Go Market.
4. When did it happen?
 - a. It happened two weeks ago.
 - b. It happened more than two weeks ago.
 - c. It happened less than two weeks ago.
5. On what occasion did Watson shoot and kill Jayesh Brahmbhatt?
 - a. Police pursuing him.
 - b. In a robbery.
 - c. In a drug trade.
6. Where did Watson shoot Jayesh Brahmbhatt?
 - a. Near the Civic Center.
 - b. At the Williamson Road.
 - c. At the One Stop Mart.

7. What kind of person do you think Jayesh Brahmhatt is?
 - a. A mean person.
 - b. A nice person.
 - c. A ignorant person.

Activity 5

You are going to listen some statements. Give a check (✓) for the right answer

New Horizon

News presenter: a person that presents news on television, radio or the internet.

Newscaster: presenter of a news bulletin who himself/herself collects news and compiles the script to be delivered.



Source: bp1.blogger.com

1. Being a show presenter is fun. You can earn a lot of money.
2. Being quiz presenter is such a exciting job.
3. Being a show presenter enlarges your mind.
4. To become famous and rich, a show presenter can be your choice.
5. To be a show presenter is very interesting.

Activity 6

Listen to the requirements about how to be a good presenter. Then fill in the following table.

How to Be a Good Presenter	
Requirements :	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

Activity 7

Listen carefully from the text you are going to hear. Then answer the following questions.

1. Who is Anne Byrnes?
2. What is *Heart to Heart Talk Show*?
3. What happens every Friday?
4. Who is Ian Blackley?
5. Why does he become so famous?
6. Where do you think the situation takes place?

Activity 8

Complete the following text based on the text in Activity 7.

¹_____. Welcome to *Heart to Heart Talk Show* with me Anne Byrnes. As usual every Friday, we have a guest star that will be interviewed about his/her journey to reach what they have achieved now.

So, here he is... Ian Blackley, the famous radio announcer at ²_____. He just entered the broadcasting world but in a short time he has become a ³_____, especially in the teen world.

⁴_____, give a big applause to Ian Blackley, ⁵_____ ...

Speaking

In this section, you will learn how to:

- pronounce words;
- perform as a news reader or show presenter.

Activity 1

Study the following explanation.

What Does the News Anchor Do?

The term anchor (sometimes anchorperson, anchorman, or anchorwomen) was coined by producer Don Hewitt. Its first usage was on July 7, 1952 to describe Walter Cronkite's role at the democratic and Republican National Conventions. According to Hewitt, the term was in reference to the "anchor leg" of a relay race.

What does the news anchor do?

- Analysing and interpreting news and information received from various sources in order to be able to broadcast the information.
- Writing commentaries, columns, or scripts, using computers.
- Examining news items of local, national, and international significance in order to determine topics to address, or obtain assignments from editorial staff members.
- Coordinating and serving as an anchor on news broadcast programmes.

Adapted from online.onetcenter.org

Activity 2

Look at the following picture and answer the questions orally.



Source: img297.imageshack.us

1. Do you like watching news programme?
2. What kind of news programme do you like?
3. Why do you like it?
4. Do you have a favourite news reader/news anchor?
5. Can you give any reasons why you like him/her?

Activity 3

Let's have a role play. Take turns with your partner to read the following breaking news.

News 1 (you)

Bloody Pursuing

It happened just before one o'clock Friday morning on a stretch of US-220 near the Franklin County line.

The pickup that police were pursuing showed evidence of the gun battle... so did two patrol vehicles back

at the Roanoke County Public Safety building. One officer was injured and one man at the pickup was dead.

The pursuit began when an officer tried to stop the driver for speeding, but investigators say they don't know why he opened fire.

Adapted from www.news.bbc.co.uk

News 2 (your partner)

Twins Rays Today

The Minnesota Twins have had Southwest Florida all to themselves since the Red Sox left for Japan last week. But the Twins run is also coming to a close. Today's game against Tampa is the next to last at Hammond stadium this spring.

Bottom one, two on for Delmon Young. He shoots one to left, but it's misplayed. John Mover scores easily from second, but then a throwing error results in another Twins Run coming Minnesota leads two zip.

Top three, some score, two out. Livan Hernandez moving alright for a big man. Shows off the soccer skills as he kicks the ball to Justin Morneau at first. Six innings, just one run earned for Hernandez. Twins end up winning 4-2. Next spring, the Rays will join the Twins and Red Sox in Southwest Florida when they move spring camp to Charlotte Country.

Adapted from www.news.bbc.co.uk

Note:

Point to remember when you're reading the news

1. Speak clearly at medium speed
2. Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
3. Focus to the camera/audience
4. Have an natural expression; the ability to communicate information and ideas in speaking so others will understand.

Activity 4

After your friend read out the news, give some points based on your friend's performance. The following form will help you to check the points.

Your friend's name :								
Voice intonation* :	1	2	3	4	5	6	7	8
Voice clarity* :	1	2	3	4	5	6	7	8
Pronunciation* :	1	2	3	4	5	6	7	8
Oral expression* :	1	2	3	4	5	6	7	8

* Give a point from scale 1 to 8

Activity 5

Read the following explanation.

If you are confident and well spoken and would like to use your vocal talent maybe even on screen, then why not consider working as a media presenter?

Radio and television presenters announce a variety of programmes from news bulletins through to sports events.

Imagine your voice being heard by people, or your face seen on television screens, as you read the news or perhaps introduce a popular television show. This is a regular experience for media presenters who announce music and entertainment programmes, make community announcements, read news bulletins, do voice overs for commercials, or write their own scripts and conduct interviews. Radio presenters do much the same thing on radio.

To be successful as a media presenter, a clear speaking voice is a must, as is a good understanding of the English language. A broad general knowledge and an interest in current affairs will also be helpful.

Adapted from www.conferenceleaders.com

Englishclub.com

Would you like to know more about presenting? Just click on

www.tls.utsc.utoronto.ca/instruction/presentation

Activity 6

Answer the following questions orally.

1. What do you need to work as a media presenter?
2. What programs are that usually hosted by a media presenter?
3. What will you get as a famous media presenter?
4. Can you mention the job description of a media presenter based on the text?

5. Why must you have a clear speaking voice, good understanding of the English language, a broad general knowledge and an interest in current affairs to become a successful media presenter?

Activity 7

Let's pretend to be a show presenter. You act as a show presenter and your partner acts as the guest star of the show.

Show presenter : Good afternoon, Ian. How's it going?

Ian Blackley : Good afternoon. I'm doing great here. Thank you.

Show presenter : So, what is your activity lately, Ian?

Ian Blackley : Well, I just finished a European Tour for an anti-drug campaign, got back to Australia, then continued to broadcast. And I'm also doing my environment project with Greenpeace.

Show presenter : That's great. I think all of your activities make you very tired, don't they?

Ian Blackley : Actually, not that tired because I'm doing it with heart. You know, I really like being involved and giving something to other people.

Show presenter : Well, Ladies and Gentlemen, give a big applause to Ian Blackley. That in his age he gives so much attention to the problems around us. He can be a good example for the young generation.

Ian Blackley : Wow, thank you very much. But there are many of my friends that do more great things than I do.

Show presenter : Yes, and you're one of them. Anyway, Ian, what influenced you or motivated you?

Ian Blackley : The thing that influenced and motivated me is my family. They support me. In addition, my family worked in radio so I was always surrounded

Your Project

Let's make a talk show.

1. Make a group which consists of 3-4 students.
2. One student acts as a news presenter.
3. Two or three students act as guests.
4. The rest are audience. The audience must involve in a question-answer session.

by it, and people often commented that I had a good voice for that particular medium, the radio I mean. I love my job and my listeners because I think the spontaneity of radio is fascinating. It allows you to have fun at work and of course get paid for it.

Show presenter : I see. That's nice. Well, Ian what about the difficulties? I mean do you often find any difficulties in your job?

Ian Blackley : Well, there's a lot of planning involved and we have to do a bit of preparation to make sure everything runs smoothly. You have to concentrate on your preparation. So you know what you have to speak.

Show presenter : All right. Now, can you give us some useful tips for the newcomers in the broadcasting world?

Ian Blackley : You need to be able to sound intelligent and communicate well with a wide range of people. A sense of humour, the ability to be funny and think quickly, as well as being willing to take chances are also important. You always need to keep practising. This will help your timing and avoiding your voice sounding flat. There's probably nothing worse.

Show presenter : That's very useful. I believe that your words will help new comers. Thank you very much Ian for coming on the show. Good luck in your career and keep being an icon for teen world. Ladies and Gentlemen... Ian Blackley...

Ian Blackley : All right. Thank you very much for inviting me.

Activity 8

Decide whether the following statement is true or false based on the dialogue. Correct the false one.

1. One of Ian's activities lately is acting in local theatre.
2. He has done an anti-drug campaign around the world.
3. Ian hates his activities.
4. Ian's age is about 35 to 40 years old.
5. Ian is a good example for the young generation.
6. Ian is the only one that does such nice things for the environment.
7. Ian's family never supported him to become a radio presenter/announcer.
8. The spontaneity of radio interests Ian a lot.
9. Ian always finds many difficulties in his job and he can't manage it.
10. Ian gives bad advice to the newcomers in broadcasting world.

Pronunciation *Practice*

1. presenters /prɪ'zentərz/
2. testimonials /testə'məʊniəls/
3. changes /tʃeɪndʒɪz/
4. segments /segmənts/
5. recommendations /rekə'mən'deɪʃns/
6. commentators /kɒmən'teɪtərs/
7. broadcast /brɒdkæst/
8. improvises /ɪmprə'vaɪzɪz/

Reading

In this section, you will learn how to:

- identify key words or sentences from news scripts and host script;
- find the detailed information from news scripts and host scripts;
- draw a conclusion from news scripts and host scripts.

Activity 1

Answer the following questions.

1. What do you know about news readers?
2. Do you know what a news caster is?
3. What is a news anchor?
4. What is the similarity between news reader, news caster and news anchor?
5. What are the differences between them?

Activity 2

Match these professions to their duties.

Professions	Duties
1. reporter	a. reading material prepared for a news programme on radio or television
2. news reader	b. presenting material prepared for a news programme and at times must improvise commentary for live presentation
3. news caster	c. directing a news program presentation
4. news anchor	d. working as a journalist and news gatherer, and compiling the script to be delivered in a news bulletin
5. news director	e. writing about events for a newspaper, radio, or television
6. news presenter	f. presenting a news show on television, radio, or the Internet

Activity 3

Read the following news script with the correct intonation.

NBC-2 following a developing story tonight.

A series of deadly explosions near the Los Angeles Airport.

The blasts killing one firefighter and a second is in critical condition.

It happened when an under-ground vault exploded, near LAX.

Firefighters were called to the location to investigate dislodged manhole covers.

During that investigation, firefighters said they noticed smoke coming from a room near the back of a building.

That's when several explosions went off.

Early reports from the scene indicated that a gas leak may have been responsible.

Activity 4

Answer the following questions based on the news script.

1. What incident was reported in the news?
2. Where did the incident happen?
3. How did it happen?
4. Who were the victims?
5. What was indicated to be the cause of the incident?

Activity 5

Find the words from the text to fill in the blanks.

1. A _____ poison killed a half of the population in Minamata.
2. The _____ of the fire is killing two police officers and three fire fighters.
3. Some detectives went to the crime scene to _____ the case.
4. At first, they _____ smoke from the attic, then a big explosion happened.

Activity 6

Find the words in text which have the following meaning. Work in pairs.

1. likely to cause death
2. big explosions
3. at a crisis
4. room with thick walls, where valuable things are kept safe
5. persons who help put out large fires
6. moved or forced from a fixed position
7. examine the fact about something in order to discover the truth
8. hole through which a liquid, gas, etc. escapes

Activity 7

Complete this news script with suitable words from the box.

- treats
- protesters
- environment
- station
- angry

Environmental ¹_____ are blockading a big shell petrol ²_____ in Birmingham. They say they're ³_____ that the impact of the oil giant's work on the ⁴_____ and also the way they believe it ⁵_____ people in third world countries.

Activity 8

Read the news script and choose the correct answer in the answer box.

1. The protesters blockading a petrol station
2. What makes them angry
3. The oil work will impact
4. The protesters believe
5. The environmental protest happens

Answer Box

- a. in Birmingham
- b. on the environmental

- c. are environmental protesters.
- d. is the impact of the oil giant's work.
- e. that the oil company treats people in third world countries.

Activity 9

Work in groups and complete the chart with the information from the news.

News Summary

What? : _____
Who? : _____
Where? : _____
When? : _____
Why? : _____

Activity 10

Read the following script of a show presenter (host).

Welcome, my name is Siti Haliza and I will be your host tonight. I want to thank you for taking time out of your busy day to participate in our Night of the Notables. Tonight you will have an opportunity to meet many famous people and ask them about their lives. We've worked hard..... Each of you should have picked up a numbered, *Guess Who??* sheet like this (show sheet). In just a moment, our notables will be arriving. Each notable will have a number attached to their clothing. You will be given a chance to interview the notables. It is your job to try to figure out who they are by using the interview questions on the back of the sheet. You are not allowed to ask them their notable names. We will warn you when you have 5 minutes remaining. You probably will not have a chance to interview all 50 notables. It is time to have fun. Let's begin.

Adapted from www.fcps.edu

Activity 11

Answer these questions by choosing a, b or c for the correct answer.

1. What kind of programme is it?
 - a. A talk show.
 - b. A quiz.
 - c. An interview.
2. Who are the participants of the show?
 - a. Students.
 - b. Parents.
 - c. Students and parents.
3. Who has a number attached to his/her clothing?
 - a. The host
 - b. The parent.
 - c. The notable.
4. How many notables are there to be interviewed?
 - a. 40 notables.
 - b. 45 notables.
 - c. 50 notables.
5. What does each participant get to interview the notables?
 - a. A number.
 - b. A sheet of paper.
 - c. A chance.

Writing

In this section, you will learn how to:

- write ideas into a news script;
- develop ideas into a news script;
- write a news script.

Activity 1

Answer the following questions.

1. Do you know how to write a news script?
2. In your opinion, what should be considered when writing a news script?
3. Do you think it is easy to write a news script?

Activity 2

Study the following tips for writing a news script.

1. Think about your audience and use appropriate language.
2. Write as you speak. You don't have to use formal language.
3. Keep reading your scripts out loud to check how they sound.
4. Avoid repeating the same word too often.
5. Remember to tell the audience who said what. In other words, credit your sources.
6. If you did not manage to record the best quote of the interview, but you did write it down, do not be tempted to read the quote out loud. It's better to paraphrase.
7. The news should be clear and concise.

Activity 3

Complete the following script with the suitable words in the box.

Attention parents: You have 5 minutes of¹ _____ time remaining.

Attention parents: It is now time to have a seat.

Our notables will now introduce themselves. Please keep track of how many² _____ answers you have.

It's time to find out how smart our parents are. Let's see how you did.³ _____ up all of your correct answers.

Is there anyone that got all 50 correct?

If you got at least 40, please stand. (If none, go down to 30) Remain⁴ _____ if you have at least 45.....

We want to reward our Smart Parents with a special treat ... Smarties.

Now, our notables have another treat for all of our parents. We would like to sing a few songs about our ⁵ _____ characters.

One last treat. It is time to ⁶ _____ our notable refreshments. Students will escort their parents to the refreshment table. Please take the time to look at the refreshments and the cards that go along with them.

⁷ _____ parents and students. I would like to thank you for ⁸ _____ to our Night of the Notables. It is time for our notables to ⁹ _____ to their classrooms and change.

Parents, your children will meet you in the ¹⁰ _____ when they are finished changing. Please remain here and enjoy a few more refreshments while you wait.

Taken from www.fcps.edu

- coming
- correct
- count
- notable
- interview
- attention
- standing
- return
- cafeteria
- enjoy

Activity 4

Read the following news from a newspaper and find the main ideas.

David Beckham showed he could still play a role for England when he won his 100th cap in a 1-0 defeat to France in a friendly on Wednesday.

The LA Galaxy midfielder looked a little rusty at times but gave a typically hardworking performance at the Stade de France and was involved in much of England's attacking play before being replaced by David Bentley in the 63rd minute.

The 32-year-old, who made his England debut against Moldova in a World Cup qualifier in September 1996, became only the fifth English player to achieve a century of appearances for his country.

Billy Wright (105 caps) was the first to reach the milestone in 1959 and was subsequently followed by Bobby Charlton (106), Bobby Moore (108)

and England's record appearance holder Peter Shilton(125).

Beckham won his 99th cap in England's 3-2 home defeat against Croatia in a Euro qualifier at Wembley last November.

"I am very proud of this 100th cap, it does not happen to everybody. It was amazing," he told reporters. "It was special to win it here, where (Zinedine) Zidane played, and I have also got a house in France "

Camera flashes sparkled around the stadium when the former Manchester United favourite took his first corner

kick, which was cleared by the French defence in the sixth minute.

Beckham then fell just short of netting his 18th goal for his country when he failed to connect at the far post with a low Ashley Cole cross.

Wearing golden boots to mark the milestone, Beckham also got the opportunity to show his defending skills, often switching to a full back position with former United team mate Wes Brown.

Taken from The Jakarta Post, March 28, 2008

Activity 5

Develop the main ideas into a news script. The news should be clear, correct and concise. Learn again the tips in Activity 2 to help you.

Chapter Summary

1. Point to Remember When You're Reading the News

- a. Speak clearly at medium speed
- b. Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- c. Focus to the camera/audience
- d. Have an oral expression; the ability to communicate information and ideas while speaking so others will understand.

2. Script-Writing Tips

- a. Think about your audience and use appropriate language.
- b. Write as you speak. You don't have to use formal language.
- c. Keep reading your scripts out loud to check how they sound.
- d. Avoid repeating the same word too often.
- e. Remember to tell the audience who said what. In other words, credit your sources.
- f. If you did not manage to record the best quote of the interview, but you did write it down, do not be tempted to read the quote out loud. It's better to paraphrase.
- g. The news should be clear and concise.

Learning Reflection

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

1. respond to the meaning expressed by a show presenter (host) and news reader;
2. express meanings in a public speaking context as a show presenter (host) and news reader;
3. read aloud the script of show presenter (host) and news reader with the correct intonation;
4. write a script for a show presenter (host) and news reader.

Now, answer the questions:

1. Can you mention three ways of how to become a successful show presenter?
2. What do you need to become a successful news reader?

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

Review 1

A. Listening

Listen carefully and answer the questions.

You are going to listen to some short dialogues. Questions 1–5 are based on the dialogues. Choose the best response to the expression you hear.

1. a. It's boring.
b. It's awful.
c. It's amazing.
d. It's uninteresting.
2. a. I don't think so.
b. I disagree with you.
c. I am with you.
d. I quite agree with that decision.
3. a. I'd rather you don't.
b. I have to think about that.
c. I don't think that's very good.
d. OK. If that's your decision, I'll go with you.
4. a. Thanks.
b. I think so.
c. I understand it.
d. That's a good idea.
5. a. That's good.
b. Leave me alone.
c. Be optimistic. Try again.
d. Cheer up! It's not the end of the world.

Questions 6–10 are based on the listening you are going to hear.

6. Where was the Wolf?
 - a. In a pond.
 - b. On a mountain.
 - c. On the peak of a hill.
 - d. At a spring on a hillside.
7. What did the Wolf see?
 - a. A lamp.
 - b. A light.
 - c. A lamb.
 - d. Another wolf.
8. What was the Lamb doing when the Wolf saw her?
 - a. Sleeping.
 - b. Walking.
 - c. Drinking.
 - d. Having supper.
9. How old was the Lamb?
 - a. Four months old.
 - b. Five months old.
 - c. Six months old.
 - d. Seven months old.
10. What is the purpose of the text?
 - a. To entertain or amuse.
 - b. To describe the way things are.
 - c. To share an unusual incident.
 - d. To describe how something is accomplished.

B. Reading

Answer the questions by choosing the best answer.

Questions 11-15 are based on the following text.

Around Bali

Bali, the fabled "Island of the Gods", has been enchanting visitors for centuries with its rich cultural traditions and spectacular panoramas. From lofty, misty enshrouded volcanoes and cool mountain lakes down through terraced rice fields to a golden strand lapped by azure waters, every square inch of Bali offers a fresh and unforgettable image.

No less enchanting are its people, some 2.7 million souls whose artistry and piety are recognised throughout the world. Balinese Hinduism, a complex fusion of Indian cosmology, Tantric Buddhism and homegrown mythology, is the primary faith of Bali's inhabitants, and so deeply woven into the fabric of their daily lives that the line between

the spiritual and the material is blurry at best.

The shoppers among you will find Bali a treasure house of handicrafts and fine works of art. The Balinese are incredibly gifted artists and craftsmen, and their material creations are imbued with the same sense of wonderment with which *they* regard their universe. Stone and wood carvings, traditional and modern paintings and intricately designed jewelry in gold and silver are readily available in shops and galleries throughout the island.

As for recreation, there is no shortage of options. Nature walks, horseback riding, diving, surfing, bungy jumping and white water rafting await the adventurous here.

Taken from *Hello Bali*, 2000

11. The topic of the text above is _____.
 - a. Balinese life
 - b. scenery in Bali
 - c. tourism in Bali
 - d. Bali for recreation
12. The main idea of paragraph 2 is _____.
 - a. Population of Bali
 - b. Bali's inhabitants
 - c. Balinese religion
 - d. Daily lives of Balinese
13. The synonym of the word *azure* in paragraph 1 is _____.
 - a. bright blue
 - b. bright green
 - c. dark green
 - d. dark blue
14. The word *they* in paragraph 3 refers to _____.
 - a. craftsmen
 - b. fine works
 - c. the Balinese
 - d. gifted artists
15. Below is recreational activities you can find in Bali, except _____.
 - a. horseback riding
 - b. nature walks
 - c. surfing
 - d. skiing

Questions 16–22 are based on the following text.

Most Firms Ignore Waste Treatment

Only 26 percent of a total of 2,173 medium and large-scale enterprises in the city regularly submit samples of their liquid waste for assessment, the Jakarta Environmental Management Agency has said.

The remaining 1,602 enterprises failed to deliver reports of the liquid waste they produced as set out in gubernatorial decree No. 299/1996.

The decree requires all enterprises producing liquid waste to treat the waste before disposing of it into rivers. It also requires firms to send samples of the treated waste to the agency every three months.

The companies on the list include hotels, apartments, office buildings, restaurants, hospitals, and industrial plants.

The above figures do not include registered small-scale enterprises such as community markets, small workshops and small offices which amount up to at least, 15,845 concerns.

Worse still, out of 571 companies which have sent their samples to us, only 35 percent, or 199 companies, comply with the decree and send us the samples every three months. The rest submit the samples every four months,

six months, or even only once a year. No wonder the quality of our river water is getting worse.

High levels of pollution in the city's 13 rivers is suspected of being behind the red tide phenomenon, which killed thousands of fish in Jakarta Bay in May.

The real issue here is whether the agency has the political will because the administration has ignored the existing Law No. 23/1997 on the environment.

The law authorises all environment management agencies to control the liquid waste treatment of any enterprises.

The law gave the administration the power to censure transgressing companies and the city could close companies down if they continue to ignore existing regulations.

The law says companies found to be polluting the environment with liquid waste are given six months to improve their treatment facilities. If they fail to meet the deadline, the agency has the power to close the waste treatment facility, the area of production causing the waste, or the entire production process.

Taken from The Jakarta Post, July 5, 2004

16. The topic of the text above is _____.
 a. the small numbers of enterprise that concern about waste
 b. the ignorance of waste treatment
 c. high level of pollution
 d. uncontrolled waste
17. The companies that are required to send samples of the treated waste to the agency are mentioned below, except _____.
 a. hotels
 b. restaurant
 c. apartments
 d. community markets
18. How often should companies send the samples to the agency?
 a. Every two months.
 b. Every three months.
 c. Every four months.
 d. Every six months.
19. Does gubernatorial decree No. 299/1996 carry legal sanctions?
 a. Yes, it is.
 b. No, it isn't.
 c. Yes, it does.
 d. No it doesn't.
20. The statements below are true based on the text, except _____.
 a. 73 percent of the companies on the list did not submit the liquid waste for assessment.
 b. Gubernatorial decree No. 299/1996 doesn't have any legal sanction.
 c. Community markets should submit the sample of the waste as well.
 d. The quality of river water gets worse because the waste control is still weak.
21. The word *they* in the last paragraph refers to _____.
 a. regulations
 b. companies
 c. enterprises
 d. instruments
22. The synonym of the word *unscrupulous* is _____.
 a. prosperous
 b. bankrupt
 c. healthy
 d. illegal

Questions 23–27 are based on the following text.

The Green Generation

Who is going to pay the price if the current generation ²³_____ to pollute the environment? Today's children will foot the bill. California teenagers who figured this out have started an organisation called YES (Youth for Environmental Sanity). As one member of YES points out, "Adults didn't learn about the environment when they were growing up. "Therefore, YES members

believe that unless kids ²⁴_____ on themselves, nothing is going to happen.

The group is realistic but hopeful. Spokes person Sol Solomon states the YES philosophy in a few words: "Who says we can't save the earth? If we don't save it for ourselves, nobody ²⁵_____ it for us. "A lot of this hope is based on teenagers growing economic power.

According to one national wide poll, US teenagers spend about \$80 billion a year. Using that power, kids' ecology groups have told some manufactures, "We won't buy your products unless you²⁶ _____ the way you do business. "Youngsters have forced giant food corporations such as Burger King and Star-Kist to change. Now, if kids²⁷ _____ to a product for environmental reasons, manufacturers listen.

Partly because companies want kids to buy their products, "green" advertising-advertising that mentions a company's concern about the environment-is booming. But environmental groups tell companies that they'd better actually solve problems and not just spend money on advertising. "Kids are sharp", warns one spokesperson. "They'll figure it out fast if manufacturers practise false advertising."

Taken from *Focus on Grammar*, 2000

23. a. is continuing
b. has continued
c. will continue
d. continues
24. a. would depend
b. are depending
c. has depended
d. depend
25. a. saves
b. saving
c. will save
d. would save
26. a. change
b. is changing
c. will change
d. has changed
27. a. object
b. will object
c. are objecting
d. would object
28. *Ria and Yuni are at a shop. Ria wants to buy an umbrella.*
Ria : _____ this umbrella?
Yuni : I think it's pretty good for you. It matches the colour of your clothes.
- a. Do you want
b. Do you agree to buy
c. What do you think about
d. Could I know your reaction to
29. *Bani and Dian have just read a fable.*
Bani : What's your opinion of the fable?
Dian : _____ the story is full of moral values.
a. I know
b. I think
c. I agree
d. I doubt
30. *Wahyu and Udin are sharing their opinion on a recent education issue.*
Wahyu : Do you agree that education must be affordable for the poor?
Udin : Absolutely _____.
a. I deny
b. I agree
c. I try to do so
d. I don't care it
31. *Wina and Naina, two staff at a real estate company, are talking about their latest project building a five-star hotel.*

Wina : _____ the plan to build a new five-star hotel in that area.

Naina : But don't you think that it will give us a lot of money?

Wina : I don't care. What I care about is the poor people living around that area. Their houses will be destroyed.

- a. I am afraid of
- b. I don't think
- c. I disagree
- d. I believe

32. *A student is talking to a teacher proposing one programme to be held every year at the school.*

Student : Sir, do you approve of celebrating Mother's Day annually at our school?

Teacher : Oh, great! _____.

- a. Smashing!
- b. How terrific!
- c. I'm really displeased.
- d. I'm very much in favour of that.

33. *A waiter is asking a guest about the food.*

Waiter : Do you like the food we serve, Sir?

Guest : Oh, the taste is great. _____.

- a. I am very pleased with it.
- b. What a nuisance.
- c. I can't stand it.
- d. Fantastic.

34. *A guest at a hotel is complaining about the facilities in that hotel.*

Guest : _____. I asked for a room with a shower.

Receptionist : I'm very sorry, Sir. I'll see if I can change it.

- a. It's very nice.
- b. I really like it.
- c. How irritating!
- d. I am very pleasant.

35. *Tia is feeling sad because somebody she trusts is a traitor.*

Tia : _____. I don't really want to talk to anybody.

Ratu : I can see why you're so sad, but let me know your problem.

- a. I'm interested in this matter
- b. Please leave me alone
- c. Isn't it great?
- d. Calm down

C. Writing

Make a paragraph reporting one of the following animals.

- | | |
|--------------|-------------------|
| 1. Turtle | 5. Komodo |
| 2. Cheetah | 6. Sumatran tiger |
| 3. Cat | 7. Rhinoceros |
| 4. Butterfly | 8. Orangutan |

Chapter 6

Valuable Stories



Source: www.thefeltsource.com

In This Chapter

Listening:

- Responding to someone expressing attitude (giving opinion, agreement and disagreement)
- Responding to a narrative texts

Speaking:

- Expressing attitude (giving opinion, agreement and disagreement)
- Responding to monologue of narrative texts

Reading:

- Reading narrative texts

Writing:

- Writing a narrative text

Listening

In this section, you will learn how to:

- respond to someone expressing attitude (giving opinion, agreement and disagreement);
- respond to narrative texts.

Activity 1

Answer these questions orally. Put forward your opinion.

1. What do you do if you don't agree with someone?
2. In your opinion, what should parents do for their children's education?
3. What do you think about education quality in Indonesia today?
4. Do you agree that Indonesian children should attend school at an early age (3-5)?

Activity 2

Listen to the dialogue carefully. Then answer the questions.

1. What expression did the journalist use to open the dialogue?
2. What are they talking about?
3. What did the journalist ask finding information about the seminar?
4. Did the two people have the same opinion about the seminar implementation? How do you know?
5. Can you find an expression of giving opinion in the dialogue? State it.
6. How to express different thoughts? Can you find the expression in the text?

Activity 3

Answer the following questions orally.

1. Are you used to listen to a bedtime story before you slept?
2. What stories do you still remember?
3. What are they about?
4. Did the stories teach you something?

Activity 4

You are going to listen to a story. Listen carefully.

Activity 5

Answer the following questions based on the listening text.

1. Who are the characters in the story?
2. Why was Tom Thumb called in such a way?
3. What was Tom Thumb characteristics in the story?
4. How about his father's characteristics?
5. Why did his father sell Tom Thumb at last?
6. How did Tom Thumb escape from the circus owner?
7. Where does the story take place?
8. What lesson do you get from the story?

Activity 6

The following sentences are taken from the text you just listened. Match the underlined with the definitions.

Sentences

1. "There's nothing I can do about this problem now," she sighed.
2. The man took his cart to the city carrying fruits and vegetables.
3. My brother went to the city to fetch a doctor because I was sick.
4. She got a tiny book from her uncle.
5. What they said didn't convince their father.

Definitions

- a. to go to the place where something or someone is and bring them back
- b. to make someone feel certain that something is true
- c. to take a deep breath
- d. vehicle for carrying loads, usually pulled by a horse
- e. extremely small

Englishclub.com

Folktales are stories that have been handed down from generation to generation either in writing or by word of mouth. To find more folktales especially from Indonesia, you can access these sites.

www.aaronshep.com
www.geocities.com/kesumawijaya/
www.pacific.net.id/indocare/folk98.htm

Activity 7

You are going to listen to the story again. Pay attention to how the following words are pronounced. Then, categorise them under the correct vowel sound. Do it in your workbook.

- seem
- speak
- this
- be
- need
- leave
- me
- since

Long Vowel /i:/	Short Vowel /ɪ/
_____	_____
_____	_____
_____	_____
_____	_____

Activity 8

You are going to listen to an incomplete story. The missing part is the answer to the question in the story. Guess it.

Activity 9

Can you guess the 'mystery'? You are going to listen to the rest of the story which is the answer to the 'mystery'.

Activity 10

Listen to the two advertisements. Then fill in the blanks.

	Famous Reads	Magazines
Price	_____	Rp57,000
Number of	ten	_____
Available at	_____	selected bookstores
Writers	local and foreign	_____

Speaking

In this section, you will learn how to:

- express attitude (giving opinion, agreement and disagreement);
- respond to monologue of narrative texts.

Activity 1

Answer the following questions.

1. Do you often debate with your friends?
2. What do you say to respond to someone's opinion?
3. How do you feel when someone disagrees with your opinion?
4. What do you usually say when someone agrees with your opinion?

Activity 2

Read the following dialogues. Pay attention to the situations and the language used. Then act them out.

Situation 1

In a newly opened mall, Sofia meets her best friend, she brings some new books that she has bought.

- Aldi : Hi, Rani! Where have you been?
Rani : Hi, Aldi! I've just come out from the bookstore on the third floor.
- Aldi : Did you buy any books?
Rani : Yes, one story book and two textbooks for my little brother. By the way, what do you think of this new mall?
- Aldi : The way I see it, it's amazing. It is the biggest mall in town, isn't it?
Rani : That's right. I reckon the facilities make the customers satisfied.

Situation 2

In a meeting, Mr Rizal Bakri and his colleagues are arguing about their opinions on the right time to publish their books.

- Mr Fuad : The best time to publish our books is at the end of next month. Students need them soon.

New Horizon

People have used books in some form for more than 5,000 years. The term *book* comes from the early English word *boc*, which means *tablet* or *written sheets*. The first printed books in Europe appeared during the mid-1400's. Since then, millions of books have been printed on almost every subject in every written language. Young readers are familiar with storybooks, textbooks, workbooks, and comicbooks.

(The World Book Encyclopedia: Volume 2, 2007)

- Mr Bakri : Have you any comment on this matter, Mr Adam?
- Mr Adam : I consider that we still have to make several improvements about some aspects. So we need at least two more months to publish. We needn't to be in a rush.
- Mr Fuad : How about the customers?
- Mr Adam : I'm convinced that the customers will have the books on time. It will not be late.
- Mr Bakri : I agree with Mr Adam's view.
- Mr Adam : Thank you for your approval, Sir.
- Mr Bakri : OK, we will be ready to publish our books within two months.
- Mr Fuad : Well, if that's the final decision, I think I accept it.

Activity 3

Answer the following questions based on the dialogues in Activity 2.

1. What is Aldi's opinion about the new mall?
2. Does Rani agree with Aldi?
3. In what situation does the first conversation take place? Formal or informal?
4. Why does Mr Adam want to publish the books two months later?
5. Whose opinion is agreed with by Mr Bakri?
6. Does the second conversation take place in a formal situation?
7. What aspects determine the use of language (formal or informal)?

Activity 4

Work in pairs. Complete these dialogues with appropriate expressions.

1. *Mr Diki asked Mrs Lina to dinner. But she has to take her mother to see a doctor after work.*
 Mr Diki : What do you think about having dinner tonight?
 Mrs Lina : _____.

UN Shot

Lawyer : Tom, your wife wants to get half of the property, the investment and also the children.

Tom : I don't get along with that. She claims too much I think.

The underlined expression shows

- disagreement
- impossibility
- uncertainty
- inability
- denial

(UN 2002/2003)

2. Mrs Tuti heard Miss Dessy watch students during afternoon activities. Mrs Tuti wants to know about her students.

Mrs Tuti : _____?

Miss Dessy : Well. I reckon that students had trained seriously before the headmaster came to see them.

3. Hani and Dewi were discussing math questions. One of the questions was answered differently.

Hani : OK. The answer is 210.

Dewi : Oh no _____. I think the answer is 21.

Hani : I am along with you. I miscounted. Thanks.

4. Naning : The capital city of Malaysia is Kuala Lumpur. What is the capital of the Netherlands?

Candra : Dutch.

Naning : No. _____ with you. Dutch is the language of the Netherlands. I think it is Amsterdam.

What to Say

Study the following expressions of agreement and disagreement.

Expressing Agreement

- I agree with what you said
- I agree with you.
- Well, if you say so.
- I agree
- I think so.
- I am with you.

Expressing Disagreement

- Yes, but don't you think ...?
- Yes, I see but
- I don' think so.
- I quite disagree
- Sorry, I have to say "No".

More Formal



Less Formal

More Formal



Less Formal

Activity 5

Now complete these pairs of dialogue with the appropriate expressions in a group of four.

- Sarto : _____ ?
Dessy : Yes, I think so. I reckon that Herman is not lazy, but he has come late.
- Guest : _____ ?
Erni : Sure. Take a taxi from here. The taxi driver will take you to the place you want to.
- Etty : Do you object picking me up at nine?
Krisna : Sure. _____
don't wait for each other. We should leave on time.
- Wina : Daddy _____ ?
Father : Alright. Take your brother, and don't come late.
Wina : Thank you.

Activity 6

Make a short dialogue using the expressions of asking for opinion, expressing opinion, agreeing with opinion and disagreeing with opinion individually.

Activity 7

Retell the following story to your class.

Money Isn't Everything



Source: *Story a Day*, 1983

Donald, Daisy, Huey, Louie and Dewey all went to visit Uncle Scrooge one cold autumn day. They knocked at the door and had to wait a long time before all the bolts were undone. Even then Uncle Scrooge looked very suspicious, as if they were Beagle Boys in disguise. The old miser was very surprised to see them all.

"Well, well. I suppose you'd better come in," he croaked at the door.

"Have you got a sore throat, Great-Uncle Scrooge?" chirped Louie.

"Don't be cheeky, Louie!" scolded Daisy.

"Stuff and nonsense!" croaked Uncle Scrooge. "I have got a sore throat! The young lad's right."

"Sorry to hear that, Uncle," said Donald sympathetically. "Should I send Dewey out to get you some cough drops?"

"No. They cost too much money nowadays," complained the old miser. "I'd rather suffer the tickle in my throat."

"You don't seem very happy, Uncle Scrooge," soothed Daisy.

"Mind your own business!" snapped Uncle Scrooge.

"Poor old Great-Uncle Scrooge," chirped Dewey, who had jumped up to sit on his Great-Uncle's knee.

"What do you mean – poor Great-Uncle Scrooge!" chuckled Uncle Scrooge. "I've got more money than Fort Knox."

"What I meant," explained Dewey, "was that I had a sore throat too, and I hardly have any money. But I bought some cough drops." With that Dewey pulled out his box of cough drops and gave them to Uncle Scrooge.

"You can have my cough drops, Uncle," smiled Dewey, "because they cured my sore throat."

Uncle Scrooge didn't know what to say. But one great big tear rolled down his face.

"Poor Great-Uncle Scrooge," echoed the triplets.

Taken from Story a Day, 1983

Activity 8

Find the words in the text which have the following definitions.

1. said something in a sharp voice
2. made a deep, hoarse sound
3. changing the appearance in order not to be recognised
4. metal bars that slide into a socket to lock a door
5. three children born to the same mother at one time
6. having an itching feeling
7. person who loves money and spends as little as possible
8. having a feeling that something is wrong, somebody has done wrong, etc.

Activity 9

With a partner, have a discussion to answer the following questions.

1. What is the theme of the story?
2. How many characters are there in the story?
3. Can you describe the characteristics of each character?
How can you know?
4. Where did the story take place?
5. How does the story end?
6. What does the clause "all the bolts were undone" in paragraph 1 tell you about?
7. Can you find some moral values implied in the story?
State the textual evidence to support your answer.

Pronunciation *Practice*

1. autumn /'ɔ:təm/
2. bolts /bɔʊlts/
3. suspicious /sə'spɪʃəs/
4. disguise /dɪs'gaɪz/
5. sympathetically /sɪmpə'tetɪklɪ/
6. miser /'maɪzə(r)/
7. tickle /'tɪkl/
8. chirped /tʃɜ:pɪd/
9. echoed /'ekəʊd/
10. triplets /'trɪplɪts/

Reading

In this section, you will learn how to:

- read narrative texts.

Activity 1

Answer the following questions.

1. Have you ever been jealous of your friend? Why?
2. In your opinion, is being jealous good?
3. What will you do if your best friend is jealous of you?

Activity 2

Find the synonyms or meanings of these words in dictionary.

Words	Synonyms or Meanings
1. grove	_____
2. huge	_____
3. exceedingly	_____
4. shedding	_____
5. supremely	_____
6. captivated	_____
7. harsh	_____
8. grief	_____
9. enchanting	_____
10. pacified	_____

Activity 3

Read the following text.

The Jealous Crow



Orientation

Far, far away there was a grove of shady mango trees. On one of the green trees there lived a cuckoo and a crow. They were quite alike in appearance. Both the birds were black. Only the crow was a little bigger. The cuckoo would lay all her eggs in the crow's nest. For quite sometime they lived as good friends. The cuckoo had a sweet voice and often she would fill the grove with her sweet melody.

Evaluation

One day, a traveller passed by. Night fell and there was darkness all around. The traveller was tired. So he decided to spend the night under the huge mango tree on which the crow and the cuckoo lived.

The night was exceedingly pleasant. Full moon was shedding her lone lustre in the sky. The eerie surrounding made the cuckoo feel supremely happy. She kept singing the whole night long and the passerby was simply captivated by cuckoo's sweet song.

Complication

Night passed. The day dawned. It was now the crow's turn to caw. His voice was so harsh to the ears that the traveller soon left the place. When the crow saw the traveller leave the place, in disgust he felt jealous of the sweet-voiced bird. When the cuckoo had gone away in search of food the crow went to the nest in desperation and breaking all the eggs, he threw them down.

The cuckoo, finding all her eggs smashed, was mad with grief. She went to the crow and said, "Oh brother, we had always lived like friends. What made you break all my eggs?"

"Well sister, as you sang, the unknown traveller stayed the whole night. When I started cawing he left the place. I felt insulted and broke all your eggs. Now let us both go to the traveller and ask him why he did so."

Resolution

So, both the birds flew and flew till they spotted the traveller. When the crow asked him, he replied, "I was carried away by the cuckoo's enchanting voice but your voice was intolerably harsh. So, I left the place. But both of you have been old friends, so you should always live in harmony. You should not feel jealous of your friend."

These words of the passerby pacified both cuckoo and the crow. After that day they lived peacefully.

The just and kind words of a traveller destroyed the ill feeling of jealousy in the crow just as a sprinkling of a little cold water settles the boiling milk.

Taken from *Tales of Wisdom*, 2002

Narrative

Social function : to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic structure:

Orientation : sets the scene and introduces the participants.

Evaluation : stepping back to evaluate the plight.

Complication : a crisis arises.

Resolution : the crisis is resolved, for better or for worse.

Reorientation (optional).

Activity 4

Choose T if the statement is true and F if it is false according to the text.

1. T - F The crow and the cuckoo hadn't lived in harmony for a long time.
2. T - F The crow had a beautiful voice.
3. T - F The traveller came to the grove in the morning.
4. T - F In the night the cuckoo felt so happy because the night was pleasant.
5. T - F The traveller went away because of the harsh voice of the crow.

Activity 5

Find some moral values you get from the story in Activity 3. Share them with your partner.

Grammar *Record*

Adjectives, Adjective Phrases and Adjective Clauses

Study the following sentences.

1. Both of the birds were *black*.
2. The traveller was *tired*.
3. They are *good* friends.
4. The *unknown* traveller stayed the *whole* night.
5. They could have a *good* conversation.

- *Black, tired, good, unknown, and whole* are **adjectives**.
- An adjective can be placed after an **article** or before a **noun**.
- An adjective can modify **nouns** as Subjects or Objects.
- The adjectives placed after **to be** are Predicate.

1. the eggs *in the nest*
2. the traveller *feeling tired*
3. the dragon *ascending to heaven*
4. the millipede *deceiving the cock*

- An **adjective phrase** can follow a noun.
- The phrase *the eggs in the nest* = *the eggs that are in the nest*; *the traveller feeling tired* = *the traveller who is feeling tired*, and so on.

1. The traveller *who passed by*, ...
2. The dragon *that borrowed the horns*, ...
3. The traveller *whom the birds met*, ...
4. The horns *that the cock loaned*, ...

- An **adjective clause**, which contains a subject and a verb, can follow a noun. It describes the noun.
- *Who* and *whom* are used for people.
- *That* is used for people or things.

1. The tree *whose branch was cut down*, ...
2. The traveller *whom the birds saw*, ...
3. The bird *which has a beautiful voice*, ...

The italicised words explain the nouns. The clauses can also be written as follows:

1. The tree's branch was cut down.
2. The birds saw the traveller.
3. The bird has a beautiful voice.

Activity 6

Read the following text.

The Golden Reed Pipe

Once upon a time there lived in the mountains a woman and her daughter. The daughter liked to dress in red. Hence her name, Little Red.

One day they were ploughing and sowing in the fields. All of a sudden, a gale blew up and in the sky there appeared an evil dragon who stretched down his claws, caught Little Red in a tight grip and flew off with her towards the west. Her mother vaguely heard daughter's words carried on the wind:

Oh mother, oh mother, as dear as can be!

My brother, my brother will rescue me!

Wiping away her tears, her mother gazed into the sky and said, "But I only have a daughter. Who can this brother be?"

She staggered home and had got halfway there when her white hair was caught up in the branches of a bayberry tree growing by the roadside. While she was disentangling her hair, she spotted a red, red berry dangling from a twig. She picked it and swallowed it without thinking.

When she arrived home, the woman gave birth to a boy with a round head and red cheeks. She named the boy Little Bayberry.

Bayberry grew up very quickly and in a few days he was a young lad of fourteen or fifteen.

His mother wanted to ask Bayberry to rescue his sister but couldn't bring herself to inflict such a dangerous task on him. All she could do was weep to herself in secret.

One day a crow alighted on the eaves of her house and cried:

Your sister's suffering out there, out there!

She's weeping in the evil dragon's lair!

Bloodstains on her back,

She's digging rocks with hands so bare!

Upon hearing this, Bayberry asked his mother, "Do I have a sister?"

Tears streaming down her cheeks, his mother replied, "Yes, my boy, you do. Because she loved to dress in red, she was called Little Red. That evil dragon who has killed so many people came and took her away."

Bayberry picked up a big stick and said, "I'm going to rescue Little Red and kill that evil dragon. Then he can't do any more harm!"

His mother leaned against the door frame and through misty eyes watched her son march away.

Bayberry walked for miles and miles. On a mountain road he saw ahead of him, blocking the way, a large rock. It was pointed and rubbed smooth by all the travellers who had had to

climb it. One wrong step would mean a nasty fall.

Bayberry said, "This is my first obstacle! If I don't remove it now, it will be the undoing of many more people." He thrust his stick under the rock and heaved with all his might. There was a great "crack!" and the stick broke in two. Then he put both his hands under the rock and tried to shift it with all the strength. The rock rolled down into the valley.

Just at that moment, a shining golden reed pipe appeared in the pit where the rock had been. Bayberry picked it up and blew on it. It gave out a resonant sound.

Suddenly, all the earthworms, frogs and lizards by the roadside began to dance. The quicker the tune the faster the creatures danced. As soon as the music stopped, they ceased dancing. Bayberry had an idea: "Ah! Now I can deal with the evil dragon."

He strode away, the golden reed pipe in hand. He climbed a huge rocky mountain and saw a ferocious-looking dragon coiled at the entrance to a cave. Piles of human bones lay all around him. He also saw a girl in red chiselling away at the cave. Tears were streaming down her cheeks. The evil dragon whipped the girl on the back with his tail and shouted vilely at her:

Most ungrateful loathsome
Mistress Red!

Since with me you would not wed,
Day by day,
Rock by rock,
Hew me out a handsome cave,
Or I'll send you to your grave!

Bayberry realised that the girl was none other than his sister. He shouted:

Wicked monster! Evil fiend!
To torment my sister so!
Till your wretched life shall end
On this pipe I'll blow and blow!

Bayberry began to blow on his golden reed pipe. The music set the evil dragon dancing despite himself. Little Red downed her chisel and emerged from the cave to watch.

Bayberry blew on the pipe. The evil dragon continued to dance, squirming and writhing. The quicker the tune, the faster the evil dragon moved.

Little Red came over and wanted to speak to her brother. With a gesture of his hand, Bayberry showed her that he could not stop playing the pipe. If he did, the evil dragon would eat them both up.

Bayberry kept blowing for all he was worth, and the evil dragon stretched his long waist and kept writhing around in time to the music.

Fire came from his eyes, steam from his nostrils, and panting breath from his mouth. The evil dragon pleaded:

Ho-ho-ho! Brother you're stronger!
Blow no more! Torture me no longer!
I'll send her home,
If you leave me alone!

Bayberry had no intention of stopping. As he blew, he walked towards a big pond. The evil dragon followed him to the bank of the pond, squirming and dancing all the way. With a great splash the evil dragon fell into the pond and the water rose several feet. The evil dragon was utterly exhausted. Fire came from his eyes, steam from his nostrils and panting

breath from his mouth. He entreated again in a hoarse voice:

Ho-ho-ho! Brother you're the stronger!

Let me alone and I'll stay in this pond

And torture folk no longer!

Bayberry replied:

Wicked fiend!

This is my bargain:

Stay at the bottom of this pond,

And never do harm again.

The evil dragon kept nodding his head. As soon as the golden reed pipe stopped blowing, he sank to the bottom of the pond.

Bayberry took hold of his sister's hand and walked happily away.

Not long after they set off, they heard the sound of water splashing in the pond. They looked over their shoulders and saw the evil dragon emerge from the water pond. He raised his head and flew in their direction, baring his fangs and clawing the air.

Little Red cried:

Go deep when digging a well;

Pull up the roots when hoeing a field.

*While that dragon is still alive
To kindly ways he'll never yield.*

Bayberry rushed back to the pond and began to blow on his pipe once more. The evil dragon fell back into the pond and began to dance again, squirming and writhing in the water.

Bayberry stood on the bank for seven days and nights, a fast tune blowing on his pipe. Finally, the evil dragon could move no longer and floated on the surface of the water. His days had come to an end.

Sister and brother joyfully returned home, dragging the body of the evil dragon along behind them. When their mother saw her two children coming home, her face lit up with happiness.

They peeled the dragon's skin to make a house, took out the dragon's bones to serve as pillars and beams and cut off the dragon's horn to make ploughshares. With the dragon's horn they ploughed the fields quickly and had no need of oxen. In this way they ploughed many fields, sowed much grain and enjoyed a life of plenty.

Taken from <http://www.pitt.edu/>

Activity 7

Work in groups of three or four to have a discussion on the elements of the story in Activity 6.

1. Describe in detail the elements below:
 - a. The characters (mother, Little Red, Little Bayberry, the dragon);
 - b. The setting;
 - c. The conflict of the story in the text.

Your Project

Read the story of *The Golden Reed Pipe*. Identify which paragraphs show you the complication. Draw a picture to illustrate it. Then, show it to the class and say what is happening.

2. Determine parts of the plot:
 - a. Orientation;
 - b. Evaluation;
 - c. Complication;
 - d. Resolution.
3. Mention the places where the story takes place.
4. Determine the point of view used in the story.

Writing

In this section, you will learn how to:

- write a narrative text.

Activity 1

Answer the following questions.

1. Have you ever written a story?
2. Are you having fun when writing stories?
3. What do you get from writing stories?

Activity 2

Match the words in the box with the following definitions.

- | | | | |
|----------|-----------|----------|------------|
| • gully | • bow | • decent | • fairy |
| • vanish | • chuckle | • frugal | • dissuade |

1. small imaginary creature with magical powers
2. not wasteful; economical
3. bending forward as a sign of respect or as a greeting
4. disappear suddenly
5. advise somebody not to do something
6. come or go down
7. laugh quietly
8. narrow channel cut or formed by rain-water, e.g. on a hillside

Activity 3

Write the main ideas of the following text.

The Magic Moneybag

Long ago there was a young couple who lived in a small thatched hut in a gully. They were so poor that every day they had to cut two bundles of firewood and carry them to market on their backs.

One day, the young couple came back from the mountain carrying the firewood. They put one bundle in the courtyard and planned to sell it at the market the next day to buy rice. The other bundle they kept in the kitchen for their own use. When they woke up the following morning, the bundle in the courtyard had mysteriously disappeared. There was nothing to do but to sell the bundle which they had kept for themselves.

That same day, they cut another two bundles of firewood as usual. They put one bundle in the courtyard for market and kept the other bundle for their own use. But the following morning, the bundle in the courtyard had vanished again. The same thing happened on the third and fourth day as well, and the husband began to think there was something strange going on.

On the fifth day, he made a hollow in the bundle of firewood in the courtyard and hid himself inside it. From the outside it looked just the same as before. At midnight an enormous rope descended from the sky, attached itself to the bundle and lifted it up

into the sky, with the woodcutter still inside it.

On his arrival in heaven, he saw a kindly looking, white-haired old man coming in his direction. The old man untied the bundle and when he found the man inside it, he asked, "Other people only cut one bundle of firewood a day. Why do you cut two?"

The woodcutter made a bow and replied, "We are penniless. That's why my wife and I cut two bundles of firewood a day. One bundle is for our own use and the other we carry to the market. With it we can buy rice to make porridge."

The old man chuckled and said to the woodcutter in a warm-hearted tone of voice, "I've known for a long time that you are a decent couple and lead a hardworking life. I shall give you a piece of treasure. Take it back with you and it will provide you with your livelihood."

As soon as he had finished speaking, there came seven fairies who led the young man into a magnificent palace. Its golden eaves and gleaming roof tiles shone so brightly that the moment he entered, he could no longer open his eyes. Inside the palace there were many kinds of rare objects on display that he had never seen before. Moneybags of all shapes and sizes hung in one room. The fairies asked him, "Which one do you like best? Choose whichever you please, and take it home."

The woodcutter was beside himself with joy, "I'd like that moneybag, the one full of precious things. Give me that round, bulging one." He chose the biggest one and took it down.

Just at this moment, the white-haired old man came in and, with a stern expression on his face, said to the young man, "You cannot take that one. I'll give you an empty one. Every day you can take one tael of silver out of it, and no more." The woodcutter reluctantly agreed. He took the empty moneybag and, clinging onto the enormous rope, he was lowered to the ground.

Once home, he gave the moneybag to his wife and told her the whole story. She was most excited. In the daytime they went as usual to cut firewood. But from then on, whenever they returned home after dark, they would close the door and open the moneybag. Instantly, a lump of silver would roll jingling out. When they weighed it on the palm of their hand, they found it to be exactly one tael. Every day one tael of silver and no more came rolling out of the bag. The wife saved them up one by one.

Time went slowly by. One day the husband suggested, "Let's buy an ox."

The wife didn't agree. A few days later, the husband suggested again, "How about buying a few acres of land?"

His wife didn't agree with that either. A few more days elapsed, and the wife herself proposed, "Let's build a little thatched cottage."

The husband was itching to spend all the money they had saved and said, "Since we have so much money in hand, why don't we build a big brick house?"

The wife could not dissuade her husband and reluctantly went along with his idea.

The husband spent the money on bricks, tiles and timber and on hiring carpenters and masons. From that time on, neither of them went into the mountain to cut firewood any more. The day came when their pile of silver was almost exhausted, but the new house was still unfinished. It had long been in the back of the husband's mind to ask the moneybag to produce more silver. So without his wife's knowledge, he opened the bag for a second time that day. Instantly, another lump of snow-white silver rolled jingling out of the bag onto the ground. He opened it a third time and received a third lump.

He thought to himself, "If I go on like this, I can get the house finished in no time!" He quite forgot the old man's warning. But when he opened the bag for the fourth time, it was absolutely empty. This time not a scrap of silver came out of it. It was just an old cloth bag. When he turned to look at his unfinished brick house, that was gone as well. There before him was his old thatched hut.

The woodcutter felt very sad. His wife came over and consoled him, "We can't depend on the magic moneybag from heaven. Let's go back to the mountain to cut firewood as we did before. That's a more dependable way of earning a living."

From that day on, the young couple once again went up to the mountain to cut firewood and led their old, hardworking life.

Taken from <http://www.pitt.edu/>

Activity 4

Answer the following questions.

1. How did the couple earn money?
2. Where did the bundle of firewood apparently disappear?
3. Whom did the husband meet in heaven?
4. Which bag did the husband choose?
5. Why did the husband disagree to build a little thatched cottage?
6. Why was the moneybag empty when the husband opened the bag for the fourth time?
7. Can you describe the characteristics of the wife and the husband? State the textual evidence to support your answer.
8. What are the moral values you get from the story?

Activity 5

Work in groups of three or four to make another version of the story. Select the *character(s)*, *point of view*, *setting*, *plot* and *end* in the brackets.

1. Character(s)
Choose one or more characters (girl, boy, animals, plants, things, others).
2. Point of view (first person, second person, third person)
3. Setting
Place (farm, village, city, arctic, others)
Time (olden, modern, future)
4. Plot (chronological order, flashback)
5. End (lives well, has a good impact on the world, others)

Activity 6

Change your group's work with another group's.

Activity 7

Give a written comment on your friends' work individually.

Chapter Summary

1. Language Functions

Stating position using expressions for giving opinion, agreement and disagreement

2. Genre

Narrative

Social function: to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic structure:

Orientation : sets the scene and introduces the participants.

Evaluation : stepping back to evaluate the plight.

Complication : a crisis arises.

Resolution : the crisis is resolved, for better or for worse.

Reorientation (optional).

Learning Reflection

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

1. respond to someone giving opinion, agreement and disagreement (express attitude);
2. respond to the meanings in narrative texts;
3. give opinion, agreement and disagreement (express attitude);
4. perform a monologue of narrative text;
5. identify narrative texts;
6. write a narrative text.

Now, answer the questions:

1. What will you say to agree or disagree with someone's opinion?
2. What is complication in a narrative text?

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

Chapter 7



Source: www.tropicalisland.de

What a Funny Story!

In This Chapter

Listening:

- Responding to expressions of love and sadness
- Responding to the meanings in a spoof text

Speaking:

- Expressing the feelings of love and sadness
- Expressing the meaning in a spoof text

Reading:

- Comprehending to the rhetorical steps in spoof texts

Writing:

- Identifying the structure of a spoof text
- Writing a spoof text

Listening

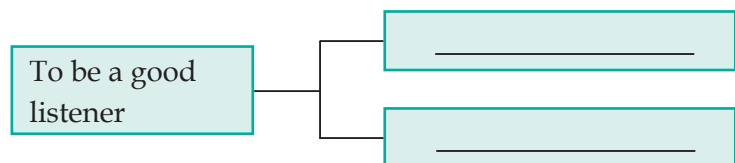
In this section, you will learn how to:

- respond to expressions of love and sadness;
- respond to the meanings in a spoof text.

Activity 1

Answer the following questions.

1. Can you mention some people who have expressed their love to you?
2. What do they usually say to express their feeling?
3. Do they express it directly?
4. What do you say if you feel the same? And what if you don't?
5. Besides using words what do people use to express love?
6. What would you do if you saw your friend feeling sad?
7. Who do you tell about your feelings when you are falling in love or feeling sad?
8. What is the "best medicine" for someone who feels sad?
9. Are you a good listener for your friends?
10. Can you find some ways to be a good listener?



Activity 2

You are going to listen to a dialogue. Listen carefully and then answer the questions.

1. What are the man and the woman in the dialogue talking about?
2. How old are they in your opinion?
3. Where does the dialogue probably take place?

Activity 3

Complete the dialogue while you are listening.

New Horizon

The word love has many different meanings in English, from something that gives a little pleasure ("I loved that meal") to something one would sacrifice for (ideals, family). It can describe an intense feeling of affection, an emotion or an emotional state. In ordinary use, it usually refers to interpersonal love. Probably due to its psychological relevance, love is one of the most common themes in art and music.

(en.wikipedia.org)

- Tia : I love you, Andi!
Andi : ¹ _____.
Tia : How much do you love me?
Andi : A lot. ² _____.
Tia : Why do you love me so much?
Andi : You are kind, you're pretty ³ _____.
Tia : Don't stop! Tell me more!
Andi : I... I can't explain it ⁴ _____.
Tia : And I love you more than anyone in the world.
Andi : Can I ask you a question?
Tia : Sure.
Andi : ⁵ _____.
Tia : Marriage is such a big step, honey.
Andi : I know ⁶ _____. That's all we need.
Tia : Will you love me forever?
And : ⁷ _____.
Tia : Are you absolutely sure?
And : ⁸ _____.
Tia : Wonderful!
Andi : So, do you agree to marry me, my dear?
Tia : Yes.
Andi : So, let's get married next month.
Tia : No, it can't be. Maybe in June I'll be ready.
Andi : Why? Isn't it better for us to get married soon?
Tia : Yeah. But you know, my grandpa has just passed away. I lost him and ⁹ _____.
Andi : ¹⁰ _____. Do you want me to tell you a funny story?
Tia : That's a great idea. So, how does your story begin?
Andi : OK. It's about a husband and wife

Activity 4

Answer the questions based on the dialogue you have completed.

1. What does Andi say when Tia says that she loves him?
2. How much does Andi love Tia?
3. Why does he love her?
4. Why does Tia accept Andi's proposal at last?
5. What makes Tia feel sad?
6. What is the effect of Tia's sadness on their marriage plan?
7. How does Andi try to entertain Tia?

Activity 5

List some responses to the expressions of love and sadness.

Activity 6

Listen to the following text and then answer the questions.

1. Where did the story take place?
2. In your opinion, why is it said that getting stuck near a crying baby is a nightmare?
3. What did the writer do at that time?
4. What was the writer's occupation you think?
5. Why did the man say "I bet he will."?
6. Do you think the story is funny?

Activity 7

Listen to the text again and complete the sentences with a word.

1. It's every _____ passenger's nightmare.
2. I was manning the ticket _____ at a busy airport.
3. He glanced at the tot and _____ his eyes.
4. "Don't worry," I said to him _____.
5. "_____ are that baby won't be on your flight."
6. Head shaking, he grimly _____, "Oh, I bet he will. That's my son."

Activity 8

Some of these words are from the text. Choose the correct one. You will listen to the text once more.

1. get in – getting
2. stuck – struck
3. accountant – counter
4. sorting – sobbing
5. infant – instant
6. cheerfully – cheerily
7. fight – flight
8. chances – charges

Activity 9

Find the meanings of the correct words in Activity 8.

Speaking

In this section, you will learn how to:

- express the feelings of love and sadness;
- express the meanings in a spoof text.

Activity 1

Answer the following questions.

1. Whom should we express our love to?
2. Have you ever told somebody that you love him/her?
3. What did you say?
4. What do you want to do when you feel sad?
5. Is it better for you to tell someone that you feel sad or you just keep it? Why is it so?

Activity 2

Read the following dialogue and then answer the questions.

- Mr Dodi : My dear, I'll possibly return home late.
Mrs Dodi : Is there an urgent meeting at your office, my dear?

UN Shot

X : Why do you look sad?

Y : I got 5 for my English test.

X :

- a. You should have studied well.
- b. You have prepared before.
- c. You may prepare it.
- d. You have studied hard.
- e. You can study well if you like.

(UN 2002/2003)

- Mr Dodi : Yeah. Don't you remember? It's the last week in the month. I should finish my monthly report soon.
- Mrs Dodi : OK then. But I won't open the door for you if you come home at midnight.
- Mr Dodi : What about coming home early in the morning? So, I won't disturb you.
- Mrs Dodi : Never mind. If you don't love me anymore, just leave me alone.
- Mr Dodi : Honey, what do you mean? I don't understand. Frankly speaking, I love you so much. So how can I leave you?
- Mrs Dodi : Huh....
- Mr Dodi : Come on, forgive me please, won't you?
- Mrs Dodi : Forget it. I'm just kidding. Actually I can't take my eyes off of you because I don't want you to leave me. You know how sorrowful my life will be if you leave me.
- Mr Dodi : (*Dazing and smiling at his wife nicely.*) Thank you, honey. You're the best.

1. Why did Mr Dodi have to come home late at that time?
2. What expression did Mr Dodi say to his wife to express his love?
3. Was Mrs Dodi serious about what she said?
4. Do the couple love each other?
5. What is meant by "I can't take my eyes off of you"?
6. Can you find the expressions of love in the dialogue?
7. Can you find the expression(s) of sadness in the dialogue above?

Activity 3

Now, create a dialogue using the expressions of *love* and *sadness*. Then act it out.

Situation

A little girl and her mother has been left by her father for two years without any news.

Girl

Asks if she has a father.

Asks where her father is now.

Tells her mother that her father is a criminal.

Calls "mom" then asks when he comes home.

Expresses her surprise.

Mother

Answers "yes".

Tells her that her father is working in Malaysia.

Explains that it is not true.

Tells her that her father has to stay there.

Says calmly that her father

will return home three months later.

What to Say

Study the following expressions of showing love and sadness.

More Formal



Less Formal

Expressions of Love

- I love you/I like you.
- My dear/my love/my baby/my honey/my darling.
- I'm interested in

More Formal



Less Formal

Expressions of Sadness

- Please leave me alone.
- I'm really sad.
- How sorrowful it is.
- It is tragic

Activity 4

With a partner, make a dialogue based on the following situations and act it out.

1. Your best friend's father had just passed away. She/he feels deeply sad.
2. You express your love to your mother and thank her for everything she has done.

Activity 5

Act out the dialogues you have made in front of the class with your partner.

Activity 6

Answer the following questions.

1. Have you ever told a funny story to your friends?
2. What are their responses to your story?
3. In your opinion, when do people need to hear or read a funny story?
4. Do you agree that laughter is good medicine?

Englishclub.com

To learn speaking and pronunciation, you can record your own voice. This might feel very uncomfortable, but it will help you find your weak pronunciation points. Listen to yourself a few days later. For further information you can access this site: www.englishclub.com

Pronunciation Practice

1. crowded /kraʊdɪd/
2. tried /traɪd/
3. called /kɔːld/
4. seemed /siːmd/
5. leaned /liːnd/
6. whispered /'wɪspəd/
7. amazed /ə'meɪzd/
8. hunted /hʌntɪd/
9. married /'mæɪd/
10. wanted /wɔːntɪd/

Activity 7

Read the following texts. Then answer the questions.

Text 1

An 80-year-old man goes to a doctor for a checkup. The doctor is amazed at his shape. "To what do you attribute your remarkably good health?"

"I am a turkey hunter and that's why I'm in good shape. Get up before daylight, chase turkeys up and down the mountains."

The doctor says, "Well, I'm sure it helps, but there have to be genetic factors. How old was your dad when he died?"

"Who says my dad's dead?"

"You're 80 years old and your dad's alive? How old is he?"

"Dad's 100. In fact, he turkey hunted with me this morning."

"What about your dad's dad – how old was he when he died?"

"Who says my granddad's dead?"

"You're 80 years old and your grandfather's still living? How old is he?"

"118."

"I suppose you're going to tell me he went turkey hunting this morning?"

"No. He got married."

The doctor looks at the man in amazement. "Got married? Why would a 118-year-old guy want to get married?"

The old-timer answers, "Who says he wanted to?"

-Ardell Wiczorek-
Taken from *Reader's Digest*, July 2004

1. What does the old man go to the doctor for?
2. Why is the old man in good shape?
3. Is the health of the old man's dad still in good condition? How do you know?
4. What does the word *it* in the clause "I am sure it helps" refer to?
5. What is the meaning of the sentence "Who says he wanted to?"?
6. Do you think that the old man is telling a lie?

Text 2

We brought our newborn son, Adam, to the pediatrician for his first checkup. As he finished, the doctor told us, "You have a cute baby."

Smiling, I said, "I bet you say that to all new parents."

"No," he replied, "Just to those whose babies really are good-looking."

"So what do you say to the others?" I asked.

"He looks just like you."

-Matt Slot-
Taken from www.rd.com

1. What was the baby taken to the pediatrician for?
2. Was the baby the first child of the family?
3. Was the baby really cute?
4. Did the pediatrician tell the truth about the baby?
5. What did the pediatrician mean by saying "He looks just like you." to the new parents?

Activity 8

Work with a partner to answer the following questions based on the texts in Activity 7.

1. Which part of the stories is the funniest for you?
2. Identify the texts. Determine which story that really happens. Put forward your reasons.

Activity 9

Take sides to determine which text is the funniest. Put forward your reasons while you discuss them with your friends.

Activity 10

Retell one of the stories in Activity 7 in front of your class.

Reading

In this section, you will learn how to:

- comprehend to the rhetorical steps in spoof texts.

Activity 1

Answer the following questions.

- How long do you usually sleep every night?
- Are you often unable to sleep? When?
- What makes you unable to sleep?
- Do you usually take medication if you cannot sleep?
- When do you usually have a deep sleep?
- How many hours of sleep do adults need?
- How many hours of sleep do babies need?
- Do people tend to need less or more sleep as they grow older?

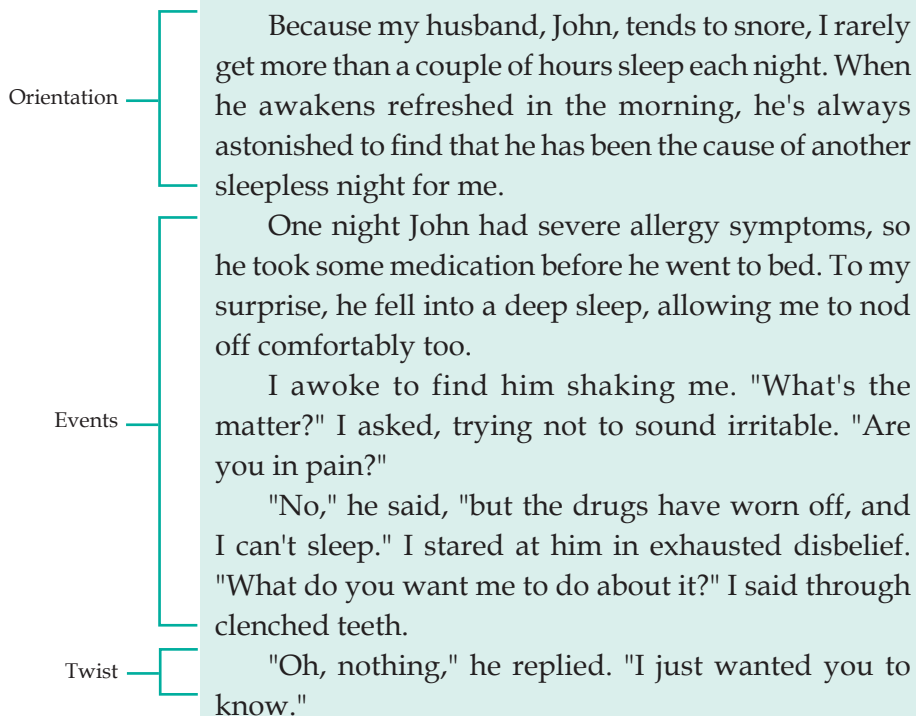
Activity 2

The following words are taken from the text in Activity 3. Match the words with their meanings or synonyms.

Words	Meanings or Synonyms
1. snore	a. made angry
2. astonished	b. very bad/serious
3. severe	c. a sign of something bad
4. symptom	d. breathing noisily while sleeping
5. irritable	e. very surprised
6. nod off	f. close something lightly
7. shaking	g. disappear or run out
8. worn off	h. sleep on the chair in short line
9. exhausted	i. quick movements from side to side
10. clenched	j. very tired

Activity 3

Read the following text carefully.



-Bernadette Payne-
Taken from *Reader's Digest*, July 2000

SpooF

Social function : to share with others a real story of which the ending is funny to amuse the audience or readers.

Generic structure:

Orientation : the opening of the story which sets the scene.

Events : the details of the events in the story.

Twist : the funny or unpredictable ending of the story.

Activity 4

Answer the following questions.

1. Why is the wife not able to sleep more than two hours every day?
2. What is the meaning of *sleepless*?
3. Who is *I* in the text?
4. What does *he* in line 3 refer to?
5. Is John really sick?
6. What did John take before he slept?
7. What happened after he took medicine?
8. Why did John wake up his wife?
9. Was his wife annoyed by him?
10. How did John answer his wife's question?

Activity 5

Read the following spoof text and then determine the orientation, events and twist. Copy the table in your workbook.

On a recent vacation at a resort with my in-laws, we planned to spend an afternoon at the pool with our kids. We wanted to bring our own drinks, but were unsure of the hotel's policy. My brother-in-law called the front desk, and assuming everyone was familiar

with the brand of ice chest he had, asked if it was all right if he brought a Playmate to the pool. After a pause the clerk asked, "Does she have her own towel?".

-Tina M. Digiovanna, La Verne, Calif-
www.rd.com

Orientation	_____ _____
Events	_____ _____
Twist	_____ _____

Activity 6

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

1. Who writes the text?
2. Where did the story take place?
3. When did the writer spend their holiday?
4. Where did the writer and their children spend their afternoon?
5. What was "Playmate" meant by the brother-in-law?
6. Why did the clerk ask the writer's brother "Does she have her own towel"?
7. What is the funny thing of the story?

Englishclub.com

A joke is a short story or ironic depiction of a situation communicated with the intent of being humorous.

To find more jokes for learning material of spoof texts, browse these sites.

www.lotsofjokes.com
www.rd.com/jokes-laugh
www.jokes290.com

Grammar Review

Conjunctions

Study the following sentences and explanations.

1. *Because* my husband, John, tends to snore, I rarely get more than a couple of hours sleep each night.
2. *When* he awakens refreshed in the morning, he's always astonished to find that he has been the cause of another sleepless night for me.
3. John had severe allergy symptoms, *so* he took some medication *before* he went to bed.
4. The drugs have worn off, *and* I can't sleep.
5. *When* Mrs Green retired from her job in a big city, she went to an attractive village out in the country, *and* began to go into the nearest town every Saturday to buy food.
6. *After* she had visited the store several times, the cashier began to recognise her
7. "He goes to bed immediately *after* dinner every night?"
8. He had never seen them before, *so* he began to introduce himself.
9. I'm even harder than stone, *so* do what I tell you.

Your Project

A spoof text can be found in newspapers, magazines, or Internet. Find some spoof texts from those media and collect them. Keep them in a book. You may name it *A Collection of Jokes* for example.

10. He went to each soldier one after the other *and* asked him his name.
11. *When* I ask a question, answer it!
12. He asked the last soldier *after* asking the others.

The words in italics are **conjunctions**.

And and *so* are connecting words for sentences of equal importance. There is usually a comma before them.

- *And* means "in addition". It connects similar ideas or adds information.
- *So* means "as a result". It connects an effect to a reason.

Because and the time words *before*, *after*, and *when* connect two clauses of unequal importance. There is no comma before these words.

- *Because* gives a reason
- *Before*: sequence of events. *Took some medication* is the first action, *went to bed* is the second action.
- *After*: sequence of events. *Asking the others* is the first action, *asked the last soldier* is the second one.
- *When* means "at that time".

Activity 7

Read the following text. Then find some conjunctions.

A husband and wife went to the fairgrounds. The wife wanted to go on the Ferris wheel, but the husband wasn't comfortable with that. So the wife went on the ride by herself.

The wheel went round and round and suddenly the wife was thrown out

and landed in a heap at her husband's feet.

"Are you hurt?" he asked.

"Of course I'm hurt!" she replied.

"Three times around and you didn't wave once!"

Taken from www.jokestogo.com

Writing

In this section, you will learn how to:

- identify the structure of a spoof text;
- write a spoof text accurately.

Activity 1

Answer the following questions.

1. Have you ever written an account of an unusual or amusing incident?
2. Is it based on your personal experience or other's experience?
3. What did you write about?
4. Did you submit it to mass media?
5. Did you share it by telling the story to a friend?
6. What was his/her comment on your story?

Activity 2

Here are four kinds of text and their names. Match the words provided in the box to the following texts.

- a. news item
- b. report
- c. descriptive
- d. spoof

Text 1

The police are looking for a woman who stole a diamond necklace from Dayton's jewellery store. According to the store manager, the woman is approximately five feet tall, very thin, light-skinned, and about 60 years old. She has short, straight grey hair and

wears glasses. Her most distinguishing mark is the dimple in her chin. When she was last seen, she was wearing heavy blue eye make-up and large, silver hoop earrings. She had on a short black coat and black pants.

Taken from *Ready to Write*, 2003

Text 2

Our English professor handed out the mid-term quiz. The task was to identify several passages extracted from material we had studied and name the respective authors. However, it is unclear where the answers were to be written. One student raised his hand and asked for clarification on this point.

So the professor asked the entire class, "Where would you like the answers to be written?"

The reply from one student was immediate: "How about on the board?"

- Tanessa Crapo -
Taken from *Reader's Digest*, January 2000

Text 3

The blue whale may be the largest animal that ever lived. But it is no match for humans. Tens of thousands of blue whales were killed in the early 1900's. They are now protected, and there are about 5,000 of them in the world.

These fussy eaters feed mainly on tiny shrimp-like creatures called krill,

which they find in their summer homes near the North and South Poles. They eat about four tons of food a day.

When winter sets in, the whales head for warmer water, and go on a diet. That is also the time when they mate.

Taken from *The World Almanac for Kids 2000*, 1999

Text 4

Pssst! Want to Buy a Fake Ferrari?

ROME: Italians are used to buying bogus Gucci bags or Rolex watches to look stylish but police found a new height of craftsmanship and cunning when they broke up a ring selling fake Ferrari cars for a fraction of the real price.

Police accused 15 people of building the blood red sports cars and selling them to car fanatics on a budget, most of whom knew they were buying a counterfeit classic.

Car body workers who police called "very able" cobbled together

mostly fake parts and a few original components. They used body parts from other makes of automobiles, such as chassis, roofs, hoods, trunks and doors.

The body parts were modified to look like Ferrari classics such as the 328 Gtb, which went out of production in the late 1980s.

Some of the cars sold for about 20,000 euros, about a tenth of the going price for some versions.

- Reuters -
Taken from *The Jakarta Post*, March 3, 2008

Activity 3

Work in pairs, try to analyse the structure of this spoof text.

We were listening to a lecture on psychic phenomena in our Comparative Religions course. Our instructor told us about a woman who contacted police working on a missing persons case. "She gave them eerily detailed instructions on where to find the body," the instructor said. "In fact, the

detectives did find the body just as she had described. Now, what would you call this type of person?"

While the rest of us pondered the question, a sheriff's officer taking the class raised his hand and replied, "A suspect."

– Lane D. Peebles –
Taken from www.rd.com

Activity 4

Follow the instructions to prepare to write a spoof text.

- Think of a funny incident that happened to you.
- Here are some questions to help you add necessary and interesting information to your story.
 1. Who was involved in your story?
 2. Where did it happen?
 3. When did it happen?
 4. What are the important events in the story?
- Now you are ready to use your notes to write your first draft.
- Follow the rhetorical steps of spoof texts: orientation, events, and twist.

Activity 5

Swap your writing with your friends. Check the following items.

- I understand what happened.
- The writer uses time order.
- The writer uses time expressions.
- The writer uses connecting words to tell his/her ideas.
- The writer uses connecting words to tell the events.

- Tell the writer what you like about the story. Give any comment.
- Discuss any error that you find.

Activity 6

Return your friend's work. Now, it is time for you to revise your own work. When revising your story, check again the grammar punctuation, and spelling.

Chapter Summary

1. Language Functions

Expressing love and sadness

2. Genre

SpooF

Social function: to share with others a real story of which the ending is funny to amuse the audience or readers.

Generic structure:

Orientation : the opening of the story which sets the scene.

Events : the details of the events in the story.

Twist : the funny or unpredictable ending of the story.

Learning Reflection

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

1. respond to expressions of love;
2. respond to expressions of sadness;
3. respond to monologue discourse in the form of spoof text;
4. express love;
5. express sadness;
6. perform spoof monologues;
7. read spoof texts;
8. writing a spoof text;

Now, answer the questions:

1. What will you say when you love someone?
2. What is the meaning of a twist?

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

Chapter 8

What Education Should Be



Source: www.sutton.gov.uk

In This Chapter

Listening:

- Responding to expressions of anger
- Responding to expressions of annoyance
- Responding to expressions of embarrassment
- Responding to a hortatory exposition

Speaking:

- Expressing anger
- Expressing embarrassment
- Expressing annoyance
- Performing a monologue of hortatory exposition text

Reading:

- Reading hortatory exposition texts
- Identifying the structure of a hortatory exposition text

Writing:

- Writing a hortatory exposition

Listening

In this section, you will learn how to:

- respond to expressions of anger, annoyance and embarrassment in conversation;
- respond to a hortatory exposition text.

Activity 1

Answer the following questions.

1. What usually makes you very angry?
2. Is it good to get angry? Explain your answer.
3. What is your response to people who annoy you?
4. What will you do when you feel embarrassed?
5. What will you do when your friend feels embarrassed?
6. What will you say to her/him?

Activity 2

You are going to listen to a dialogue. Listen carefully and then answer the questions.

1. Who is Totok talking to?
2. Why does Totok look so sad?
3. How does Totok feel after joining the speech contest?
4. Why was Totok nervous when he was delivering the speech?
5. Was it the second time for Totok to join such a contest?

Activity 3

You are going to listen to a dialogue. Work in pairs to fill in the blanks. Write in your workbook.

Mr Teuku Maulana is waiting for his driver who comes late to pick him up. He gets angry with the driver although he has made an apology.

UN Shot

Dio : You look sad.
What has happened to you?

Dipta : My father lost his crops. Insects ate them up

Dio : what is he going to do now?

Dipta : His brother has given him capital to start with.

- He plans to have another business.
- He has nothing to do.
- He is retired from his job.
- He promises not to plant anything.
- he has no idea what to do.

(UN 2002/2003)

Driver : I'm sorry, Sir. I am late. You must have been waiting for me for a long time.

Mr Maulana : Yeah. I am very annoyed. ¹_____? Today you should have been here earlier.

Driver : Err.... There was a traffic jam on the way here. So ²_____. That's the truth, Sir.

Mr Maulana : OK. Haven't you washed this car before? It is very dirty. ³_____?

Driver : ⁴_____. Actually I did it two days ago.

Mr Maulana : You did it two days ago? Now, it's full of dirt.

Driver : ⁵_____. Should I wash it again?

Mr Maulana : Come on. We're thirty minutes late. Take me to Hotel Sahid.

Driver : ⁶_____.

Mr Maulana : Huh... anyway, I'm sorry because ⁷_____.

I hope you won't do this again.

Driver : Yes, Sir. I do apologize for my negligence.

Activity 4

Listen to the following expressions. Pay attention to the intonation. Differentiate the expressions and their responses.

- Oh no!
- Alright, Sir.
- Oh, dear!
- I'm very sorry.
- I know what you mean.
- I'm very annoyed.
- It is extremely irritating.
- I don't like it either.
- I do apologize
- What a nuisance!

Activity 5

Make short dialogues using the expressions in Activity 4.

Activity 6

Study the following responses to the expressions of *embarrassment*. Then make any other possible responses.

1. I don't think it's a big deal.
2. Don't worry about it.
3. You may not have such a feeling.

Activity 7

Listen to a text about education and then give comment on it.

Activity 8

You are going to listen to a text on the tape. Fill in the blanks in the text.

Education vs Capitalism

The battle between education
¹_____ and capitalism continues.

Does idealism in the world of education have to clash with capitalism? Professing a need to ²_____ a return on capital invested within the shortest possible time, capitalism has entered education ³_____.

Consequently, there are instances of schools obliging students to buy particular textbooks to benefit from publisher's bonuses, and universities

opening special ⁴_____ channels in order to impose high student ⁵_____ fees.

Meanwhile, various ⁶_____ for the pursuit of educational ideals have been ignored, though education is the right of all ⁷_____, with or without access to capital. At present, education is expected to produce a return on capital for whoever wishes to invest in the field.

The school of medicine, for instance, charges high ⁸_____ fees and yet lots of new students are still interested in entering. These students, too, expect a return on investment within a shorter time than their ⁹_____ in the school of agriculture can achieve.

A very tough struggle is needed to change this paradigm because the majority of Indonesians are under the influence of capitalism. Even the government, with power under its

control, ¹⁰_____ to be helpless and yields to the capitalist climate, making the excuse of fund limitations.

Trying to make peace with capitalism may be the proper approach before further compromising with it, in view of objective realities today. The next important thing to consider is what steps should be taken for a post-capitalist society, because this situation should not be endless.

Taken from The Jakarta Post, September 1, 2004

Activity 9

Here are some words which are stated in the text. Match them with their synonyms on the right side. Use their context to help you.

Words	Synonyms
1. battle	a. advantage
2. issue	b. search; seeking
3. clash	c. fellow
4. capitalism	d. fight; action
5. benefit	e. strong
6. pursuit	f. affair; matter
7. peer	g. free enterprise
8. tough	h. conflict

Activity 10

Listen to the questions and answer them.

Speaking

In this section, you will learn how to:

- express anger, annoyance and embarrassment;
- perform a monologue of hortatory exposition text.

Activity 1

Read the following dialogue and then act it out.

Father is telling Erika that somebody on the terrace of their house is waiting for her.

Father : Why don't you meet the boy?

Erika : No, Dad! I won't meet him. I feel embarrassed about seeing him.

Father : Err... what's wrong with you?

Erika : Nothing. But my friends say that he likes me. And you know, Dad. I don't love him. Help me tell him about it, I can not sat it to express my feelings.

Father : Is that what makes you avoid him?

Erika : Yes, Dad.

Father : Honey, listen to me! It's not good to avoid him, just go and tell him the truth. You should explain it by yourself.

Erika : Okay then. I'll try to explain it. Thanks, Dad.

Father : That's my girl.

Activity 2

Arrange the following dialogue into the correct order. Then act it out.

1. Gede : Sorry, Mom. I am in a hurry.
2. Mother : All right, take care of yourself, honey.
3. Gede : OK. Mom, did you see my English book?
4. Mother : Gede, you must have breakfast before you go.
5. Gede : Mom, have you seen my tie? I can't find it.

6. Mother : Oh, dear! You can't find your book? Don't be careless! You are a big boy now. You are not a kid any more.
7. Mother : It's right in front of you. You yourself put it on your desk.
8. Gede : Of course I am a big boy now. But please help me, Mom! I will be late.
9. Gede : I found it. Thanks, Mom. Bye.
10. Mother : Check your drawers.

Activity 3

Read the following notice. Then make a dialogue based on the topic of the notice. Act the dialogue out.

Attention All Students.

Annual Jumble Sale!

The Parent-Teacher Association of SMU Taruna Karya is organising a jumble sale. The details of the sale are as follows.

Venue : School field

Date : 18 September 2008

Time : 8.00 a.m. to 12.30 p.m.

Students are kindly requested to bring old clothes, books, magazines, and other items which they want to sell. Teachers will be selling cookies, cakes and drinks.

All money collected will be used to help poor students and to buy sports equipment.

Thank you for your cooperation.

Activity 4

Make a dialogue based on the topic of the notice above. Then act it out.

What to Say

Study the following expressions of anger, annoyance and embarrassment.

More Formal



Less Formal

More Formal



Less Formal

More Formal



Less Formal

Expressions of Anger

- Oh, dear!
- Oh, bother!
- What a nuisance!
- Oh no, what's next?
- That's the last straw!

Expressions of Annoyance

- I'm very annoyed.
- It is extremely irritating.
- What a nuisance!
- Oh no!
- It makes me mad.

Expressions of Embarrassment

- I'm so embarrassed.
- I'm ashamed, sorry.
- I'm shy to say so.
- It's embarrassing.
- I'm bashful to

There are several possible ways to express anger and annoyance.

1. Blowing off steam (expressing one's own grudges)
2. Mild rebuke (grumbling and complaining softly)
3. Extreme politeness (expressing anger by using a very polite greeting)
4. Silence (being angry without words but showing emotion)
5. Sarcasm (being angry with nice words in a very painful way)
6. Screaming and yelling (being angry with a loud voice)
7. Threatening (saying you will do harm)
8. Swearing (being angry using rude words)

Activity 5

With a partner, write dialogues based on the following situations. Then act one of them out.

Situation 1

Your sister gets angry with you because her book, that you borrowed, was left at your school. She needs the book because she has to make a summary of the book to be submitted the next day.

Situation 2

Your little brother walks up and down in front of you while you are watching TV. You feel very annoyed. Then you admonish him for not doing that.

Your elder sister feels embarrassed since she lost her friend's umbrella when they went to a swimming pool the other day.

Activity 6

Complete the following short dialogues with the expressions you have learned. Write them in your workbook.

- Ruli feels ashamed by her speaking ability.*

Ruli : I often ask you about English. You know, I am weak at English.

Afrizal : _____. I am always ready to help you.
- Nana forgets to bring the articles about early education that will be published in two days.*

Tini : What? You forgot to bring the articles?

Nana : _____. I just forgot. Look... after the show we can drive by the house and pick them up.
- Anto speaks too much about his picnic when his sister, Ria doing her homework. His sister feels annoyed.*

Ria : Would you please be quiet? I'm trying to concentrate on my work.

Anto : _____. I just want to share my great experience.

Ria : Just wait until I finish my homework. Then we will talk much about your picnic. OK?

Englishclub.com

There is a lot of information and resources that you can get from the Internet when you want to learn English more. You can access the following sites.

www.learningenglish.org.uk

www.englishclub.com

www.eslgold.com

a4esl.org

Anto : Sure.

Ria : Thanks, Anto.

4. *The policeman stops a man who is driving his car very fast. The man is getting annoyed because he is in a hurry.*

Policeman : Good morning, Sir.

The man : Good morning.

Policeman : Could you drive more slowly?

The man : _____. You know, my daughter needs to see a doctor soon. If I am late, I am afraid something bad will happen to her.

Policeman : Alright. Be careful.

The man : Thanks a lot, Sir.

Policeman : One more thing.

The man : Yes, Sir.

Policeman : Be careful and always obey the traffic signs.

The man : Certainly, Sir.

Policeman : Good. Now you can go.

Activity 7

Answer the following questions.

1. So far, can you obey all regulations of your school?
2. What are the advantages of being disciplined?
3. Do you always come to school on time?
4. What do you think of people who are not disciplined in their life?

Activity 8

Study the following phonetic symbols. Pronounce them and then write them in ordinary script in your workbook.

1. /θi:v/

2. /'θɜ:stɪ/

3. /ðeə/

4. /'rɑ:ðə/

5. /breθ/

6. /ðen/

7. /mʌθ/

8. /θrəʊ/

9. /'bʌðə/

10. /bri:ð/

Pronunciation *Practice*

Pay attention to the /θ/ and /ð/ sounds.

1. through /θru:/
2. ethnic /'eθnik/
3. something /'sʌmθɪŋ/
4. both /bəʊθ/
5. within /wɪ'ðɪn/
6. that /ðæt/
7. though /ðəʊ/
8. another /ə'nʌðə/
9. those /ðəz/
10. themselves /ðəm'selvz/

Activity 9

Retell the following text in your own words.

On School Discipline

Being on time is a beautiful social ethic and one of great importance, as it creates efficiency in systems and implies respect for one another. However, it is one of the many values that a school must inculcate into its students over time.

Discipline is not something that must be slapped onto a child like handcuffs.

Inner discipline, one that comes from within due to an understanding of the set rules and regulations, is the highest form of behaviour. Most excellent schools try to instill this with a loving environment.

Why, even adults arrive late to meetings, work, etc—admittedly shamefaced. Here, we are talking about children.

Latecomers should not be shut out. They can be given warnings, most of which are enough to make them want to reach school on time. If this fails, talk to the parents.

By closing its gates, the school is behaving cruelly and coldly—treatment to which we prefer not to expose our children.

Every school has a responsibility to implement educational concepts in the appropriate context, not just those schools

that follow international standards and are generally unaffordable for the majority.

Good schools create competitive students who can organise themselves effectively in society so that everyone gets a quality life as a result of ethics and values imbibed into students for as long as 12 years.

Children are precious, and are dependent on adults for guidance and we must not take advantage of this. Understanding them is the key, and to this end, both parents and schools must work hand in hand without playing the blame game.

Taken from The Jakarta Post, October 30, 2003

Activity 10

In groups of three, write a dialogue with the same topic as the text in Activity 9. Use the expressions you have learned in this chapter. Then, act it out in front of the class.

Activity 11

Match the words to their synonyms in the box. Then pronounce it.

precious

behave

efficiency

imply

inner

expose

1. capability
2. exhibit
3. valued
4. inside
5. indicate
6. act

Reading

In this section, you will learn how to:

- read hortatory exposition texts;
- identify the structure of a hortatory exposition text.

Activity 1

Answer the following questions.

1. What do you think about education in your country?
2. How about early education such as playgroup and kindergarten?
3. Do you agree that the brains of children should be stimulated from an early age?

Activity 2

Read the following text.

Helping Children Discover Their Own Identity

Children of today's advanced world are different from those in the past. With easy access to modern technology, children of today are able to learn everything they encounter in their life, including world-class information. In terms of knowledge of the world, one must admit, they seem to surpass children brought up in the era when technological equipment was still traditional.

The rapid growth of children's cognitive, physical and social adaptations is an indication of how they can be easily shaped by the modern vicinity. This is a critical period when children are beginning to try to discover their own true identity.

Parental guidance is necessary to assist them in leading to the correct path. To do this, intervention, however, is not always mandatory if parents are upbeat that their offspring can handle the conundrum they are facing on their own. Self-reliance, in any occasion, needs to be stressed.

Thesis

Argument

What parents need to do is to respect the changes going on within their child's world, and respond appropriately to their changing needs. Here a close monitoring rather than control taking is essential.

This may sound like ideal advice; yet not all parents may agree with this. A parent who was raised in a democratic family atmosphere will certainly pass down the freedom he/she had enjoyed during childhood to his/her offspring. On the other hand, those who were brought up in a conservative and authoritative family will inculcate traditional values to their children, restricting them by tightly abiding to what the parents believe to be the correct norms.

Clearly, a parent's family back-ground will, exert a considerable influence in helping his/her children to learn both formally and informally. It is more likely that parents will consistently follow the mind-set they adopted from their father or mother if they think that it is beneficial. Today's parents, however, need to be aware that not all values and norms that their parents implanted in them during their childhood are compatible with modern reality. Things have changed considerably, and parents should take this into account.

It might, for example, be felt less relevant to impose traditional control over their children's conduct about what they need to do to attain academic achievement. However, most parents still cling to this, acting as if they are omniscient and know perfectly what is best for their children.

In guiding children in search of true identity, it is important for today's parents to listen and accommodate all feedback from their children. Though it seems too difficult for some conservative parents to implement this, it is essential to a child's development into an emotionally mature adult.

Parents also should not exercise too much authority so as to overprotect their children to develop their potential to the fullest. Parental intervention, if it is done in an improper manner, can do more harm than good.

Arguments

Arguments

Arguments

If not in accord with children's interests, parents' excessive intervention is seen by children as something that inhibits rather than facilitates their academic excursions. Parents may probably not realize that their children simply want them to stay in the background and to provide whatever support and resources they need to venture out into the world.

This does not imply that intervention is not necessary. At the very young age when the influence of a peer group is extremely powerful, parents need to intervene by setting a strong measure to help their children resist the pressure to behave in ways that do not meet family standards.

Recommendation

The best way parents can aid their children is by successfully discovering their true identity and growing up to be an emotionally mature adult is to take a flexible approach. Parents need not always rigidly follow and impose certain norms and values, which are imbued with their family tradition during their childhood, on their children. Understanding children from the way they see the reality is surely a far more rewarding experience.

Evaries Rosita–Contributor/Jakarta
Taken from *The Jakarta Post*, March 9, 2008

Hortatory Exposition

Social function : to persuade the reader or listener that something should or should not be the case.

Generic structure:

Thesis : announcement of issue concern

Argument : reasons for concern, leading to recommendation

Recommendation: statement of what ought to or ought not to happen

Activity 3

Answer these questions based on the text.

1. What is the issue of the text?
2. What is the writer's recommendation for the parents?
3. What are the writer's views on parental guidance for children?

Activity 4

Read the text quickly (*scan read*) to get the topic of the text.

Parents Need to Analyse International Schools

What impressed me about my friends was their determination for their children to have, what they described as, "the best possible education that will give them good prospects for their future careers". What seemed sad and disappointing was that they had concluded that this "best possible education" could not be accommodated and provided by the Indonesian schooling system.

It is quite amazing how many international schools are available in Jakarta now. With recent terrorist attacks and threats on Jakarta, many in the expatriate community have in fact been leaving Indonesia and yet there are still many international schools that, one would have assumed, are designated and targeted more exclusively to serve the expatriate community.

But times have changed and international schools are no longer there to exclusively serve the international community. More and more Indonesians are choosing international schools for their children's education. But, of course, these are the relative few in Indonesia today because after all international schools do not come cheap.

However, no matter what school a parent chooses to send his or her children to, care needs to be taken to assess the type and quality of education that is being offered. When it comes to international schools this is probably doubly important because there is a great expense that can be incurred to parents who are choosing an "international" education for their child.

But we should take care when we think or hear of that "international" label. Many parents quickly and easily enter into the belief that the label "international" is an instant ticket to quality education and better and international education in the future at the ages of college life. But this is not always the case.

There are many "international" institutes and educators highly capable as providers of what might be considered a superior education. But at the same time there are those institutes that do not necessarily live up to such standards and they offer an educational "service" that is neither worthy of the nametag "international" or the accompanying higher, if not extortionate, school fees.

My friend ultimately settled on an international school with a more fully developed campus site and a depth of curriculum and teaching staff that impressed them. Of course, this was an even more expensive proposition for them but they are fortunate to be able to afford the extra expense and of course look to it as a way of setting their minds at ease that they have made the right choice.

This, though, is the key conundrum for any and all parents. What is really the right choice of school for our children? In some quarters, mainly in the worlds of sales and commerce, the phrase "reassuringly expensive" is used to express the idea that the more you pay, the more likely you are to get something good.

Sometimes parents have the attitude that the school knows best and so they practically handover their child and the child's education to the school and the school system. This is not right though because so much of a child's education is naturally, or really should

be, evolving from the home. Parents that just handover the educational responsibility to the school are really failing.

But also they may be failing and blinding themselves to the reality of what is really happening in school. International schools offer an option for education for the more financially secure of Jakarta. But the "international" labelling of a school should not blind the parents and reduce their analysis of what they are paying for. For the greater part better quality education should be at hand but only scrutiny and continuous checking will guarantee this.

People have obviously been very frustrated with the state of education in Jakarta and beyond and so this has led to a greater consideration of an international setting for children's education. But that setting should not be accepted on face value alone; the customer must check and the buyer must beware.

Taken from The Jakarta Post, December 18, 2004

Activity 5

Match the words taken from the text to their meanings or synonyms.

Words	Meanings or Synonyms
1. determination	a. emigrant
2. expatriate	b. cost
3. doubly	c. much too high
4. expense	d. act of deciding
5. extortionate	e. twice as
6. reduce	f. make less
7. scrutiny	g. careful examination
8. beware	h. be careful

Activity 6

Read the text again. Then answer these questions.

1. Does the writer's friend think much about her children's education?
2. What made the writer impressed with his/her friend?
3. And what makes the writer sad and disappointed?
4. Are there many international schools in Jakarta?
5. Who is the target of international school firstly?
6. Do international schools charge high fees?
7. Is it easy to find a quality international school according to the text?
8. What is the meaning of the phrase "reassuringly expensive"?
9. What should parents consider when choosing an international school for their children?
10. Where should education naturally evolve?

Activity 7

In pairs, find what the following words refer to.

1. they (paragraph 1, line 3)
2. it (paragraph 4)
3. we (paragraph 5)
4. this (paragraph 5)
5. them (paragraph 6)

Activity 8

Choose T if the statement is true and F if the statement is false.

1. T - F The writer admired the friend's effort to find a quality school for her children.
2. T - F Indonesian schooling system has been able to provide "best possible education".
3. T - F International schools target for expatriate family.
4. T - F All international schools are expensive.
5. T - F Parents should beware of the label "international".

Grammar *Review*

Conjunctives

Study the following sentences.

1. *However*, no matter what school a parent chooses to send his or her children to, care needs to be taken to access the type and the quality of education that is being offered.
2. *As a result*, Dino is now a very busy student.
3. *Consequently*, children cannot digest the materials properly.

The words in italics are *adverbs (conjunctives)*. Those conjunctives join ideas within the sentences or with ideas in other sentences or paragraphs.

Other adverbs (conjunctives):

- also
- as well
- besides
- therefore
- furthermore
- in addition to
- nevertheless
- too
- subsequently

Activity 9

Fill in the blanks with appropriate conjunctives.

1. He can speak German and French _____.
2. She is smart. _____ she can play piano well.
3. _____ her talent in dancing, she is able to sing different types of songs.
4. They are not only a good team, but _____ best friend.
5. They haven't got the news of the accident. _____ they go on hoping that their relatives are still alive.

Activity 10

New Horizon

From birth until the age of 5, Indonesian children do not generally have access to formal education. From the ages of 5, 6 and 7, they attend kindergarten. This education is not compulsory for Indonesian citizens, as the aim of this is to prepare them for primary school. The majority of kindergartens are private schools, with more than forty-nine thousand kindergartens.

(*en.wikipedia.org*)

Study the following advertisement. Then answer the questions.

The advertisement for Jakarta International School (JIS) is a collage. At the top left is the JIS logo with the text 'JIS JAKARTA INTERNATIONAL SCHOOL'. To its right, a grey box contains the motto: 'JAKARTA INTERNATIONAL SCHOOL students achieve personal excellence to be the best for the world'. Below the logo are three photos: two children sitting on a bench reading a book, two boys in sports jerseys (one with number 146) smiling, and a girl smiling while holding a wooden stick. At the bottom right, there is a contact information box.

FOR MORE INFORMATION PLEASE CONTACT:
Shah Mulya
DIRECTOR OF ADMISSIONS
J. Tanjung Pagar 02
Cibinong Jakarta 16911 Indonesia
P.O. Box 1016 0212
Jakarta 1600 Indonesia
PH: +62 21 788 0000
FAX: +62 21 718 7000
admission@jis.ac.id
www.jis.ac.id

Source: *The Jakarta Post*, March 9, 2008

1. What information can you find in the advertisement above?
2. What makes the advertisement attractive?
3. What are the functions of the photos?
4. What is the name of the school?
5. What is its motto?

Writing

In this section, you will learn how to:

- write a hortatory exposition text.

Activity 1

Arrange the following jumbled sentences into a paragraph.

1. I don't have to spend time picking out my clothes every morning.
2. There are many reasons why I like wearing a uniform to school.
3. Wearing a uniform also saves money.

4. First of all, it saves time.
5. It is cheaper to purchase a few uniforms than to go out and buy lots of school clothes.
6. Most importantly, wearing a school uniform gives me a sense that I belong.
7. In addition, I don't have the pressure of keeping up with the latest styles.
8. I really think it adds to the feeling of school spirit and community.
9. So, why should we be uncomfortable wearing it?

Activity 2

Answer the following questions.

1. What is the topic of the paragraph?
2. Does the writer express his/her arguments?
3. What are his/her arguments?
4. Does the writer recommend something concerning the issue?
5. What is the recommendation?

Activity 3

Read the following text.

International Schools in Jakarta an Attractive Option for Locals

Indeed parents in Jakarta are now able to reflect upon and capitalise on the availability of better alternatives for their children. One parent recently discussed how his sons now have educational opportunities that were simply not there when he was growing up. Having worked hard in school and been fortunate enough to earn a scholarship overseas this parent had experienced firsthand the difference between "traditional and directive Indonesian education" and a more open

and "stimulating education, based on a Western model."

For him it was and is a great relief that he can now send his children to a school in Jakarta that more closely matches his later educational experiences and his own hopes and aspirations for the education of his children. So, in what form does this "different model" for education come in within Jakarta?

There are effectively two significant sectors of schools and schooling that have emerged relatively recently that

provide these alternative models of education for Indonesian people. At perhaps the highest level are the numerous international schools that are now situated all over Jakarta.

In addition to the international schools there is the further sector of schools-national plus schools-which has also been growing at a very significant rate. Similar to international schools, these schools tend to target the teaching of the majority of the subjects in English. Often a kind of mixed curriculum is adopted that utilises overseas sources for curricula and combines them with Indonesian aspects and content.

Both of these sectors are consistently more expensive options for schooling and regrettably this may mean that for the majority of Indonesians they are an option which remains beyond their reach unless there are sufficient scholarship programs being offered.

But even if these schools are often beyond the reach of "ordinary Indonesians", there is another positive

benefit that can emerge from their presence here. This we could perhaps describe as a "trickle down" effect.

In this way it can be seen that the presence of a more "international" model of education within Indonesia is having a "trickle down" or perhaps knock-on domino effect.

The chances that teachers get to learn and develop in such schools are considerable and almost inevitably they will and do share their learning and development with others. There is a real sense in which a model of "on-the-job training" is happening here and this is both reasonable and appropriate.

It is reasonable and appropriate that teachers be learners; then and perhaps only then are they really teachers. Developing and progressive schools clearly set up opportunities for teachers to learn and advance learning and education in Indonesia. It is to be hoped that this learning and development can become even more widespread.

Taken from The Jakarta Post, December 11, 2004

Activity 4

Answer the following questions.

1. What is the first paragraph about?
2. What is the last paragraph about?
3. Mention the paragraph (s) shows you the following items.
 - a. Thesis
 - b. Arguments
 - c. Recommendation

Activity 5

Develop a paragraph about education based on these sub topics.

1. Quality education
2. Good building
3. Sufficient facility
4. A depth of curriculum
5. Qualified teaching staff
6. Recommendation to the government

Activity 6

After you have completed your writing, exchange your work with others to check for grammar errors. Use the following editing log or create a similar one of your own for the editing. Study the example.

Error	Symbol	Original Sentence	Revised Sentence
verb form	vb	New vocabulary is <i>introduce</i> in an informal environment.	New vocabulary is <i>introduced</i> in an informal environment.

Correction Symbols

Symbol	Meaning	Sample Sentence
p	punctuation error	I remember ^p graduation as the most memorable event.
s-v	subject-verb agreement error	She never ^{s-v} go to the library to study.
t	verb tense error	We ^t haven't completed the project yesterday.
vb	verb form error	They ^{vb} haven't went to the gym in weeks.
wf	word form error	Her father is the most ^{wf} success software engineer in the firm.
sp	spelling error	My apartment is ^{sp} noisey and expensive.
prn	pronoun error	My friend and ^{prn} me went to the movies.

Chapter Summary

1. Language Functions

- Expressing anger
- Expressing annoyance
- Expressing embarrassment

2. Genre

Hortatory Exposition

Social function: to persuade the reader or listener that something should or should not be the case.

Generic structure:

- Thesis : announcement of issue concern
- Argument : reasons for concern, leading to recommendation
- Recommendation : statement of what ought to or ought not to happen

Learning Reflection

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

1. respond to expressions of anger;
2. respond to expressions of annoyance;
3. respond to expressions of embarrassment;
4. respond to monologues of hortatory exposition;
5. express anger;
6. express embarrassment;
7. perform monologues of hortatory exposition;
8. read hortatory exposition texts;
9. write a hortatory exposition.

Now, answer the questions:

1. What will you say when you get embarrassed?
2. What is the thesis of a hortatory exposition?

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

Chapter 9

I Like This Poem



Source: dwotawa.files.wordpress.com

In This Chapter

Listening:

- Identifying the parts of song or poem
- Finding detailed information in a song or poem
- Drawing a conclusion from a song or poem

Speaking:

- Responding to words or phrases from songs or contemporary poems
- Responding to the words or phrases from songs or contemporary poems
- Performing a song or contemporary poems

Reading:

- Interpreting words, phrases, or sentences in a song and contemporary poems
- Finding some detailed information in a song and contemporary poems
- Drawing a conclusion from a song or contemporary poems

Writing:

- Writing idea sentences from of a poem and a song
- Developing idea sentences from of a poem and a song
- Writing a story based on a poem and song

Listening

In this section, you will learn how to:

- identify the parts of song or poem;
- find detailed information in a song or poem;
- draw a conclusion from a song or poem.

Activity 1

Look at these pictures. Do you know them?



Source: www.amild.com; www.ottawahakka.com

Activity 2

Study the following words. Then match them to the meanings.

Words	Meanings
1. undefined (ed)	a. make completely wet
2. stare (v)	b. not describe something correctly and thoroughly
3. illuminate (v)	c. what is left after everything else has been used
4. inhibition (n)	d. looking at something or someone for a long time without moving your eyes
5. drench (v)	e. to have a particular type of life
6. rest (n)	f. to make a light shine on something
7. live (v)	g. a feeling of worry or embarrassment that stops you doing or saying what you really want to

Activity 3

You will listen to the following song. Fill in the blanks.



Source: www.imageshack.com

Unwritten

by Natasha Bedingfield

I am unwritten, can't read my mind, I'm ¹ _____
I'm just beginning, the pen's in my hand, ending
² _____

Staring at the ³ _____ page before you
Open up the dirty window
Let the sun illuminate the ⁴ _____ that you could
not find

Reaching for something in the ⁵ _____
So close you can almost taste it
⁶ _____ your inhibitions
Feel the rain on your skin
No one else can feel it for you
Only you can let it in
No one else, no one else

Can speak the words on your lips
⁷ _____ yourself in words unspoken
Live your life with arms wide open
Today is where your book ⁸ _____
The rest is still unwritten

Oh, oh, oh

I break ⁹ _____, sometimes my tries, are outside
the lines
We've been conditioned to not make ¹⁰ _____, but
I can't live that way

Taken from www.metrolyrics.com

Activity 4

Answer these questions based on the song.

1. What do you think about the song's lyric?
2. Is it easy to understand?
3. In your own words, describe who "I" is.
4. Who is "you"?
5. What happens to "I"?
6. In your opinion, what does "I" wants to do in her life?

Activity 5

In pairs, define the following words or phrases based on the context of the song.

1. unwritten
2. undefined
3. unplanned
4. blank page
5. dirty window

Activity 6

Work in groups. Discuss what the song is talking about. Then present the result.

Activity 7

Answer the following questions orally.



Source: dwottawa.files.wordpress.com

1. Have you ever listened to people reading poetry in a poetry recital?
2. Do you feel any differences between listening to a poetry reading and news reading?
3. What makes poetry reading sound different from other reading activities ?

Activity 8

New Horizon

Poetry often uses particular forms and conventions to expand the literal meaning of the words, or to evoke emotional or sensual responses. Poetry's use of ambiguity, symbolism, irony and other stylistic elements of poetic diction often leaves a poem open to multiple interpretation.

(en.wikipedia.org)

Listen to a poem and fill in the blanks.

Remember

Remember me when I am gone ¹_____,
 Gone far away into the silent ²_____;
 When you can no more hold me by the ³_____,
 Nor I half turn to go yet turning ⁴_____.
 Remember me when no more day by ⁵_____
 You tell me of our future that you ⁶_____:
 Only remember me; you ⁷_____
 It will be late to counsel then or ⁸_____.
 Yet if you should forget me for ⁹_____
 And afterwards remember, do not ¹⁰_____:
 For if the darkness and corruption ¹¹_____
 A vestige of the thoughts that once I ¹²_____,
 Better by far you should forget and ¹³_____
 Than that you should remember and be ¹⁴_____.

-Christina Rossetti-

Activity 9

You are going to listen to ten words. Identify their phonetic transcriptions and write the words.

1	/wen/	6	/θɔ:ts/
	/wæn/		/θɒts/
2	/gɒn/	7	/jet/
	/gɔ:n/		/jæt/
3	/mɔ:/	8	/tel/
	/mɒ/		/tæl/
4	/ɒr/	9	/ðen/
	/ɔ:r/		/ðæn/
5	/fɔ:/	10	/sæd/
	/fɒ/		/sed/

Activity 10

You are going to listen to a poem. Listen to it carefully and try to catch what it is about.

Speaking

In this section, you will learn how to:

- respond to words or phrases from songs or contemporary poems;
- respond to the words or phrases from songs or contemporary poems;
- perform a song or contemporary poems.

Activity 1

Look at the picture and read the information. What do you think of the singer?



Source: img.timeinc.net

John Clayton Mayer (born October 16, 1977) is an American guitarist and singer-songwriter. His first two studio albums, *Room for Squares* and *Heavier Things*, did well commercially, achieving multi-platinum status. In 2003, he won a Best Male Pop Vocal Performance Grammy.

Taken from en.wikipedia.org

Activity 2

Do you know this song? It's a song by John Mayer. Try to sing it or find a song and try to sing it.

Daughter

I know a girl
She puts the color
inside of my world
She's just like a maze
Where all of the walls all continually change
And I've done all I can
To stand on her steps with my heart in my hands
Now I'm starting to see
Maybe it's got nothing
to do with me

Fathers be good to your daughters
Daughters will love like you do
Girls become lovers
who turn into mothers

So mothers be good
to your daughters too
Oh, you see that skin?
It's the same she's been
standing in
Since the day she saw him
walking away
Now she's left
Cleaning up the mess he made

So fathers be good
to your daughters
Daughters will love like you do
Girls become lovers
who turn into mothers
So mothers be good
to your daughters too

Boys, you can break
You'll find out how much
they can take
Boys will be strong
And boys soldier on
But boys would be gone without warmth from a
woman's good, good heart

Taken from www.metrolyrics.com

Pronunciation *Practice*

1. maze /meɪz/
2. soldier /'səʊldʒə(r)/
3. warmth /wɔːmθ/
4. behalf /br'hɑːf/
5. weight /weɪt/

Activity 3

With a partner, discuss the following questions.

1. Do you think that "I" is a father? Give a reason.
2. Who is "she"?
3. What does he think about "she"?
4. What is "she" left for?
5. What are the messages from the song?

Activity 4

Present the result of your discussion in front of the class.

Activity 5

Answer the following questions orally.

1. Do you like reading poetry?
2. Do you find any difficulties in understanding the meaning of poetry?
3. What makes the structure of poetry different from any other types of writing?

Activity 6

Look at the physical shape of the following poem. Read the poem before the class. You may use any gestures to make it attractive.

Snake glides

Snake glides
through grass
over
pebbles
forked tongue
working
never
speaking
but its
body
whispers
listen.

-Keith Bosley-
Taken from *English Form 4*, 1990

Activity 7

In groups, have a discussion to answer the following questions. Present the result of your discussion to the class.

1. What do you notice about the shape of the poem?
2. What does the poem tell you about?
3. What is the meaning of the following clauses?
 - a. Forked tongue working never speaking
 - b. Its body whispers
4. Why does the author end the poem with the word 'listen'?

Activity 8

Have a discussion on the meaning of the following poems. Present the result of your discussion to the class.

Poem 1

Peace

A mother rocks her newborn child
Born with disease and now covered with flies.
She looks out her window at a maze
of destroyed buildings
and deserted alleyways.
In the midst of this
destruction and rubble
a father, bent over double,
searches for his child.
He searches all day;
He searches till he finds them.
When will the war and fighting end?
You may ask everyone my friend;
The question has been asked time and again,
But even the smallest deed of love
Will further the coming of the One above.
For no matter how small the light,
It will never be smothered by the darkest
night.

-Carla Alexander-

Englishclub.com

Poetry is a form of art in which language is used for its aesthetic and evocative qualities in addition to its ostensible meaning. To find more resources of poetry, especially contemporary poetry, you can access these sites.

www.palace.com

www.poems.com

www.thepoem.co.uk

www.poetryx.com

Poem 2

Who is it that appears like the dawn,
as fair as the moon as bright as the sun?
It is peace.
I want peace, not hatred and wrong.
Peace is Love
It's the season of song.

-Christine Maendel-

1. How is *peace* symbolised in poems 1 and 2?
2. Where does the speaker in the poem probably see the scene written in poem 1?
3. In the poems, the poets use figurative language related to peace and war. Can you mention the words?

Activity 9

Determine which of the following texts is a poem and which is not a poem. Put forward your arguments to the class.

Text 1

Rats

Rats indeed take some getting used to.
There are said to be as many rats
as human beings, even in England
in the large towns,
but the life they lead
is subterranean.
Unless you go down into the sewers
or haunt the huge rubbish dumps
which lie beyond the waste buildings-lots
under a thin fume of smoke,
you are unlikely to meet a rat.
It needs an effort of imagination
in Piccadilly Circus to realise
that for every passing person
there is a rat
in the tunnels
underneath.

Text 2

Beggars

Beggars do not work, it is said –
but then, what is *work*?
A navy works by swinging a pick.
An accountant works by adding up figures.
A beggar works by standing out of doors
in all weathers.
It is a trade like any other;
quite useless, of course – but then,
many reputable trades are quite useless.
As a social type a beggar compares well
with scores of others.
He is honest – compared with the sellers
of most patent medicines;
high-minded – compared with
a Sunday newspaper proprietor;
amiable – compared with
a hire-purchase tout.
In short, a parasite –
but a fairly harmless parasite.
He seldom extracts more than a bare living
from the community – and he pays for it
over and over in suffering.

Taken from *Literature*, 2003

Reading

In this section, you will learn how to:

- interpret words, phrases, or sentences in a song and contemporary poems;
- find some detailed information in a song and contemporary poems;
- draw a conclusion from a song or contemporary poems.

Activity 1

Look at the picture. Then answer the questions.



Source: www.100xr.com

1. What is the name of the band?
2. What songs are they famous for?
3. Do you know the name of each of the personnel?
4. What is their song that becomes hit now?

Activity 2

Read the following song lyrics.

What I've Done

In this farewell
There's no blood
There's no alibi
'Cause I've drawn regret
From the truth
Of a thousand lies

So let mercy come
And wash away
What I've done

I'll face myself
To cross out what I've become
Erase myself
And let go of what I've done

Put to rest

What you thought of me
While I clean this slate
With the hands of uncertainty

For what I've done
I start again
And whatever pain may come
Today this ends
I'm forgiving what I've done!!!

What I've done
Forgiving what I've done

Taken from www.metrolyrics.com

Activity 3

Answer these questions based on the song lyrics. Have a discussion with your partner.

1. What kind of farewell was told in the song lyrics?
2. What did "I" regret for?
3. In your opinion, what did "I" do that he needed mercy?
4. Who do you think "you" is?
5. Who has to forgive "I"?

Activity 4

Find the words in the song lyrics that have the following literal meanings.

1. goodbye
2. evidence that proves that somebody was somewhere else when a crime is committed
3. feeling of being sorry at the loss of something or because of something one has done
4. kindness or forgiveness shown to somebody one has the power to punish
5. remove
6. blue-grey rock that splits easily into thin, flat layers
7. suffering in body or mind
8. stop being angry or bitter towards (somebody) for (something)

UN Shot

X : Good morning,
Madam.
Anything I can do
for you?

Y : Yes, please. I need
a T-shirt size 15.

The dialogue likely
occurs ...

- at home
- at a store
- at a tailor
- at a school
- at the office

(UN SMA/MA
2006/2007)

Grammar Record

Preposition Phrases

Study these sentences.

- Tia put her coat *on the chair*.
- Ahmad walked *behind his parents*.
- A leaf fell *to the ground*.

Many English sentences have prepositional phrases. The phrases in italics are prepositional phrases. A prepositional phrase consists of a preposition and a noun.

Here is the list of some prepositions.

about	before	from	throughout
above	behind	in	to
across	below	into	toward(s)
after	beside	near	under
against	between	of	until
along	by	on	up
among	down	out	upon
around	during	since	within
at	for	through	without

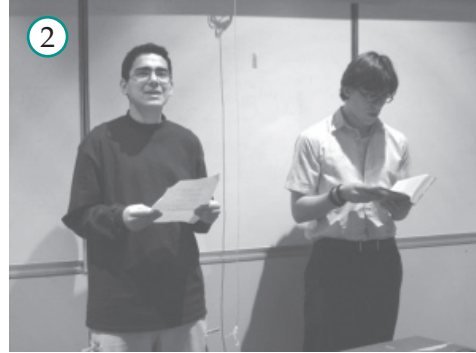
Activity 5

Complete these sentences with the suitable preposition.

- There are a lot of pictures ... the wall.
- Siti looked ... the girl.
- We waited for him ... the restaurant.
- The sun sets ... the west.
- Mita lost her bracelet in the sand ... the beach.
- The moon usually disappears from view ... the day.
- I talked to mother ... the phone ... 30 minutes.
- Children ... the world play ... dolls.
- Astronauts walked ... the moon ... 1969.
- I put the paper ... the books.

Activity 6

Look at the pictures. Comment on the ways the people in the pictures are reciting poetry.



Source: <http://image20.webshots.com/>; <http://spectator.stuy.edu/>; <http://www.ulm.edu/>; <http://usa.ural.ru/>

Activity 7

Read the following poem to find what it is about.

Love and Friendship

Love is like the wild rose-briar,
Friendship like the holly-tree –
The holly is dark when the rose-briar blooms
But which will bloom most constantly?
The wild rose-briar is sweet in spring,
Its summer blossoms scent the air;
Yet wait till winter comes again
And who will call the wild-briar fair?

Then scorn the silly rose-wreath now
And deck thee* with the holly's sheen,
That when December blights thy* brow
He still may leave thy garland green.

-Emily Brontë-

Taken from *The Golden Treasury*, 2003

*thee – you

*thy – your

Activity 8

Find the words in the poem which have literal definitions as follows. Do it in pairs.

1. circle of flowers or leaves as a decoration
2. gleaming brightness
3. circle of flowers and leaves, e.g. put on a grave
4. smell, especially a pleasant one
5. thorny bush
6. withers
7. decorate
8. feel or show that a person or thing deserves no respect

Activity 9

Answer the following questions. Work individually.

1. How does the speaker symbolise *love* and *friendship* in the poem in Activity 7?
2. The poem tells you about *love* and *friendship*. Can you describe what are *love* and *friendship* according to the speaker?
3. Can you answer the question in line 4 by concluding the previous three lines? Do the same for the question in line 8.
4. The conclusion of the poem is in the third stanza. Can you draw the conclusion?
5. What is your view on *love* and *friendship*?

Writing

In this section, you will learn how to:

- write idea sentences from of a poem and a song;
- develop idea sentences from of a poem and a song;
- write a story based on a poem and song.

Activity 1

Study and understand the following poem.

The True Beauty

He that loves a rosy cheek
Or a coral lip admires,
Or from star – like eyes doth seek
Fuel to maintain his fires;
As old Time makes these decay,
So his flames must waste away.

But a smooth and steadfast mind,
Gentle thoughts, and calm desires,
Hearts with equal love combined,
Kindle never-dying fires: –
Where these are not, I despise
Lovely cheeks or lips or eyes.

-T. Carew-
Taken from *The Golden Treasury*, 2003

Activity 2

Discuss with your partner to describe the meanings of the following phrases of figurative language.

1. a rosy cheek
2. a coral lip
3. star-like eyes
4. a smooth and steadfast mind
5. gentle thoughts
6. calm desires
7. kindle never-dying fires

Activity 3

Study the poem in Activity 1 repeatedly in order to understand it. Then answer the following questions.

1. What does the poem tell you about?
2. Who is the speaker?
3. The poem consists of two stanzas. What does the speaker want to say in each stanza?
4. Do you agree with the speaker about true beauty?
5. What values do you find in the poem?

Activity 4

Look at this picture and study the following story.



Source: www.media.wmg-is.com

Simple Plan began in 1995 with the formation of a band named Reset by friends Pierre Bouvier, Charles-André "Chuck" Comeau, Philippe Jolicœur, and Adrian White. Reset toured around Canada with bands such as MxPx, Ten Foot Pole, and Face to Face, but only managed to gain modest popularity. The debut album, *No Worries*, was

released in 1998, and Comeau left soon after to go to college. Two years later he met with high school friends Jean-François "Jeff" Stinco and Sébastien Lefebvre who were in separate bands of their own, and combined to create the band. Meanwhile, Reset released a second CD, *No Limits* (the two CDs would be re-released as a single CD in

2006, with liner note comments from Bouvier and Comeau). In late 1999, Comeau and Bouvier reacquainted at a Sugar Ray concert and Bouvier left Reset soon after to join Comeau. David Desrosiers replaced Bouvier in Reset, but when asked to join the foursome, he too left the band six months later. This allowed Bouvier, who had doubled as the band's front man and bassist, to concentrate on the singing.

The origin of the band's name is obscure. Band members have given various responses on this point, including a liking for the movie *A Simple Plan*; that the band was their simple plan to avoid getting a "real" job; and that the name was only intended to be temporary, but they never thought of anything better, and with shows coming up for the new band, they needed a name.

Source: www.media.wmg-is.com

Activity 5

Answer the following questions.

1. Is the band familiar to you?
2. What are its hit song?
3. Have you listened to their songs?
4. Do you like their songs?
5. Why do you like them?

Activity 6

Listen to the following song.

Perfect

Hey dad look at me
Think back and talk to me
Did I grow up according to plan?
And do you think I'm wasting my time doing things
I wanna do?
But it hurts when you disapprove all along

And now I try hard to make it
I just want to make you proud
I'm never gonna be good enough for you

Your Project

Book your favourite songs. Mark the best song of yours. You can put a star on the lyric. Put a note under the lyric why you like the song. Does the song remind you of someone? Or does the song have a priceless value? Write your comments in English.

I can't pretend that
I'm alright
And you can't change me

'Cuz we lost it all
Nothing lasts forever
I'm sorry
I can't be perfect
Now it's just too late and
We can't go back
I'm sorry
I can't be perfect

I try not to think
About the pain I feel inside
Did you know you used to be my hero?
All the days you spent with me
Now seem so far away
And it feels like you don't care anymore

And now I try hard to make it
I just want to make you proud
I'm never gonna be good enough for you
I can't stand another fight
And nothing's alright

'Cuz we lost it all
Nothing lasts forever
I'm sorry
I can't be perfect
Now it's just too late and
We can't go back
I'm sorry
I can't be perfect

Nothing's gonna change the things that you said
Nothing's gonna make this right again

Please don't turn your back
I can't believe it's hard
Just to talk to you
But you don't understand

Taken from www.azlyrics.com

Activity 7

Answer the questions based on the song in Activity 6.

1. Who is talked about in the song?
2. Can you describe dad's character?
3. What characteristics does the son have?
4. What is wrong between them?
5. What does dad want from the son?
6. Can the son be what his dad wants him to be?

Activity 8

Each stanza of the song has its idea. Determine the ideas of the song in Activity 6. Work in pairs.

Activity 9

You have got six main ideas of the song. Then develop each main idea into a paragraph.

Activity 10

Combine the six paragraphs into an essay. You can use conjunctives to connect one paragraph to another.

Chapter Summary

Poetry

Poetry follows no fixed rules. It has changed and evolved over thousands of years. In spite of this, there are possibly four features which can be found in poetry:

1. Visual Effects

Poetry has various shape, pattern, and structure producing a great variety of visual effects on readers, for example the selection and adjustment of stanza and line lengths.

2. Sound Effects

Most poetry uses rhyme and rhythm to create sound effects.

a. Rhyme: echoing effect produced by matching sounds at the end of two (or more) different words.

b. Rhythm: beat or pattern of stresses which is produced as you read the poem.

3. Speaker (who tells the poetry)

The choice of speaker will determine and control the reader's response to the content of the poem. There are three different kinds of speakers in poetry:

a. Unidentified speakers

b. First-person or autobiographical speakers

c. Personas or imaginary identities and 'voices' of other people adapted by the poet.

4. Figurative Language

Figurative language is the use of English in non-literal way, for example, transforming one object into another object (metaphor), or into a living being (personification), or likening one thing to another, different thing (simile).

Some poems have no figurative language, just as some do not rhyme.

Learning Reflection

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

1. respond to songs and contemporary poems;
2. perform songs and contemporary poems;
3. understand songs and contemporary poems;
4. write a story based on a song.

Now, answer the questions:

1. How do you draw a conclusion from a poem?
2. How do you write a story from a song you hear?

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

Chapter 10

Let's Perform a Drama!



Source: www.hku.hk

In This Chapter

Listening:

- Getting detailed information from a drama or movie script
- Drawing a conclusion from a drama or movie script

Speaking:

- Identifying a drama and a movie script
- Performing based on a drama and a movie script

Reading:

- Identifying words or sentences from a short story
- Finding detailed information from a short story
- Concluding a short story

Writing:

- Writing the main ideas of a short story
- Developing the main ideas
- Rewriting a story with or without changing the setting of time and place

Listening

In this section, you will learn how to:

- get detailed information from a drama or movie script;
- draw a conclusion from a drama or movie script.

Activity 1

Answer the following questions orally.

1. Have you ever watched or listened to a drama performance?
2. Do you find watching or listening to a drama performance is interesting?
3. What do you get from such activities?

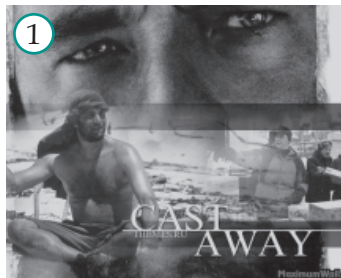
Activity 2

You are going to listen to a passage from Hamlet. On the tape. Take notes on important information. Then, answer the questions and compare your answers to your partner's.

1. Where does the story take place?
2. How many characters are there?
3. Who are the characters?
4. When does the story take place?
5. Do the first two speakers know each other?
6. In your opinion, what are they going to do?

Activity 3

Do you like watching movies? If yes, now you can try to match the movie's posters with their stars.



Source: www.agdesktop.com; static.flickr.com



Source: gunawanprasetyo.files.wordpress.com/; www.keluargabroto.com

- Fedi Nuril
- Tom Hanks
- Dedy Mizwar
- Tobey McGuire

Activity 4

Answer the following questions.

- Do you know the difference between science fiction movies and documentaries? Give a short explanation.
- What kind of movie do you prefer to watch? Why?
- What do you think of Indonesian movies nowadays?

Activity 5

Now complete the following script by listening to the tape.

Smeagol :

They cursed us. ¹_____, ²_____

They called us. They ³_____ us and ⁴_____ us away. And we wept, ⁵_____, we wept to be so alone.

And we forgot the taste of bread, the ⁶_____ of ⁷_____, the softness of the ⁸_____

We even forgot ⁹_____ ¹⁰_____.

(in a choking cough)

Gollum! Gollum!

Taken from www.hundland.com

Activity 6

Choose a, b or c for the correct answer based on the script in Activity 5.

1. Who cursed Smeagol?
 - a. The king and his soldier.
 - b. A Murderer.
 - c. The script didn't tell us.
2. Who are "us" that Smeagol keep saying in the script?
 - a. Smeagol and his cousin.
 - b. Smeagol and his ring.
 - c. The script doesn't tell us.
3. What do you think the condition of Smeagol if we read the script?
 - a. Suffering and sad.
 - b. Desperate and confused.
 - c. The script doesn't tell us.

Activity 7

You are going to listen to a movie script from *The Lord of the Ring: Return of the King*. Then discuss the following questions based on the movie script you've heard with your friend.

Englishclub.com

Curious about your favourite movie scripts? Click on www.hundland.com

1. What are the names of the character you heard from the dialogue?
2. Where are they?
3. Are they family? Give your reason.
4. What do they find?
5. Why does Smeagol want it go much?
6. What do you think of Smeagol and Deagol's characters? Explain your answer.

Activity 8

After you listened to the movie script, now act as Smeagol. Read and practise Smeagol's dialogue in Activity 5.

Speaking

In this section, you will learn how to:

- identify a drama and a movie script;
- perform based on a drama and a movie script.

Activity 1

Answer the following questions orally.

1. What do you know about drama?
2. What are the similarities between drama and fiction?
3. Have you ever watched people acting in a drama?
4. What was your impression of the drama performance you watched?
5. What do people need to play a drama?

Activity 2

Study the following explanation.

Drama

Drama is a story in dialogue form. The emphasis is very much on what is revealed in conversation, on characters and interpersonal relations. The story is dramatic so the elements of action and conflict are dominant. The story of a drama is written to be performed. Therefore, everything must be conveyed through what can be said or acted out.

Activity 3

Study the following text of "The Ticket Inspector".

Scene	:	A compartment on a train
Character	:	A passenger on a train A ticket inspector A attendant train A waiter

The passenger is sitting in a compartment on a train. He is reading a newspaper. The train attendant opens the door.

Train

attendant : Coffee!

Passenger : No, thanks.

(The passenger closes the door and continues reading. The waiter opens the door.)

Waiter : Seats for dinner!

Passenger : No, thanks.

(The passenger closes the door again and continues reading. The ticket inspector opens the door.)

Inspector : Tickets!

Passenger : No, thanks.

Inspector : Pardon?

Passenger : I don't want a ticket, thank you.

Inspector : I'm not selling tickets, Sir.

Passenger : No?

Inspector : No. I want to see your ticket.

Passenger : Oh, I haven't got a ticket.

Inspector : You haven't got a ticket?

Passenger : No. I never buy a ticket.

Inspector : Why not?

Passenger : Well, they are very expensive, you know.

Inspector : Sir, you're travelling on a train. When people travel on a train, they always buy a ticket.

Passenger : Err....

Inspector : And this is a first-class compartment.

Passenger : Yes, it is very nice, isn't it?

Inspector : No, Sir. I mean: this is a first-class compartment. When people travel in a first-class compartment, they always buy a first-class ticket.

(They look at each other for a moment.)

Passenger : No, they don't.

Inspector : What?

Passenger : A lot of people don't buy tickets. The Queen doesn't buy a ticket, does she?
 Inspector : No, Sir, but she's a famous person.
 Passenger : And what about you? Where's yours?
 Inspector : Mine?
 Passenger : Yes, yours. Your ticket. Have you got a ticket?
 Inspector : No, I haven't got a ticket.
 Passenger : Ooh – are you a famous people?
 Inspector : (*Flattered.*) Famous? Well, not very – (*Back to normal.*) Sir, I am a ticket inspector. I inspect tickets. Are you going to show me your ticket?
 Passenger : No, I haven't got a ticket.
 Inspector : I see.
 (*The ticket inspector puts his hand into his pocket.*)
 Passenger : What are you going to do?
 Inspector : I'm going to write your name in my book.
 Passenger : Oh.
 Inspector : What is your name, Sir?
 Passenger : Mickey Mouse.
 (*The inspector begins to write.*)
 Inspector : Mickey –
 Passenger : – Mouse. M-O-U-S-E.
 (*The inspector stops writing.*)
 Inspector : Your name, Sir.
 Passenger : Karl Marx? William Shakespeare? Charles Dickens?
 Inspector : I see, Sir. Well, if you're not going to tell your name, please leave the train.
 Passenger : Pardon?
 Inspector : Leave the train.
 Passenger : I can't.
 Inspector : You can't what?
 Passenger : I can't leave the train.
 Inspector : Why not?
 Passenger : It's moving.
 Inspector : Not now, Sir. At the next station.
 Passenger : Oh.

Inspector : It's in the book, Sir. When you travel by train, you buy a ticket, and if you don't buy a ticket, you –

Passenger &

Inspector : – leave the train.

Inspector : Here we are, Sir. We're coming to a station. Please leave the train now.

Passenger : Now?

Inspector : Yes, Sir. I'm sorry, but –

Passenger : Oh, that's OK.

Inspector : – it's in the book, and – What did you say?

Passenger : I said: "That's OK."

Inspector : OK?

Passenger : Yes, this is my station. Goodbye.

(The passenger leaves the train.)

Taken from *English Form 4*, 1990

Activity 4

Answer the following questions by having a discussion with a partner.

1. What is the theme of the drama?
2. Can you describe the characteristics of each character in the drama?
3. Who do you think was the protagonist and antagonist in the drama?
4. Does the drama run in chronological order or flashback?
5. When does the story take place?
6. What makes the drama funny?
7. Why didn't the passenger buy a ticket?
8. What does the passenger feel when he is told to leave the train at the next station? Why?
9. In your opinion, is Mickey Mouse the real name of the passenger?
10. Do you think that the same thing that happens to the passenger at the end of the story (leaving the train in the next station) may happen to a train passenger in Indonesia?

Activity 5

In groups, act out the drama in front of the class. Then, invite the other students to give comment on your performance.

Activity 6

Practice the following movie script from *The Lord of the Ring: Return to the King*.

Sam looks at the dead, brown twilight, below the lowering cloud.

Sam : It must be getting late.

Frodo : No, ... no it isn't. It isn't midday yet.

The days are growing darker. The ground suddenly quivers, as a rolling, rumbling noise echoes down the valley.

Gollum : Come on, must go, no time ...

Sam : Not before Mr Frodo's had something to eat.

Gollum : ... No time to lose, silly.

Activity 7

Read the following movie script from "Cast Away". Pay attention to the situations and the language used.

A plume of dust comes into frame. The dust is from a truck, orange and white and violet, with "FedEx" blazoned across the side.

The truck turns into a collection of ramshackle World War II era Quonset huts and outbuildings. Around the outbuildings are large sculptures of wood and metal.

The door is opened by a woman in her late twenties. Hair pulled back, casual, an artist. She hands the driver a FedEx box which is decorated with a drawing of two angel wings. The driver has a hand-held computer; a portable printer dangles from his belt.

The driver scans the package with his hand-held computer, prints out a label and sticks it on the box, ready to go. But something on the box catches her eye. She wants it back. He glances at his watch. She draws rings around the wings, uniting them. She gives the box to the driver, then hands him a cup of coffee. They've done this before.

He takes a sip of the coffee, then runs for the truck. He jumps in and heads back onto the plains.

Activity 8

Explain the following sentences and phrases taken from movie script in Activity 7 orally.

1. The truck turns into a collection of ramshackle World War II.
2. Decorated with a drawing of two angel wings.
3. Something on the box catches her eye.
4. Hands him a cup of coffee.
5. He takes a sip of the coffee.
6. Jumps in and heads back onto the plains.

Reading

In this section, you will learn how to:

- identify words or sentences from a short story;
- find detailed information from a short story;
- conclude a short story.

Activity 1

Answer the following questions orally.

1. What do you know about short stories?
2. Do you like reading short stories?
3. Do you find that reading short stories is fun?
4. Can you mention one short story that makes you impressed? What is it about?

Activity 2

Study the following explanation.

Short Story

A short story is a prose story which usually describes a single main event, has a limited number of characters, and is much shorter than a novel. It is fictional work depicting one character's inner conflict or conflict with others, usually having one thematic focus. Short stories generally produce a single, focused emotional and intellectual response in the reader.

Taken from *The World Book Dictionary*, 1995;
Microsoft® Encarta® Reference Library, 2008

Activity 3

Comment on the following short story. Share it with your friends.

The Necklace

by Guy de Maupassant

She was one of those pretty, delightful girls who, apparently by some error of Fate, get themselves born the daughters of very minor civil servants. She had no dowry, no expectations, no means of meeting some rich, important man who would understand, love, and marry her. So she went along with a proposal made by a junior clerk in the Ministry of Education.

She dressed simply, being unable to afford anything better, but she was every bit as unhappy as any daughter of good family who has come down in the world. Women have neither rank nor class, and their beauty, grace, and charm do service for birthright and connections. Natural guile, instinctive elegance, and adaptability are what determine their place in the hierarchy, and a girl of no birth to speak of may easily be the equal of any society lady.

She was unhappy all the time, for she felt that she was intended for a life of refinement and luxury. She was made unhappy by the run-down apartment they lived in, the peeling walls, the battered chairs, and the ugly curtains. Now all this, which any other woman of her station might never even have noticed, was torture to her and made her very angry. The spectacle

of the young Breton peasant girl who did the household chores stirred sad regrets and impossible fancies. She dreamed of silent antechambers hung with oriental tapestries, lit by tall, bronze candelabras, and of two tall footmen in liveried breeches asleep in the huge armchairs, dozing in the heavy heat of a stove. She dreamed of great drawing-rooms dressed with old silk, filled with fine furniture which showed off trinkets beyond price, and of pretty little parlours, filled with perfumes and just made for intimate talk at five in the afternoon with one's closest friends who would be the most famous and sought-after men of the day whose attentions were much coveted and desired by all women.

When she sat down to dinner at the round table spread with a three-day-old cloth, facing her husband who always lifted the lid of the soup-tureen and declared delightedly: "Ah! Stew! Splendid! There's nothing I like better than a nice stew...", she dreamed of elegant dinners, gleaming silverware, and tapestries which peopled the walls with mythical characters and strange birds in enchanted forests; she dreamed of exquisite dishes served on fabulous china plates, of pretty compliments whispered into willing ears and received with Sphinx-like

smiles over the pink flesh of a trout or the wings of a hazel hen.

She had no fine dresses, no jewellery, nothing. And that was all she cared about; she felt that God had made her for such things. She would have given anything to be popular, envied, attractive, and in demand.

She had a friend who was rich, a friend from her convent days, on whom she never called now, for she was always so unhappy afterwards. Sometimes, for days on end, she would weep tears of sorrow, regret, despair, and anguish.

One evening her husband came home looking highly pleased with himself. In his hand he brandished a large envelope.

"Look," he said, "I've got something for you."

She tore the paper flap eagerly and extracted a printed card bearing these words:

"The Minister of Education and Madame Georges Ramponneau request the pleasure of the company of Monsieur and Madame Loisel at the Ministry Buildings on the evening of 18 January."

Instead of being delighted as her husband had hoped, she tossed the invitation peevishly onto the table and muttered: "What earthly use is that to me?"

"But, darling, I thought you'd be happy. You never go anywhere and it's an opportunity, a splendid opportunity! I had the dickens of a job getting hold of an invite. Everybody's after them; they're very much in demand and not

many are handed out to us clerks. You'll be able to see all the big nobs there."

She looked at him irritably and said shortly: "And what am I supposed to wear if I do go?"

He had not thought of that. He blustered: "What about the dress you wear for the theatre? It looks all right to me...." The words died in his throat. He was totally disconcerted and dismayed by the sight of his wife who had begun to cry. Two large tears rolled slowly out of the corners of her eyes and down towards the sides of her mouth.

"What's up?" he stammered. "What's the matter?"

Making a supreme effort, she controlled her sorrows and, wiping her damp cheeks, replied quite calmly: "Nothing. It's just that I haven't got anything to wear and consequently I shan't be going to any reception. Give the invite to one of your colleagues with a wife who is better off for clothes than I am."

He was devastated. He went on: "Oh come on, Mathilde. Look, what could it cost to get something suitable that would do for other occasions, something fairly simple?"

She thought for a few moments, working out her sums but also wondering how much she could decently ask for without drawing an immediate refusal and pained protests from her husband who was careful with his money. Finally, after some hesitation, she said: "I can't say precisely, but I daresay I could get by on four hundred francs."

He turned slightly pale, for he had been setting aside just that amount to buy a gun and finance hunting trips the following summer in the flat landscape around Nanterre with a few friends who went shooting larks there on Sundays. But he said: "Very well. I'll give you your four hundred francs. But do try and get a decent dress."

The day of the reception drew near and Madame Loisel appeared sad, worried, anxious. Yet all her clothes were ready. One evening her husband said: "What's up? You haven't half been acting funny these last few days."

She replied: "It vexes me that I haven't got a single piece of jewellery, not one stone, that I can put on. I'll look like a church mouse. I'd almost as soon not go to the reception."

"Wear a posy," he said. "It's all the rage this year. You could get two or three magnificent roses for ten francs."

She was not convinced. "No.... There's nothing so humiliating as to look poor when you're with women who are rich."

But her husband exclaimed: "You aren't half silly! Look, go and see your friend, Madame Forestier, and ask her to lend you some jewellery. You know her well enough for that."

She gave a delighted cry: "You're right! I never thought of that!"

The next day she called on her friend and told her all about her problem. Madame Forestier went over to a mirror-fronted wardrobe, took out a large casket, brought it over, unlocked it, and said to Madame Loisel: "Choose whatever you like."

At first she saw bracelets, then a rope of pearls and a Venetian cross made of gold and diamonds admirably fashioned. She tried on the necklaces in the mirror, and could hardly bear to take them off and give them back. She kept asking: "Have you got anything else?"

"Yes, of course. Just look. I can't say what sort of thing you'll like best."

All of a sudden, in a black satin wood case, she found a magnificent diamond necklace, and her heart began to beat with immoderate desire. Her hands shook as she picked it up. She fastened it around her throat over her high-necked dress and sat looking at herself in rapture. Then, diffidently, apprehensively, she asked: "Can you lend me this? Nothing else. Just this."

"But of course."

She threw her arms around her friend, kissed her extravagantly, and then ran home, taking her treasure with her.

The day of the reception arrived. Madame Loisel was a success. She was the prettiest woman there, elegant, graceful, radiant, and wonderfully happy. All the men looked at her, enquired who she was, and asked to be introduced. All the cabinet secretaries and under-secretaries wanted to waltz with her. She was even noticed by the Minister himself.

She danced ecstatically, wildly, intoxicated with pleasure, giving no thought to anything else, swept along on her victorious beauty and glorious success, and floating on a cloud of

happiness composed of the homage, admiration, and desire she evoked and the kind of complete and utter triumph which is so sweet to a woman's heart.

She left at about four in the morning. Since midnight her husband had been dozing in a small, empty side-room with three other men whose wives were having an enjoyable time.

He helped her on with her coat which he had fetched when it was time to go, a modest, everyday coat, a commonplace coat violently at odds with the elegance of her dress. It brought her down to earth, and she would have preferred to slip away quietly and avoid being noticed by the other women who were being arrayed in rich furs. But Loisel grabbed her by the arm: "Wait a sec. You'll catch cold outside. I'll go and get a cab."

But she refused to listen and ran quickly down the stairs. When they were outside in the street, there was no cab in sight. They began looking for one, hailing all the cabbies they saw driving by in the distance.

They walked down to the Seine in desperation, shivering with cold. There, on the embankment, they at last found one of those aged nocturnal hackney cabs which only emerge in Paris after dusk, as if ashamed to parade their poverty in the full light of day. It bore them back to their front door in the rue des Martyrs, and they walked sadly up to their apartment. For her it was all over, while he was thinking that he would have to be at the Ministry at ten.

Standing in front of the mirror, she took off the coat she had been wearing

over her shoulders, to get a last look at herself in all her glory. Suddenly she gave a cry. The necklace was no longer round her throat!

Her husband, who was already half undressed, asked: "What's up?"

She turned to him in a panic: "I... I... Madame Forestier's necklace... I haven't got it!"

He straightened up as if thunder-struck: "What?... But... You can't have lost it!"

They looked in the pleats of her dress, in the folds of her coat, and in her pockets. They looked everywhere. They did not find it.

"Are you sure you still had it when you left the ballroom?" he asked.

"Yes, I remember fingering it in the entrance hall."

"But if you'd lost it in the street, we'd have heard it fall. So it must be in the cab."

"That's right. That's probably it. Did you get his number?"

"No. Did you happen to notice it?"

"No."

They looked at each other in dismay. Finally Loisel got dressed again. "I'm going to go back the way we came," he said, "to see if I can find it." He went out. She remained as she was, still wearing her evening gown, not having the strength to go to bed, sitting disconsolately on a chair by the empty grate, her mind a blank.

Her husband returned at about seven o'clock. He had found nothing.

He went to the police station, called at newspaper offices where

he advertised a reward, toured the cab companies, and tried anywhere where the faintest of hopes led him. She waited for him all day long in the same distracted condition, thinking of the appalling catastrophe which had befallen them.

Loisel came back that evening, hollow-cheeked and very pale. He had not come up with anything.

"Look," he said, "you'll have to write to your friend and say you broke the catch on her necklace and you are getting it repaired. That'll give us time to work out what we'll have to do."

She wrote to his dictation.

A week later they had lost all hope.

Loisel, who had aged five years, said: "We'll have to start thinking about replacing the necklace."

The next day they took the case in which it had come and called on the jeweller whose name was inside. He looked through his order book.

"It wasn't me that sold the actual necklace. I only supplied the case."

After this, they trailed round jeweller's shops, looking for a necklace just like the other one, trying to remember it, and both ill with worry and anxiety.

In a shop in the Palais Royal they found a diamond collar which they thought was identical to the one they were looking for. It cost forty thousand francs. The jeweller was prepared to let them have it for thirty-six.

They asked him not to sell it for three days. And they got him to agree to take it back for thirty-four thousand

if the one that had been lost turned up before the end of February.

Loisel had eighteen thousand francs which his father had left him. He would have to borrow the rest.

He borrowed the money, a thousand francs here, five hundred there, sometimes a hundred and as little as sixty. He signed notes, agreed to pay exorbitant rates of interest, resorted to usurers and the whole tribe of moneylenders. He mortgaged the rest of his life, signed papers without knowing if he would ever be able to honour his commitments, and then, sick with worry about the future, the grim poverty which stood ready to pounce, and the prospect of all the physical privation and mental torture ahead, he went round to the jeweller's to get the new necklace with the thirty-six thousand francs which he put on the counter.

When Madame Loisel took it round, Madame Forestier said in a huff: "You ought really to have brought it back sooner. I might have needed it."

She did not open the case, as her friend had feared she might. If she had noticed the substitution, what would she have thought? What would she have said? Would she not have concluded she was a thief?

Then began for Madame Loisel the grindingly horrible life of the very poor. But quickly and heroically, she resigned herself to what she could not alter: their appalling debt would have to

be repaid. She was determined to pay. They dismissed the maid. They moved out of their apartment and rented an attic room.

She became used to heavy domestic work and all kinds of ghastly kitchen chores. She washed dishes, wearing down her pink nails on the greasy pots and saucepans. She washed the dirty sheets, shirts, and floorcloths by hand and hung them up to dry on a line; each morning she took the rubbish down to the street and carried the water up, pausing for breath on each landing. And, dressed like any working-class woman, she shopped at the fruiterer's, the grocer's, and the butcher's, with a basket over her arm, haggling, frequently abused and always counting every penny.

Each month they had to settle some accounts, renew others, and bargain for time.

Her husband worked in the evenings doing accounts for a shopkeeper and quite frequently sat up into the early hours doing copying work at five sous a page.

They lived like this for ten years.

By the time ten years had gone by, they had repaid everything, with not a penny outstanding, in spite of the extortionate conditions and including the accumulated interest.

Madame Loisel looked old now. She had turned into the battling, hard, uncouth housewife who rules working-class homes. Her hair was untidy, her

skirts were askew, and her hands were red. She spoke in a gruff voice and scrubbed floors on her hands and knees. But sometimes, when her husband had gone to the office, she would sit by the window and think of that evening long ago when she had been so beautiful and so admired.

What might not have happened had she not lost the necklace? Who could tell? Who could possibly tell? Life is so strange, so fickle! How little is needed to make or break us!

One Sunday, needing a break from her heavy working week, she went out for a stroll on the Champs-Élysées. Suddenly she caught sight of a woman pushing a child in a pram. It was Madame Forestier, still young, still beautiful, and still attractive.

Madame Loisel felt apprehensive. Should she speak to her? Yes, why not? Now that she had paid in full, she would tell her everything. Why not? She went up to her.

"Hello, Jeanne."

The friend did not recognize her and was taken aback at being addressed so familiarly by a common woman in the street. She stammered: "But... I'm sorry ... I don't know There's some mistake."

"No mistake. I'm Mathilde Loisel."

Her friend gave a cry: "But my poor Mathilde, how you've changed!"

"Yes, I've been through some hard times since I saw you, very hard times. And it was all on your account."

"On my account? Whatever do you mean?"

"Do you remember that diamond necklace you lent me to go to the reception at the Ministry?"

"Yes. What about it?"

"Well I lost it."

"Lost it? But you returned it to me."

"No, I returned another one just like it. And we've been paying for it these past ten years. You know, it wasn't easy for us. We had nothing But it's over and done with now, and I'm glad."

Madame Forestier stopped. "You mean you bought a diamond necklace to replace mine?"

"Yes. And you never noticed the difference, did you? They were exactly alike." And she smiled a proud, innocent smile.

Madame Forestier looked very upset and, taking both her hands in hers, said:

"Oh, my poor Mathilde! But it was only an imitation necklace. It couldn't have been worth much more than five hundred francs!..."

Taken from Microsoft® Encarta® Reference Library 2008

Activity 4

Your Project

Find a script of a movie or a drama. Then make a group. Present it in front of the class. Each person must know each of the characters.

Answer the following questions.

1. What is the theme of this short story?
2. Can you describe in detail the characteristics of the following characters?
 - a. Madame Loisel
 - b. Monsieur Loisel
 - c. Madame Forestier
3. Can you mention the textual evidence supporting your answer in no. 2?
4. From the names used in the short story, where did the story take place?
5. What is your comment on what happens to Madame Loisel?
6. What lesson do you get from this short story?

Writing

In this section, you will learn how to:

- write the main ideas of a short story;
- develop the main ideas;
- rewrite a story with or without changing the setting of time and place.

Activity 1

Answer the following questions orally.

1. Do you like writing stories?
2. What kind of stories do you like to write?
3. What about changing an original story into your own words?

Activity 2

Read the following story carefully.

The Kind Duck and the Poor Frog



One beautiful summer's day, a duck decided to go to the river for a picnic. She took a lot of food with her, and was really looking forward to eating it. She sat down on the river bank and spread the food out in front of her.

"You're not going to eat all that food yourself, are you?" said a small voice.

She looked up and saw a frog sitting at the water's edge.

"Please give me some of it. I am very poor and very hungry," pleaded the frog, wiping a tear from his eye.

She gave him a sandwich. To her surprise he did not eat it, but simply put it on the ground beside him.

"Won't you give me something else? After all, my need is greater than yours."

Bit by bit, the kind-hearted duck handed over most of her food: cakes and biscuits, apples and sweets. Soon, the frog had a huge pile of food next to him. With an effort he picked it all up, put it on his back, and started to swim away across the river. But the food was so heavy that he sank like a stone, and the duck never saw him again.

Taken from Cassell's Student's English Grammar

Activity 3

Determine the ideas of each paragraph.

Activity 4

You have got 7 main ideas of the text. Then develop each main ideas into a paragraph by using your own words.

Grammar *Review*

Subject	Object	Separate	Possessive adjective	Possessive pronoun	Reflexive emphatic
I	me	me!	my car	mine	myself
you	you	you!	your car	yours	yourself/ -ves
we	us	us!	our car	ours	ourselves
he	him	him!	his car	his	himself
she	her	her!	her car	hers	herself
it	it	it!	its car	(its)	itself
they	them	them!	their car	theirs	themselves

Pronouns are used to replace a noun already referred to, that is, we use them instead of repeating the noun:

e.g. *The Duck* decided to go to the river. *She* took a lot of food with *her*.

... *the frog* had a huge pile of food. He picked it all up ...

This house will go to *the children*. It will be *theirs* after my death.

The pronoun *it* is used in some impersonal expressions.

e.g. *It* was a beautiful summer's day.

It is raining.

We distinguish three persons to which pronouns refer

The persons speaking: **I** and **we** (first person)

The persons speaking to: **you** (second person)

The persons spoken about: **he/she** and **they** > third person

The things spoken about: **it** and **they**

Activity 5

Now find as many pronouns as you can from the text in Activity 2.

Activity 6

Read the following story carefully. Then rewrite it based on your own imagination.

Nai Manggale

Datu Panggana was a famous sculptor. When he got an order, he went to the forest to look for the most suitable wood. One day he got an inspiration to craft some wood he had found (just for his own desire), and in his workshop he carved the wood to be the statue of a beautiful woman.

Then a merchant named Bao Partigatiga passed by, and he decorated the statue with stunning clothes and jewels. Then those items were permanently attached to the statue.

Bao Partigatiga, angry that his trading items were stuck to a statue, ordered Datu Panggana to destroy the statue so that he could get his clothes and jewels back. Datu Panggana refused, so Bao Partigatiga walked out in rage.

Datu Panggana, however, was also unable to move the statue from its place. He also left the statue in sadness.

Then a druid named Datu Partoar saw the statue, and he prayed to God. Later the statue became alive, and Datu Partoar embraced his newly existed daughter. His wife named their step daughter as Nai Manggale.

The news about Nai Manggale's spread rapidly. She honestly told the villagers that she was actually a statue which became a living woman by the grace of God. Datu Panggana went after Datu Partoar to claim his own creation, Nai Manggale. And Bao Partigatiga also claimed his right for the living statue.

A village elder, Aji Bahir, solved the dispute between those three men and made an agreement about the relationship of those three men and Nai Manggale: Datu Partoar is the father, Datu Panggana is the uncle, and Bao Partigatiga is the brother.

Taken from www.st.rim.or.jp

New Horizon

Dramatic elements consist of:

1. conflict
2. climax
3. contrast
4. mood
5. rhythm
6. sound
7. space
8. symbol
9. timing
10. tension
11. focus

Note:

The folklore of Nai Manggale came from the Tapanuli tribe, who live in the province of North Sumatra. Generally people in North Sumatra are referred as Batakese.

Datu Panggana

Datu is "Lord." This title is also used in other parts of Sumatra Island as well in Malaysia.

Bao Partigatiga

Tiga is Indonesian for three. Note that Tiga in Indonesian, Three in English, Tri in Sanskrit, and Trio is really similar.

Batakese God

Ancient Batakese God is also believed as the father of all Batakese.

Nai Manggale

'Nai' can be a variation of 'Nyai' title which is used in Java Island.

Chapter Summary

- **Drama**

Drama is a story. The emphasis is very much on what is revealed in conversation, on characters and interpersonal relations. The story is dramatic so the elements of action and conflict are dominant. The story of a drama is written to be performed. Therefore, everything must be conveyed through what can be said or acted out.

- **Short**

story is a prose story which usually describes a single main event, has a limited number of characters, and is much shorter than a novel. It is a fictional work depicting one character's inner conflict or conflict with others, usually having one thematic focus. Short stories generally produce a single, focused emotional and intellectual response in the reader.

Learning Reflection

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

1. understand and respond to film and contemporary drama;
2. perform literary works such as film and contemporary drama;
3. respond to the meanings in a short story;
4. recreate a simplified story with or without changing the setting of time and place.

Now, answer the questions:

1. What lesson can you get from your favourite movie?
2. What do you do before performing a drama?
3. How do you recreate a story on your own?

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

Review 2

A. Listening

Listen carefully to answer the questions.

You are going to listen to some short dialogues. Questions 1–3 are based on the dialogues. Choose the best response to the expression you hear.

1. a. It's irritating.
b. It's embarrassing.
c. I'm not satisfied with it.
d. I'm very pleased with it.
2. a. I'm sorry.
b. Don't worry about it.
c. I don't think it's a big deal.
d. You may not have such a feeling.
3. a. It's amazing.
b. What a nuisance!
c. That's embarrassing.
d. I'm glad to hear that.

Questions 4–8 are based on the listening text you are going to hear.

4. Where was the landowner from?
 - a. Beijing.
 - b. The countryside.
 - c. Seoul.
 - d. Tokyo.
5. Who was shouting?
 - a. The landowner.
 - b. The farmer's oldest son.
 - c. The landowner's youngest son.
 - d. The farmer's youngest son.
6. How did the landowner tell the farmer that he had enough food?
 - a. Rudely.
 - b. Politely.
 - c. Harshly.
 - d. Angrily.
7. 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.
8. 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 clean.

B. Reading

Answer the questions by choosing the best answer.

Questions 9–13 are based on the following text.

Students' First Days in School Need to Be Made Constructive

In the past days and weeks schools across Indonesia have been opening up their doors again to receive students entering the new school year. Naturally enough, this has been a time of many trials and tribulations as existing students join new classrooms and new students try to find their way around a new school.

Such times would be difficult enough for even adults. In adult life we need time to adapt to new settings and find our footing and direction to settle in and come to terms with what lies ahead. This kind of experience, difficult enough in adulthood, can prove extremely challenging for the, as yet, still young and forming hearts and minds of school-age children.

During the first days back at school great opportunities exist to try to develop a sense of community that will help students settle in and have a firm foundation on which to build their studies during the coming year. There are almost constant complaints

that there is too much to study for school students and yet time is, every year, wasted on negative and useless orientation day pranks and fooling around. Surely, when time pressures are of such a concern and teachers complain that they have too much to teach from the curriculum, the first days of school would be a great time to help students prepare for the challenges ahead. Constructive team-building and guidance towards much needed study skills would serve these students far better than nonsense tasks and ridicule.

Schools should design these days carefully and not let them be so negligently and dangerously wasted. The benefits of good early learning experiences can be considerable and the duty that schools should exercise to consider a child's psychological welfare really have to leave little room in the first days of school for such waste and ridiculousness.

Taken from *The Jakarta Post*, July 31, 2004

9. The main idea of paragraph 3 is _____.
 - a. The needs of constructive team-building and guidance.
 - b. Complaint of the use of time offirst days.
 - c. Teachers' complaint.
 - d. Pressure of time.
10. The word in paragraph 3 which has the meaning *mischievous trick* is _____.
 - a. complaint
 - b. orientation
 - c. pressure
 - d. prank
11. The phonetic symbols for the word *constant* are _____.

- a. /'kɒnstənt/
 b. /kɒn'stɑ:nt/
 c. /kɒnstənt/
 d. /kəns'tɒnt/
12. The synonyms of the word *settle* (paragraph 3) are as follows, except _____.
- a. inhabit
 b. steady
 c. reside
 d. set
13. Which of these statements is not true according to the text?
- a. First day is the time for trials and tribulation.
 b. Schools all over Indonesia had opened registration many days before the first day.
 c. A sense of community can be developed during the first days back to school.
 d. Constructive team-building and guidance for students are better than meaningless tasks and ridicule.
- Find the most appropriate expressions to fill in the blanks.**
14. Mirna : Don't talk so much when I'm reading. It makes me angry, you know.
 Nuri : _____. I just want to tell you my story. Thanks for listening to me.
- a. I agree
 b. I like it
 c. Shut up!
 d. I'm sorry
15. Widi : I am so embarrassed because I can't speak English fluently.
 Nina : _____. Let's learn and practise it more together.
- a. That's good
 b. Don't be scared
 c. Sorry about that
 d. I don't think it's a big deal
16. Toni : _____. Why should it happen? It's out of our plan.
 Beni : Calm down. We should evaluate it first.
- a. Oh dear!
 b. I'm ashamed
 c. Oh, that's good
 d. I'm shy to say so
17. Nita : Which shoes will you buy?
 Nani : I'll buy the blue _____. I like it.
- a. one
 b. ones
 c. there
 d. as well
18. Teni : The music is too loud. I am reading now. _____.
 Dewi : I'm sorry. I'll turn it down.
- a. Take it easy
 b. It's embarrassing
 c. I am very pleased
 d. I can't take this anymore
19. Daughter : Mom, thanks for everything you do for me. Nothing compares to you in my life. I love you, Mom.
 Mother : _____, my dear.
- a. I am glad you like it
 b. I love you too
 c. Don't be sad
 d. Take it easy
20. She was watching a comedy _____ she was doing her English assignments.
- a. before
 b. when

- c. while
d. after
21. _____ he entered his private room, the girl was coming.
a. Before
b. After
c. While
d. When
22. We should make a draft _____ writing an essay completely.
a. when
b. while
c. after
d. before
23. Our _____ president had a prestigious position in a reputable state university. But now, our president is an economist.
a. former
b. recent
c. latter
d. new
24. _____ who pay attention to the poor are allowed to attend the seminar entitled "It's Time to Give Our Hands to Them".
a. These
b. Those
c. Other
d. Everyone
25. _____ preparing breakfast for the guests, they have to clean the bedrooms.
a. Besides
b. Therefore
- c. Nevertheless
d. Furthermore
26. She wants to live with her father. _____ her mother doesn't allow to do so.
a. Therefore
b. As a result
c. Nevertheless
d. In addition to
27. _____ good looking woman was standing in front of my house when I arrived at home.
a. A
b. The
c. This
d. Those
28. A very glamorous man came to the stage to give a speech. _____ man showed his expensive coat off.
a. A
b. The
c. These
d. Those
29. The phonetic symbol for the word *patient* is _____.
a. /'peɪnt/
b. /peɪfnt/
c. /'peɪfnt/
d. /pe'fnt/
30. The phonetic symbols /θɔ:t/ belongs to the word _____.
a. taught
b. thought
c. though
d. tough

C. Writing

Using your own words, write one of the following stories.

1. Malin Kundang
2. The Legend of Tangkuban Parahu
3. The Legend of Gunung Batur

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Glossary

abandon /ə'bændən/ (v): go away from completely

agitate /'ædʒɪteɪt/ (v): make anxious

alter /'ɔ:lteɪ/ (v): become different; change

amass /ə'mæs/ (v): gather together or collect in large quantities

amuse /ə'mju:z/ (v): make somebody laugh or smile

approve /ə'pru:v/ (v): agree to something formally

ascend /ə'send/ (v): go up (something)

batch /bætʃ/ (n): group of things or people

bland /blænd/ (adj): showing strong feeling

bustle /'bʌsl/ (v): move busily and energetically

captivate /'kæptɪveɪt/ (v): fascinate

chase /tʃeɪs/ (v): run after somebody in order to catch or drive away

clash /klæʃ/ (v): strike together with a loud harsh noise

clench /klentʃ/ (v): close tightly

clog /klɒg/ (v): (cause to) become blocked

conceit /kən'si:t/ (n): too high and opinion of oneself

consent /kən'sent/ (n): agreement; permission

convenient /kən'vi:njənt/ (adj): fitting in well with needs; suitable

courage /'kʌrɪdʒ/ (n): ability, to control one's fear when facing danger, pain, etc

cunning /kʌnɪŋ/ (n): skill in deceiving

decline /dɪ'klaɪn/ (v): say 'no' to something; refuse

descendant /dɪ'sendənt/ (n): person or animal that is descended from another

dig /dɪg/ (v): break up and move (earth) with a spade, etc

diminutive /dɪ'mɪnjətɪv/ (adj): very small

disentangle /dɪsɪn'tæŋɡəl/ (v): to free somebody/something from something that has become twisted around it

disdain /dɪs'deɪn/ (n): feeling that somebody/something is not good enough to deserve respect

drag /dræg/ (v): to pull somebody or something along with effort and difficulty

duckling /dʌklɪŋ/ (n): young duck

elements /'elmənts/ (n): parts of a whole

embarrassed /ɪm'bærəst/ (adj): feeling self-conscious, ashamed or awkward

emerge /'ɪmɜ:dʒ/ (v): emerge

enchanting /ɪn'tʃɑ:nɪŋ/ (adj): delightful

encounter /ɪnkaʊntə/ (v): meet someone/something unexpectedly

enlighten /ɪn'laɪtn/ (v): give more knowledge or understanding to somebody

enormous /ɪ'nɔ:məs/ (adj): very large

evidence /'eɪvɪdəns/ (n): anything that gives a reason for believing something or prove something

evoke /ɪ'vəʊk/ (v): produce (a memory, feeling, etc)

excessive /ɪk'sesɪv/ (adj): too much

expatriate /eks'pætrɪət/ (n): (person) living outside his/her own country

expense /ɪk'spens/ (n): money used for a particular purpose

extortionate /ɪk'stɔ:ʃnət/ (adj): (of demands or prices) much too high

fee /fi:/ (n): money paid for professional service

ferocious /fə'reʊʃəs/ (adj.): fierce, violent, savage

fiend /fi:nd/ (n): a very cruel or unpleasant person

fierce /fɪəs/ (adj): intense; strong

fluffy /'flʌfɪ/ (adj): soft and light

foolish /'fu:lɪʃ/ (adj): silly

frenzy /'frenzi/ (n): violent excitement

fussy /'fʌsi/ (adj): too concerned about unimportant details

gale /geɪl/ (n): a very strong wind; a storm at sea

gaze /geɪz/ (v): look long and steadily

giggle /gɪɡəl/ (v): laugh lightly in a silly way

grab /græb/ (v): take something suddenly or roughly

grief /gri:f/ (n): great sorrow

grove /grəʊv/ (n): group of trees

grumble /grʌmbəl/ (v): complain

harsh /hɑ:ʃ/ (adj): unpleasantly rough or sharp

hatch /hætʃ/ (v): (cause to) come out of an egg

hazard /'hæzəd/ (n): danger; risk

haze /heɪz/ (n): thin mist

heap /hi:p/ (v): put in a large pile

hence /hens/ (adv): for this reason

howl /hal/ (v): make a long loud cry
huge /hju:dʒ/ (adj): very large
humble /'hʌmbəl/ (adj): low in rank, unimportant
hurtle /'hɜ:tl/ (v): move violently or quickly
imbue /ɪm'bjʊ:/ (v): fill with a feeling
impecunious /ɪmpɪ'kju:njəs/ (adj): having little or no money
implicit /ɪm'plɪst/ (adj): implied, but not expressed
imply /ɪm'plai/ (v): suggest that (something) is true without actually saying it
inflict /ɪn'flɪkt/ (v): to make somebody suffer something
irritable /'ɪrɪtəbəl/ (adj): easily annoyed
lean /li:n/ (v): be in a sloping position; bend
leap /li:p/ (v): jump
lush /lʌʃ/ (adj): (of plants, trees, etc) growing thickly and strongly
myriad /'mɪrɪəd/ (n): extremely large number
nest /nest/ (n): place by a bird for its eggs
nod off /nɒd ɒf/ (v): fall asleep
obstacle /'ɒbstəkəl/ (n): something that stops progress or makes it difficult
pacify /'pæsɪfaɪ/ (v): make (somebody who is angry) calm
piety /'paɪəti/ (n): strong religious beliefs and behaviour
plantation /plæn'teɪʃn/ (n): area of land planted with trees or crops
plot /plɒt/ (n): events in the story of film, novel, etc.
praiseworthy /'preɪzwɜ:ðɪ/ (adj): deserving praise
prone /prəʊn/ (adj): likely to be affected by something
pursuit /pə'sju:t/ (n): act of pursuing
reckon /'rekən/ (v): think; consider
reed /ri:d/ (n): a type of tall grass with a hollow stem growing near water
representative /,reprɪ'zentətɪv/ (n): person who represents somebody or a group of people
revenge /rɪ'vendʒ/ (n): punishment or injury done in return for harm that one has suffered
ridiculous /rɪ'dɪkjʊləs/ (adj.) foolish
rough /rʌf/ (adj): stormy
rush /rʌʃ/ (v): (cause to) go or come or do something quickly
rustle /'rʌsəl/ (v): (cause to) make a gentle light sound (like dry leaves blown by the wind)
sarcastic /sɑ:'kæstɪk/ (adj): using bitter, especially ironic, remarks intended to wound someone's feeling
scenery /'si:nəri/ (n): natural features of an area, e.g. mountains
scenic /'si:nɪk/ (adj): having beautiful natural scenery
scorn /skɔ:n/ (v): feel that a person or thing deserves no respect
secluded /sɪ'klu:dɪd/ (adj): not visited by many people; isolation
secure /sɪ'kjʊə/ (v): succeed in getting
sensible /'sensəbəl/ (adj): having or showing good sense
severe /sɪ'vɪə/ (adj): very bad, difficult, intense, etc
shovel /'ʃʌvəl/ (n): tool like a spade, used for moving coal, sand, etc
sigh /saɪ/ (v): take a deep breath, expressing sadness, tiredness, relief, etc
sob /sɒb/ (v): draw in the breath in short irregular bursts when crying
splendid /'splendɪd/ (adj): magnificent; excellent
spooky /'spu:ki/ (adj): frightening
stem /stem/ (v): stop (the flow of liquid, etc)
squirm /skwɜ:m/ (v): to move by twisting the body about
stumble /'stʌmbəl/ (v): hit the foot against something and (almost) fall
symptom /'sɪmptəm/ (n): change in the body that is a sign of illness
taunt /'tɔ:nt/ (v): say unkind or insulting words to (somebody) in order to upset him/her
temper /'tempə/ (n): state of the mind
terrain /te'reɪn/ (n): area of land
terrestrial /tɪ'restriəl/ (adj): of the earth
terrific /tə'rɪfɪk/ (adj): very great; wonderful
theme /θi:m/ (n): subject of a talk, book, etc.
timber /'tɪmbə/ (n): wood prepared for use in building, etc
touch up /tʌtʃ ʌp/ (v): improve something by making small changes
tough /tʌf/ (adj): able to endure hardship; strong
twig /twɪg/ (n): small; thin piece of a branch of a bush or tree
valley /'vælɪ/ (n): the land through which a river flows
vast /vɑ:st/ (adj): extremely large
vegetation /vedʒɪ'teɪʃn/ (n): plants in general
view /vju:/ (n): personal opinion
voracious /və'reɪʃəs/ (adj): very eager for knowledge, information, etc

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Tapescripts

Chapter 1

I Think the Cendrawasih Is Beautiful

Activity 2

The instructors of the English club, Niluh, Joko and Hani are talking about quality improvement in their English club. Now they are in the classroom.

Niluh : Our headmaster wanted us to improve and increase the quality of our English club. ¹*What do you think, Joko?*

Joko : Well. I think so. We should be able to do that.

Niluh : So what should we do?

Joko : I think that ²*we have to improve* our syllabus. It must be more relevant to English.

Hani : That's a great idea. But don't forget. I think ³*it is not only that*. We should also know the students needs, because we handle different levels and wishes.

Niluh : Yes, I know that. Thank you. And then do we need new instructors here?

Joko : ⁴*I don't think so*. It is not necessary. Why don't you ask the qualified ones among us. Or are you still doubtful about us?

Niluh : Oh, of course not. I believe that we are still able to show our quality and capability, in fact from time to time many people from different levels want to learn English here. It means that they are satisfied.

Hani : Are you going to accept children to study here?

Niluh : Why not? As long as we are still trusted and able to handle them we will open new classes. So should we recruit new instructors? I myself heard statements from some consumers that ⁵*they feel satisfied* with our teaching methods.

Joko : Alright. If so we need new ones. Err ... I have no objection.

Niluh : How about you, Hani?

Hani : Well ⁶*I am with him*. I support him.

Niluh : Thank you all. So we can conclude that firstly, the syllabus should be analysed and improved if needed. Secondly we will recruit new instructors to handle children classes.

Activity 4

1. Pocut : The book we read just now is the newest publication. What do you think?

Ucok : Yes, I think it's great. It was printed two months ago.

2. Andi : Experience is the best teacher. What do you think?

Tengku : I agree. Because what we have seen and done can give us lesson and knowledge.

3. Ledina : Excuse me, Ma'am. Here is my poetry.

Mrs Yenni : Wow, how interesting it is. I am pleased with your work.

4. Mia : The ending of the film made me sad.

Joko : That's true. I'm with you. From the beginning to the end I never saw the actors found happiness.

5. Bram : Violence on TV should be censored. What's your opinion?

Linda : I think it depends on the purpose. The publication of tragedy in Jatinangor or in Jakarta will be able to stop the bad behaviour. The victims in Jatinangor will increase if the violence is not made known.

Activity 5

Honey is the sweet, thick fluid made by bees from flower nectar. Nectar is a thin, watery liquid. Bees sip it from the blossoms and carry it to their hives. Each worker bee has a pouch in its body, called a honey stomach where the nectar is stored. In the pouch, the sugar and nectar are broken down by a process called inversion into two simple sugars, fructose and glucose. After bees deposit the nectar in the hive, they allow most of the water to evaporate and the liquid thickens. They also add enzyme that enhance the flavour.

Honey is an excellent energy food because it contains simple sugars that can be used quickly by the body. It differs chemically from cane sugar, which is also an energy food. Honey contains mineral salts and other materials needed by the body. It is the only form of sugar food that does not need to be refined.

Taken from *The World Book Encyclopedia*, 1996

Activity 7

- | | |
|---|---------------------------------|
| 1. sweat /swet/
sweet /swi:t/ | 4. cane /keɪn/
crane /kreɪn/ |
| 2. hectare /'hekteə(r)/
nectar /'nektə(r)/ | 5. food /fu:d/
foot /fʊt/ |
| 3. hive /haɪv/
hip /hɪp/ | |

Chapter 2 Stories That I Like

Activity 2

Rita and her uncle are in the air-conditioned room. Rita warns her uncle not to smoke in the air conditioned room.

- Uncle : Wow! How comfortable this room is.
 Rita : Yes, sure. This is an air-conditioned room. Everyone should stay here before seeing a doctor. But sorry, look at the warning on the wall. You are warned of the danger of smoking cigarette in this room.
 Uncle : Thanks a lot, dear. I didn't see it. Rita, your cellular phone is still on. It must not be active.
 Rita : Oh, no. There is no prohibition of turning on our cellphone. But
 Uncle : But, why don't you use vibration? The sound can disturb others.
 Rita : Thank you, Uncle. I'll change the sound to vibration.
 Uncle : By the way, how long should we wait our turn? We have been here for half an hour.
 Rita : Be patient, please. We have our turn after that lady.

Activity 4

1. Mrs Nuke : Dino, come here.
 Dino : Yes, Mom. What's the matter?
 Mrs Nuke : Your mark is still low. Why don't you study hard?
 Dino : Alright. I'll try to do the best.
 Mrs Nuke : Okay. Good luck.
 2. Ling Ling : How about going out to night?
 Bram : I'd love to, but my mother

advised me not to go out tonight.

3. Linda : Did you hear that Rinto had been warned by Mrs Tuti for using bad language?
 Abdul : Yes, I often remind him to use polite and good language.
 4. Mother : You should take a rest. It is already 11 p.m. You've studied for 3 hours.
 Bambang : Yes, thank you. I've finished reading.
 5. Rini : Daddy, it is said that you'll have a meeting at 8 o'clock and it is 7 now. You have to go now.
 Father : Okay, Dear. Thanks. See you

Activity 5

Liu-Always-in-a-Hurry

In China long ago, there was a farmer named Liu. He was not a patient man. He was very impatient. He was always in a hurry. He rushed through breakfast. He rushed through lunch. He rushed through his work. He wanted to be first in everything. He didn't worry about being careful in his work. He just wanted to finish it quickly.

One day, Liu was in the village. Some farmers were talking about their rice.

"My rice is doing very well," said one farmer. "It is almost three inches high."

"My rice is already three inches high," said another farmer.

Liu hurried home. He measured his rice. The plants were strong and healthy. But they were only two inches high.

Liu decided to hurry his plants along. He pulled each plant up from the ground until it was over three inches high. "Now my rice is higher than anyone's," he thought. "Tomorrow it will be even higher!"

The next morning, Liu hurried out to his rice field. The little rice plants were dead.

The people of the village soon heard about Liu's rice. They laughed and shook their heads. They said, "Foolish Liu always-in-a-hurry! That's what happens when you don't have any patience."

This story happened long ago. But today in China, people have a saying for someone who is not patient or careful: "Don't be a rice puller!"

Taken from *Addison-Wesley Kids*, 1990

Activity 7

Cookie Dolls

The children baked a batch of cookies and left them on the kitchen table overnight.

When the family had gone to bed, the Wooden Spoon People came out of their drawer to take a look around the kitchen.

"You're all very plain!" said one of the wooden spoons, as he stared hard at the cookies.

"You would look plain too if you only had two currants for eyes and half a cherry for a nose," sighed a cookie quite sadly.

"So sorry," the wooden spoon apologised. "I didn't mean to sound so rude."

And with that, he leapt back into the kitchen drawer, and rummaged until he found what he was looking for.

"May I introduce you to my friend the icing pump?" asked the wooden spoon, as the two came over to the astonished cookies. "He's the fellow you need!"

In no time at all, the wooden spoons grabbed mixing bowls and icing sugar and all kinds of pretty decorations.

The icing pump got busy and made every different pattern he could think of, with icing in all colours of the rainbow.

"We all look so beautiful," smiled a cookie who was covered in every shade of pink. "We look good enough to eat!"

Taken from *50 Bedtime Stories*, 2002

Activity 8 and 9

Attention All Students!

Story telling Competition.

SMU Mandalawangi is organizing a story telling competition in 15 September 2008. All students in Grade X, XI, and XII of the school are invited to take part in this competition.

Here are the titles of the stories to choose.

1. The Tortoise and the Hare
2. Ali Baba and the Forty Thieves
3. The Jealous Crow
4. The Cock and the Millipede
5. A Story about Red

Prizes will be given to the first three winners of the best performance.

Be a good story-teller

For further information:

Contact lin 081234567890

Chapter 3

Care about the Environment

Activity 2

Dialogue 1

Mrs Yully : Could you give me a chance to continue my study?

Headmaster : Yes, of course. I'm really happy with your spirit.

Dialogue 2

Rita : Budi, have you found your left wallet in your classroom?

Budi : You know, fortunately it was still under the chair.

Dialogue 3

Mother : John, what's wrong with you? You look so pale today?

John : Mom, I couldn't sleep well last night because I had toothache.

Dialogue 4

Bram : Lisa, Raka is a director in a company.

Lisa : I'm happy to hear that.

Bram : So am I.

Activity 3

Sinta doesn't go to school because she is sick. She is consulting a doctor about her sickness.

Sinta : Good morning, Sir.

Doctor : Good morning. What can I do for you?

Sinta : Yes, doctor. I couldn't sleep well. Could you examine me?

Doctor : Yes certainly. Okay. Open your mouth!

When did you feel that you have a problem with your sleeping?

Sinta : About two days ago, and then I also had a cough.

Doctor : Okay. Do you feel painful joints?

Sinta : Yes, but it sometimes happens.

Doctor : Err!... you just have a fever. Don't worry.

Sinta : Thank goodness.

Doc. May I go to join a test tomorrow?

Doctor : Why not? You are not seriously ill. Now take a rest and take a lot of nutritious meals and drinks. Don't forget to drink these medicines after meals.

Sinta : Alright, Then It's a relief to know that I'm not seriously sick. Thank you.

Doctor : You're welcome. Get better soon.

Activity 5

Rubbish

Lakes and rivers are often polluted because *drains* from towns and factories empty into them. And factories sometimes dump very *harmful chemicals* into the water. The chemicals poison the water. Wildlife cannot easily survive in it.

Ocean-going tankers sometimes empty *tankfuls* of oily water into the sea. When this

happens, great patches of oil are left *floating* on the sea's surface. If fish *swallow* the oil, or if their gills become clogged up, they die. Birds land on the sea and the oil clogs up their *feathers* so that they cannot fly. Unless the oil is cleaned off the birds will die.

Electricity for your home is made in buildings called power plants. Power plants usually use coal, oil, or gas to make electricity. But some plants use *nuclear* energy.

To make nuclear energy, uranium is needed. And uranium is radioactive, which means it gives off *rays* which are very dangerous to any living thing. People working in nuclear power plants wear special clothing and *masks* to protect themselves.

After the uranium has been used there is some dangerous waste, or rubbish, left. Scientists haven't yet found out how to make the rubbish completely safe. So it is sealed in huge concrete containers and buried at sea, or deep underground.

Some people are worried that the radioactivity might escape and poison living things. And this rubbish remains dangerous for thousands of years.

In short, our environment has been contaminated by chemicals. And there's human's role beyond the pollution.

Taken from *Nature in Danger*, 1993

Chapter 4 I'm a Master of Ceremonies

Activity 2, 3 and 4

Welcome, my name is Dicky Siregar and I am the host of this event tonight. I want to thank you for taking time out of your busy day to participate in our Night of the Notables. Tonight you will have an opportunity to meet many famous people and ask them about their lives. They will share their wonderful experience to let us know them more.

Give a big applause for this night guest stars. Please welcome to Sandra Dewi, Ukok Baba, and Dorce Gamalama.

Activity 5

1. Welcome, my name is Hasna Chaniago.
2. I am the host of today's ceremony.
3. I would like to welcome you all to this ceremony.
4. Our speaker for this night is Mr Supriatna.
5. I want to welcome you to this special occasion.
6. Mrs Lidyana will talk about prospective business of today.

7. We have had a fascinating talk about "Developing Indonesian Culture in 2009".

8. Ladies and gentlemen, it's the end of this reception.

Chapter 5 News Blitz!

Activities 2 and 3

Just now the accident occurred at around 11.00 near milemarker 124. That's about 12 miles *north Kansas City*. All traffic is being diverted off at exit 132. *No barricade* when the accident will be cleared up, but police officer says drivers should expect *delayed*. No other information is available *right now*.

Taken from *www.cybercollege.com*

Activity 4

Police say Calvin Watson matches the description of the man seen in these surveillance photos.

They were taken from an Advance Auto store and from the Go MArt less than two weeks ago.

In this recent robbery attempt, police say Watson shot and killed Jayesh Brahmhatt (YAY-esh Bram-bott) at the One Stop Mart off of Williamson Road... near the Civic Centre.

He was caught a short time later on Westwood Boulevard.

People who frequently stop by the food mart fondly remember Brahmhatt (BRAM-BOTT)

Activity 5

1. Being a show presenter is fun. You can earn a lot of money.
2. Being quiz presenter is such a boring job.
3. Being a show presenter enlarges your mind.
4. To become famous and rich, a show presenter can be your choice.
5. To be a show presenter is very tiring

Activity 6

How to be a good presenter

Requirements :

1. confident
2. clear speaking voice
3. A broad general knowledge
4. an interest in current affairs
5. relaxed in front of a television camera

Activity 7

Good afternoon. Welcome to *Heart to Heart Talk Show* with me Anne Byrnes. As usual every Friday, we have a guest star that will be interviewed about his/her journey to reach what they have achieved now.

So, here he is... Ian Blackley, the famous radio announcer at MIX 94.5 FM. He just entered the broadcasting world but in a short time he has become a rising star, especially in the teen world.

Ladies and Gentlemen, give a big applause to Ian Blackley, the teen icon.

Review 1

For questions numbers 1–5

1. Anita : I really enjoy the novel I rented from the rental closed to your house.
Widi : What do you think of the book?
Anita : _____.
2. Dani : I heard that our tuition fees will be increased.
Dewi : Yeah, I heard that unpleasant news too. What do you think of this?
Dani : I absolutely disagree with it.
Dewi : _____.
3. Fani : I think we should go now to the greengrocer.
Yanti : No, I think we have to go to the butcher first. We will get no meat if we come late.
Fani : _____.
4. Kania : Thanks for your coming to the dinner.
Vina : Actually that's alright. The food you served last night was very wonderful. I was so satisfied with the meal.
Kania : _____.
5. Yossi : How is the result of your test?
Nina : I didn't get what I expect. I am really sad now.
Yossi : _____.

For questions numbers 6–10

The Wolf and the Lamb

Once upon a time a Wolf was lapping at a spring on a hillside when, looking up, what should he see but a Lamb just beginning to drink a little lower down. "There's my supper," thought he, "If only I can find some excuse to seize it." Then he called out to the Lamb, "How dare you muddle the water from which I am drinking?"

"Nay, master, nay," said Lambikin, "If the water be muddy up there, I cannot be the cause of it, for it runs down from you to me."

"Whell, then," said the Wolf, "Why did you call me bad names this time last year?"

"That cannot be," said the Lamb, "I am only six months old."

"I don't care," snarled the Wolf; "If it was not you it was your father," and with that he rushed upon the poor little Lamb and --

WARRA WARRA WARRA WARRA
WARRA --ate her all up. But before she died she gasped out--

"ANY EXCUSE WILL SERVE A TYRANT."

Taken from <http://www.pitt.edu/i>

Chapter 6 Valuable Stories

Activity 2

A journalist is interviewing one of the seminar participants at break time.

Journalist : Excuse me, Sir. Is it okay if I bother you for a few minutes? I am from Dialogue Newspaper. I just want to know about this seminar.

Participant : Not at all. What can I do for you?

Journalist : Is it possible for participants to master the seminar materials given in one day?

Participant : What do you think?

Journalist : I don't think so. Receiving new information only is not enough if there is no any practice or simulation, is it?

Participant : I don't think so, too. In my opinion, imitating the well-known manager is better than training.

Journalist : Good. Thank you for the approval. If so why don't you just stay at the office?

Participant : Oh ... no ... the participants all are asked to join it by General Manager. Therefore, we should come.

Journalist : Oh ... I see and then do you have to pay for it by yourself?

Participant : Of course not. Our company takes charge of it. We all just participate on it. And this is compulsory for us because this is the regular programme at our company to improve human resource.

Journalist : Ehm... How is your welfare here?

Participant : Very good. Welfare is not only money but improving knowledge is also important.

Journalist : All right. You are excellent. Congratulations. Thank you so much. It is kind of you.

Participant : You're welcome.

Activity 6

A poor woodsman's wife sighed one day and said, "if only we could have a son, even he was only as tall as a thumb. Time went by, and in the end a child was born to her, a little boy who was exactly as tall as a thumb; so they called him Tom Thumb.

As the years went by, he remained small, butt he remained small, but he became a kind and intelligent boy. One day, it was necessary to take the cart and go and fetch his father, but his mother was unable to go. I'll go, said Tom Thumb. It seemed impossible that someone so small could hold the reins; but then he climbed into the horse's ear, so that he could speak and feel it where to go. When this happen, all the passers-by thought that the horse must be very intelligent, to be able to go places by itself. A circus master wanted to buy it, only then he learned that he wanted to buy the tiny boy instead. His-father would not have sold him for all the gold in the world, but Tom Thumb convinced him, by saying: "You need the money, don't you? Sell me to the circus and leave everything up to me."

In fact, as soon as he was able, Tom Thumb runaway from the circus and since he was so small, he was able to avoid being recaptured and make his way back home.

Taken from *366 and More Fairy Tales*, 1990

Activity 7

- seem • this • need • me
- speak • be • leave • since

Activity 8

The Mystery of the Sphinx

A long, long time ago, the city of Thebes was guarded by a sphinx, a creature with the head of a women, the body of lion and the wings of an eagle.

She asked the same riddle of every passer-by, and when they could not answer, she consumed them.

"What being," the sphinx asked Oedipus, when he came over her, "has four legs in the morning, two at midday and three in the evening?"

Activity 9

"Man," answered Oedipus. "As a child he crawls on all fours, in his he walks on two legs, and when he is old he leans on a stick."

Activity 10

Famous Reads

Don't miss this great offer!

A set of the most read teenage magazines written by both local and foreign writers.

Get ten magazines for only Rp99,000.

Available at all bookstores.

Magazines

Good news for bookworms.

Pay only Rp57,000 for a set of magazines in Indonesia and English.

Written by our very own writers.

If you buy now, you get a 15% discount on your purchases at selected bookstores.

Chapter 7

What a Funny Story!

Activities 2 and 3

Tia : I love you, Andi!

Andi : I love you too, darling!

Tia : How much do you love me?

Andi : A lot. I am crazy about you.

Tia : Why do you love me so much?

Andi : You are kind, you're pretty. You understand me.

Tia : Don't stop! Tell me more!

Andi : I... I can't explain it. I just love you.

Tia : And I love you more than anyone in the world.

Andi : Can I ask you a question?

Tia : Sure.

Andi : Will you marry me?

Tia : Marriage is such big step, honey.

Andi : I know, but we're in love. That's all we need.

Tia : Will you love me forever?

Andi : Of course.

Tia : Are you absolutely sure?

Andi : Yes, yes! Absolutely!

Tia : Wonderful!

Andi : So, do you agree to marry me, my dear?

Tia : Yes.

Andi : So, let's get married next month.

Tia : No, it can't be. Maybe in June I'll be ready.

Andi : Why? Isn't it better for us to get married soon?

Tia : Yeah. But you know, my grandpa had just passed away. I lost him and I feel deeply sad.

Andi : I understand your feeling. Do you want me to tell you a funny story?

- Tia : That's a great idea. So, how does your story begin?
 Andi : OK. It's about husband and wife...

Adapted from *The Chicken Smells Good*, 1997

Activity 6, 7 and 8

It's every airplane passenger's nightmare – getting stuck near a crying baby. I was manning the ticket counter at a busy airport when the sound of a sobbing infant filled the air. As the next passenger stepped up to the desk, he glanced at the tot and rolled his eyes. "Don't worry," I said to him cheerily. "Chances are that baby won't be on your flight."

Head shaking, he grimly replied, "Oh, I bet he will. That's my son."

– Debbie Williams –
 Taken from *www.rd.com*

Chapter 8

What Education Should Be

Activity 2

- Mr Effendi : Totok, you look so sad. What's wrong with you?
 Totok : I'm very sorry, Sir. I... I just got the second prize. I couldn't do the best in the contest. I'm so embarrassed right now.
 Mr Effendi : So... that's the problem?
 Totok : Yes, Sir. You know, my friends and the teachers trusted me so much. But I couldn't do it well.
 Mr Effendi : Oh, no. Thanks for your effort to represent our school, anyway. You've done the best. I am proud of you.
 Totok : You're welcome. But I feel that I wasn't fluent. Do you think so?
 Mr Effendi : Yeah. Maybe you were nervous.
 Totok : Yes, Sir. I lacked of self-confidence. What would you suggest?
 Mr Effendi : Well, Totok. Keep practising and reading English books. Moreover, you should join the same contest. It was the first time you had performed in front of audience, wasn't it?
 Totok : Yes. I've never taken a part in a contest before. Would you please help me improve my oral skills?
 Mr Effendi : Sure. I will be glad to do so.

- Totok : Thank you, Sir.
 Mr Effendi : Don't mention it.

Activity 3

Mr Teuku Maulana is waiting for his driver who comes late to pick him up. He gets angry with the driver although he has given an apology..

- Driver : I'm sorry, Sir. I am late. You must be waiting for me for a long time.
 Mr Maulana : Yeah. I am annoyed. Why did you come late? You should have been here earlier.
 Driver : Err... There was a traffic jam on the way here. So I couldn't drive fast. That's the truth, Sir.
 Mr Maulana : OK. Haven't you washed this car? It's very dirty. It's your duty, isn't it?
 Driver : Certainly. Actually I did it two days ago.
 Mr Maulana : You did it two days ago? No wonder, it's full of dirt.
 Driver : I'm very sorry. Should I wash it now?
 Mr Maulana : We're thirty minutes late. Take me to Hotel Sahid.
 Driver : Alright, Sir.
 Mr Maulana : Huh...anyway, I'm sorry for scolding you. I hope you won't be late again.
 Driver : Yes, Sir. I do apologize for this inconvenience.

Activities 7 and 8

Education vs Capitalism

The battle between education idealism and capitalism continues. The question is: Does idealism in the world of education have to clash with capitalism? Professing a need to secure a return on capital invested within the shortest possible time, capitalism has entered education.

Consequently, there are instance of school principals obliging students to buy particular textbooks to benefit from publisher's bonuses, and universities opening special enrolment channels in order to impose high student admission fees.

Meanwhile, various appeals for the pursuit of educational ideals have been ignored, though education is the right of all citizens, with or without access to capital. At present, education is expected to produce a return on capital for whoever wishes to invest in the field.

The school of medicine, for instance, charges high entrance fees and yet lots of new students

are still interested to enter. These students, too, expect a return on investment within a shorter time than their peers in the school of agriculture can achieve.

A very tough struggle is needed to change this paradigm because the majority of Indonesians are under the influence of capitalism. Even the government, with power under its control, appears to be helpless and yields to the capitalist climate, making the excuse of fund limitation.

Trying to make peace with capitalism may be the proper approach before further compromising with it, in view of objective realities today. The next important thing to consider is what steps should be taken for a post-capitalist society, because this situation should not be endless.

Taken from *The Jakarta Post*, September 1, 2004

Activity 10

1. How has capitalism entered education?
2. What did the university open special enrolment channels for?
3. Why is a very tough struggle needed to change the paradigm?
4. What may be the proper approach to change the paradigm of education?

Chapter 9

I Like This Poem

Activity 3

I am unwritten, can't read my mind, I'm undefined
 I'm just beginning, the pen's in my hand, ending unplanned
 Staring at the blank page before you
 Open up the dirty window
 Let the sun illuminate the words that you could not find
 Reaching for something in the distance
 So close you can almost taste it
 Release your inhibitions
 Feel the rain on your skin
 No one else can feel it for you
 Only you can let it in
 No one else, no one else
 Can speak the words on your lips
 Drench yourself in words unspoken
 Live your life with arms wide open
 Today is where your book begins
 The rest is still unwritten
 Oh, oh, oh
 I break tradition, sometimes my tries, are outside the lines
 We've been conditioned to not make mistakes, but
 I can't live that way

Activity 8

Remember

Remember me when I am gone away,
 Gone far away into the silent land;
 When you can no more hold me by the hand,
 Nor I half turn to go yet turning stay.
 Remember me when no more day by day
 You tell me of our future that you plann'd:
 Only remember me; you understand
 It will be late to counsel then or pray.
 Yet if you should forget me for a while
 And afterwards remember, do not grieve:
 For if the darkness and corruption leave
 A vestige of the thoughts that once I had,
 Better by far you should forget and smile
 Than that you should remember and be sad.

Activity 9

- | | |
|---------|-------------|
| 1. when | 6. thoughts |
| 2. gone | 7. yet |
| 3. more | 8. tell |
| 4. or | 9. than |
| 5. for | 10. sad |

Activity 10

Meeting and Passing

As I went down the hill along the wall
 There was a gate I had leaned at for the view
 And had just turned from when I first saw you
 As you came up the hill. We met. But all

We did that day was mingle great and small
 Foot prints in summer dust as if we drew
 The figure of our being less than two
 But more than one as yet. Your parasol

Pointed the decimal off with one deep thrust.
 And all the time we talked you seemed to see
 Something down there to smile at in the dust.
 (Oh, it was without prejudice to me!)
 Afterward I went past what you had passed
 Before we met and you what I had passed.

Robert Frost

Chapter 10

Let's Perform a Drama

Activity 2

Act One

Scene 1. Elsinore Castle. The platform of the guard.

(Enter Bernardo and Francisco, two Sentinels from opposite directions.)

Bernardo : Who's there?

Francisco : Nay, answer me. Stand and unfold yourself.

Bernardo : Long live the King!
 Francisco : Bernardo?
 Bernardo : He.
 Francisco : You come most carefully upon your hour.
 Bernardo : 'Tis now struck twelve. Get thee to bed, Francisco.
 Francisco : For this relief much thanks. 'Tis bitter cold, And I am sick at heart.
 Bernardo : Have you had quiet guard?
 Francisco : Not a mouse stirring.
 Bernardo : Well, good night.
 If you do meet Horatio and Marcellus,
 The rivals of my watch, bid them make haste.
 (Enter Horatio and Marcellus)
 Francisco : I think I hear. them. Stand! Who's there?
 Horatio : Friends to this ground.
 Marcellus : And liegemen to the Dane.
 Francisco : Give you good night.
 Marcellus : O, farewell, honest soldier.
 Who hath relieved you?
 Francisco : Bernando hath my place. Give you good night.
 (He leaves)

Activity 5

Smeagol :
 They cursed us. Murderer. Murderer they called us. They cursed us and drove us away. And we wept, precious, we wept to be so alone. And we forgot the taste of bread, the taste of bread, the softness of the wind ...
 We even forgot our own name.
 (in a choking cough)
 Gollum! Gollum!

Taken from www.hundland.com

Activity 7

River Andvin (Day)
*Smeagol and his cousin Deagol sit in a small coracle, their fishing lines draped over the side.
 Suddenly ... Deagol's fishing rod bends under the weight of a large fish.*
 Deagol : (excited) Smeagol, I've got one!
 I've got a fish, Smeagol!
 Smeagol : (excitedly) So on, bull it in.
Deagol bulls on his rod, but is hauled overboard and disappears underwater with a splash.
 Smeagol : (worried) Deagol!
 Underwater, River Andvin (day)
*Deagol is towed to their river bed by a large fish
 Suddenly he lets go off the line, his eyes fixed on gold ring, lying in the silt. He took it. Deagol climbs out of*

the water, on to the river bank. Smeagol notices the shiny ring in Deagol's hand.

Smeagol : Give us that, Deagol my love!
 Deagol : Why?
 Smeagol : Because it's my birthday, and I want it.
 Deagol : Step over my dead body!!
 Smeagol : Okay!

Review 2

For questions numbers 1-3

- Nina : The facility provided by the committee on this year seminar is not as usual.
 Fandi : I feel it the best service they can afford for us. How do you feel?
 Nina : _____
- Riki : Don't make any unnecessary noise in this room.
 Wulan : But I want to practise singing.
 Riki : That's included to the unnecessary noise.
 Wulan : But I just...
 Riki : Shut up!
 Wulan : _____
- Arif : I see someone like you at the bus station.
 Yana : What did you do then?
 Arif : I called him your name loudly. I was so embarrassed.
 Yana : _____

For questions numbers 4-8

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*

Answer Key

Chapter 1

I Think the Cendrawasih Is Beautiful

Listening

Activity 6

1. Flower nectar is a thin, watery liquid in a flower.
2. A pouch in a workerbee's body where the nectar is stored.
3. The sugar and the nectar are broken down by a process called inversion into two simple sugars, fructose and glucose.
4. It contains simple sugars that can be used quickly by the body.
5. Mineral salts and other materials needed by the body.

Speaking

Activity 3

1. He had a serious problem and need some help.
2. Take it easy.
3. Yes, she did. She reckoned Rudi to ask for identification paper to get scholarship.
4. No, she wasn't. She was a little annoyed before leaving Jakarta.
5. She was dissatisfied with the service in the train.

Reading

Activity 1

- | | |
|--------------|-----------------|
| 1. Orangutan | 4. Thailand |
| 2. China | 5. Saudi Arabia |
| 3. Kangaroo | |

Activity 2

- | | |
|----------------|----------------|
| 1. Description | 4. Definition |
| 2. Description | 5. Description |
| 3. Description | |

Activity 4

1. Yes, they are.
2. Very strong back legs and a tail.
3. The Great Grey Kangaroo and the Red Kangaroo.
4. On the front of her body.
5. A baby kangaroo.
6. A kangaroo is an animal found only in Australia.
7. The sentences in paragraph 2, 3, and 4.

Activity 5

1. Lightening is a sudden, violent flash of electricity between a cloud and the ground, or from cloud to cloud.
2. It occurs in hot, wet storm.
3. A loud blast.
4. Moist air.

Activity 7

1. Airplane or ticket agency
2. Razor

Activity 8

1. Use a razor for a closer shave.
2. Come abroad with us

Writing

Activity 2

- Banner : 1
Pamphlet : 2, 3
Poster : 4, 5, 6

Activity 3

- | | |
|-----------------------|-------------------|
| 1. Pirated recordings | 4. School |
| 2. Band show | 5. Tourist resort |
| 3. Passanger bus | 6. Film |

Activity 4

3-1-2

Chapter 2

Stories That I Like

Listening

Activity 5

1. In China.
2. He was not a patient man.
3. Because he was always in a hurry.
4. Because he wanted to measure his rice.
5. The plants were strong and healthy.
6. They are only two inches.
7. He pulled each plant up from the ground until it was three inches high.
8. They were dead.
9. Because they heard about Liu's foolish deed.
10. A rice puller.

Activity 6

- | | |
|------|-------|
| 1. d | 6. b |
| 2. a | 7. f |
| 3. g | 8. h |
| 4. e | 9. c |
| 5. j | 10. i |

Activity 8

1. Story telling competition.
2. All students in Grade X, XI, and XII of SMU Mandalawangi.
3. 15 September 2008.
4. In SMU Mandalawangi.
5. Five.

Speaking

Activity 3

1. Because Danu hadn't attended Mrs Etty's lesson for six times.
2. "Why don't you study with her well?"
3. Danu should ask Mrs Etty to explain the lesson more slowly.
4. The man had broken the traffic regulation.
5. "You must not enter this street before 10 a.m."
6. The man was in a hurry.

Activity 4

1. b 4. g 7. f
2. d 5. e
3. a 6. c

Reading

Activity 2

Words	Synonyms	Antonyms
1. ascend	climb	descend
2. dawn	day break	sunset
3. heaven	paradise	hell
4. hesitation	reluctance or doubt	certainty
5. call out	shout	keep silent
6. deception	trickery	honesty

Activity 4

1. F 2. T 3. T 4. T 5. F

Activity 6

1. Because he lent the horns to the dragon.
2. Because he knew how difficult it was to ascend to heaven.
3. To help a dragon ascend into heaven.
4. Because he trusted to the millipede.
5. "Give me back my horns!"
6. No, he didn't.
7. No, they weren't.

Activity 8

1. sighed 5. giggled
2. sobbed 6. grumbled
3. gazed 7. grabbed
4. whispered 8. gasped

Activity 9

1. Mr Rahmadi taught German.
2. The students climbed the mountain.
3. Eliza wore a beautiful dress.
4. Mr Krisna opened the secret.
5. Regita read the novel.
6. Yuni cut the grass in the yard.
7. Leoni studied English with her brother.
8. Mr Dede bought a lot of toys for his son.

Writing

Activity 2

1. g 5. i 9. k
2. a 6. c 10. e
3. h 7. j 11. l
4. b 8. d 12. f

Chapter 3

Care about the Environment

Listening

Activity 2

Dialogue 1

1. Yes, he did.
2. He fulfilled Mrs Yuli's request.

Dialogue 2

1. His mother, Mrs Emma.
2. No, he wasn't.

Dialogue 3

1. His mother, Mrs Emma.
2. No, he wasn't.

Dialogue 4

1. I'm happy to hear that.
2. It means that he was happy to hear that too.

Speaking

Activity 2

Dialogue 1

1. Yes, she does.
2. Because the money is important for Krisna.

Dialogue 3

1. Because he was suffering from a relapse.
2. "I'm sorry to hear that."

Activity 3

1. g 3. d 5. i 7. j 9. h
2. f 4. a 6. e 8. c 10. b

Reading

Activity 3

1. Paragraph 1 5. Paragraph 4
2. Paragraph 2 6. Paragraph 6
3. Paragraph 2 7. Paragraph 6
4. Paragraph 3 8. Paragraph 7

Activity 4

1. F 3. T 5. T 7. T 9. T
2. T 4. F 6. F 8. F 10. T

Activity 5

1. Rainforests
2. Containing the richest source of plants and animals.
3. Leaves and moses.
4. Releasing the water over time into streams and rivers.

Activity 6

1. F 2. T 3. F 4. T 5. T

Activity 7

- | | |
|------------------|-------------------|
| 1. have started | 6. has provided |
| 2. has grown | 7. have destroyed |
| 3. have done | 8. have used |
| 4. have cut down | |
| 5. have involved | |

Writing

Activity 1

3-1-5-2-4

Activity 5

1. Recycling
2. To hold all rubbish that can be recycled.
3. Cereal boxes, corrugated card and greetings cards.
4. Squash all containers and remove the lids if possible.
5. To promote recycling the rubbish that can be recycled.

Chapter 4

I'm a Master of Ceremonies

Listening

Activity 2

welcome, master, ceremony, participate, notable, applause, experience

Activity 3

1. b
2. c
3. c
4. b
5. a
6. b
7. c
8. b

Speaking

Activity 3

- | | |
|---------------|--------------|
| 1. sponsored | 5. sophomore |
| 2. syndicated | 6. earned |
| 3. society | 7. columnist |
| 4. author | 8. award |

Reading

Activity 2

- | | |
|---------------------|----------------------|
| 1. have to do | 6. don't have to do |
| 2. have to do | 7. don't have to do |
| 3. have to do | 8. don't have to do |
| 4. don't have to do | 9. don't have to do |
| 5. don't have to do | 10. don't have to do |

Activity 4

- | | |
|--------------|--------------|
| 1. session | 6. allowed |
| 2. exchange | 7. venue |
| 3. concludes | 8. aware |
| 4. reception | 9. mark |
| 5. resume | 10. honoured |

Activity 5

1. In the evening.
2. Cross Cultural Organisation (CCO).
3. Professor Wahid Hidayat.
4. From Jakarta.
5.
 - speech
 - question-and-answer session
6. By 8:30
7. For one week.
8. Delivering a speech.

Activity 9

1. Shall I buy this jacket?
2. Shall we take an umbrella?
3. Shall I give to Nungki?
4. Shall we go for holiday?
5. How shall we go?
6. What shall we have for dinner?
7. Whom shall I ask for advice?
8. What shall I do to turn it on?

Writing

Activity 3

1. Welcoming audience to the event.
2. The programme including the name and the purposes; the speaker (s).
3. His/her activities and achievement.
4. Review of the programme; Thank the audience and the speaker (s).
5. Audience and speaker (s).

Chapter 5 News Blitz!

Listening

Activity 4

1. b 3. b 5. b 7. b
2. a 4. c 6. c

Speaking

Activity 6

1. Confident, well spoken, have a vocal talent.
2. News bulletins through sports events.
3. Popularity, money and wide knowledge.
4. Make community announcements, read news bulletins, do voice overs for commercials, conduct interviews.
5. To be a successful media presenter.

Activity 8

1. F 3. F 5. T 7. F 9. F
2. F 4. F 6. F 8. T 10. F

Reading

Activity 2

1. e 3. d 5. c
2. a 4. b 6. f

Activity 4

1. Deadly explosion.
2. Near the LA airport.
3. It happened when an underground vault exploded, near LAX.
4. Two fire fighters.
5. A gas leak.

Activity 5

1. deadly 3. investigate
2. blasts 4. notice

Activity 6

1. deadly 5. firefighters
2. blasts 6. dislodged
3. critical 7. investigate
4. vault 8. leak

Activity 7

1. protesters 4. environment
2. station 5. treats
3. angry

Activity 8

1. c 2. d 3. b 4. e 5. a

Activity 11

1. b 2. c 3. c 4. c 5. c

Writing

Activity 3

1. interview 6. enjoy
2. correct 7. attention
3. count 8. coming
4. standing 9. return
5. notable 10. cafeteria

Review 1

1. c 11. c 21. b 31. c
2. c 12. b 22. d 32. d
3. d 13. a 23. d 33. a
4. a 14. c 24. d 34. c
5. d 15. d 25. c 35. b
6. d 16. b 26. a
7. c 17. d 27. a
8. c 18. b 28. c
9. c 19. d 29. b
10. a 20. c 30. b

Chapter 6 Valuable Stories

Listening

Activity 5

1. A poor woodsman's wife, the woodsman, Tom Thumb, a circus master.
2. Because he was exactly as tall as a thumb.
3. Loving his parents.
4. Wise, patient.
5. Because they need money.
6. He was able to escape because he was so small.
7. At a circus.
8. It is important to love and obey our parents.

Activity 6

1. c 2. d 3. a 4. e 5. b

Activity 7

- /i:/ seem, speak, need, leave
/ɪ/ this, be, me, since

Activity 10

- Famous reads: Rp99,000.; all bookstores
Magazine: a set; very own writer

Speaking

Activity 3

1. She thinks it's amazing.
2. Yes, she does.
3. Informal.
4. They still have to make some improvements.
5. Mr Gate's opinion.

- Yes, it is.
- Participants, place, topic, sex, etc

Activity 8

- | | |
|-------------|---------------|
| 1. snapped | 5. triplets |
| 2. croaked | 6. tickle |
| 3. disguise | 7. miser |
| 4. bolts | 8. suspicious |

Activity 9

- Money isn't everything.
- Six characters.
- Student's answers.
- At Uncle Scrooge's house.
- Uncle Scrooge realised his mistake.
- Uncle Scrooge was always afraid of being robbed.
- Buying medicine for our health is far more important than merely keep the money.

Reading

Activity 2

- group of trees
- very large
- extremely
- sending out
- greatly
- fascinated
- unpleasantly rough
- great sorrow
- delightful
- made calm

Activity 4

- F
- F
- F
- T
- T

Writing

Activity 2

- | | |
|-----------|-------------|
| 1. fairy | 5. dissuade |
| 2. frugal | 6. decent |
| 3. bow | 7. chuckle |
| 4. vanish | 8. gully |

Activity 4

- By selling firewood.
- Into the sky.
- A kindly looking, white-haired old man.
- The biggest money bag which was round and bulging.
- Because he wanted to build a big brick house.
- Because it was the fourth time he opened the bag.
- Husband: greedy.
Wife: patient.
- Don't be greedy when we have a lot of money.

Chapter 7 What a Funny Story!

Listening Activity 2

- About marriage.
- 23 and 25 years old.
- In a park.

Activity 4

- "I love you too, darling".
- He is crazy about her/He loves her very much.
- Because she is pretty and she understands him.
- Because Andi assures her that he will love her forever.
- Her grandfather had just passed away and she feels deeply sad.
- It is postponed until June.
- By telling a funny story.

Activity 6

- In an airport.
- Because it's very annoying.
- Manning the ticket counter.
- Ticket counter attendant.
- Because the baby is the man's son.

Activity 7

- | | |
|-------------|-------------|
| 1. airplane | 4. cheerily |
| 2. counter | 5. chances |
| 3. rolled | 6. replied |

Activity 8

- | | |
|------------|-------------|
| 1. getting | 5. infant |
| 2. stuck | 6. cheerily |
| 3. counter | 7. flight |
| 4. sobbing | 8. chances |

Speaking

Activity 2

- He should finish his monthly report soon at his office.
- My dear; I love you so much.
- No, she wasn't.
- Yes they do
- Various answer
- Yes, I can. My dear; Honey; I love you so much.
- Yes, I can. I just leave me alone; How sorrowful my life will be.

Activity 7

Text 1

- For a check-up.
- He is a turkey hunter.
- Yes, it is. He turkey hunted with the man that morning.
- Getting up before daylight, chasing turkeys up and down mountains.

- He might mean that the parent is not good looking.
- His grandfather has already got married or perhaps, he got married for any other reasons.
- Yes, I do./No, I don't.

Text 2

- For the baby's first checkup.
- Yes, he was.
- Yes, he was.
- Yes, he did.
- He might mean that the parent is not good looking.

Reading

Activity 2

- d 3. b 5. a 7. i 9. j
- e 4. c 6. h 8. g 10. f

Activity 4

- Because her husband tends to snore.
- Without sleep.
- The writer/the wife.
- The husband, John.
- Yes, he is.
- Some medication.
- He fell into a deep sleep.
- He just wanted to tell his wife that the drugs had worn out and he couldn't sleep.
- Yes, she was.
- "Oh, no. I just wanted you to know."

Activity 6

- Tina M. Digiovanna.
- At a resort.
- On a recent holiday.
- At the pool.
- A brand of ice-chest.
- Because he thought that "playmate" is a girl.
- Answer may vary..

Writing

Activity 2

- Text 1: c. descriptive
 Text 2: d. spoof
 Text 3: b. report
 Text 4: a. news

Chapter 8

What Education Should Be

Listening

Activity 9

- d 3. h 5. a 7. c
- f 4. g 6. b 8. e

Activity 10

- There is a need to secure a return on capital invested within the shortest possible time.
- To impose high student admission fees.

- Because the majority of Indonesians are under the influence of capitalism.
- Trying to make peace with capitalism.

Speaking

Activity 2

5 - 7 - 3 - 6 - 8 - 10 - 9 - 4 - 1 - 2

Activity 8

- thieve 5. breath 9. bother
- thirsty 6. then 10. breathe
- there 7. moth
- rather 8. throw

Activity 11

- efficiency 4. inner
- expose 5. imply
- precious 6. behave

Reading

Activity 5

- d 3. e 5. c 7. g
- a 4. b 6. f 8. h

Activity 6

- Yes, she does.
- Their determination for the best education for their children that will give the children good prospects for their future careers.
- That the best education couldn't be accommodated and provided by the Indonesian schooling system.
- Yes, there are.
- Expatriate community.
- Yes, it does.
- No, it isn't.
- The campus site, the curriculum and teaching staff.
- The more parents pay, the more likely they are to get something good.
- From home.

Activity 7

- the two children
- parent's care
- parents
- label international
- "International" institutes and educators

Activity 8

- T 2. F 3. T 4. T 5. T

Activity 9

- as well/too
- Furthermore,/Besides,
- In addition to/Besides
- also
- However

Writing

Activity 1

2 - 4 - 1 - 3 - 5 - 7 - 6 - 8 - 9

Activity 2

1. Wearing school uniform.
2. Yes, he/she does.
3. Uniform is cheaper and wearing uniform saves money.
4. Yes, she does.
5. Students should not be uncomfortable wearing a uniform.

Chapter 9**I Like This Poem****Listening****Activity 2**

- | | | | |
|------|------|------|------|
| 1. b | 3. f | 5. a | 7. e |
| 2. d | 4. g | 6. c | |

Activity 8

- | | |
|---------------|------------|
| 1. away | 8. pray |
| 2. land | 9. a while |
| 3. hand | 10. grieve |
| 4. stay | 11. leave |
| 5. day | 12. had |
| 6. plann'd | 13. smile |
| 7. understand | 14. sad |

Activity 9

- | | |
|---------|-------------|
| 1. when | 6. or |
| 2. gone | 7. sure |
| 3. more | 8. thoughts |
| 4. yet | 9. than |
| 5. tell | 10. sad |

Speaking**Activity 8**

1. In Poem 1, peace is symbolised as the dawn, as fair as the moon, as bright as the sun, love and the season of song.
In Poem 2, peace is symbolised as the light.
2. In Iraq.
3. Peace: sun, love, season of song.
War: wrong, destruction, rubble, fighting, darkest night.

Reading**Activity 5**

- | | |
|-----------|---------------------|
| 1. on | 6. during |
| 2. at/for | 7. on, for |
| 3. at | 8. throughout, with |
| 4. in | 9. on |
| 5. at | 10. among |

Activity 8

- | | |
|------------|-----------|
| 1. garland | 3. wreath |
| 2. sheen | 4. scent |
| 5. briar | 7. deck |
| 6. blights | 8. scorn |

Writing**Activity 3**

Answers may vary. Here are the examples.

1. The meaning of true beauty.
2. Unidentified speaker.
3. Stanza 1: loving a girl only because of her outer beauty.
Stanza 2: loving a girl because of her inner beauty.
4. Yes, I do.
5. A girl should not only beautify her face but also her thought, heart, and the way she behaves.

Chapter 10**Let's Perform a Drama****Listening****Activity 2**

1. Elsinore Castle.
2. Four characters.
3. Bernardo, Francisco, Horatio and Marcellus.
4. In the evening.
5. Yes, they do.
6. Taking a rest. (alternative answer)

Activity 3

1. b 2. d 3. a 4. c

Activity 6

1. c 2. c 3. a

Activity 7

1. Smeagol and Deagol.
2. In the bank of River Andvin.
3. Yes, they are. Smeagol and Deagol are cousins.
4. A ring.
5. Because he wants it as his birthday gift.
6. Smeagol is greedy. Deagol is nice. We can notice it from their dialogue. Smeagol took Deagol's ring.

Review 2

- | | | |
|-------|-------|-------|
| 1. d | 11. b | 21. d |
| 2. a | 12. b | 22. d |
| 3. c | 13. a | 23. a |
| 4. c | 14. d | 24. b |
| 5. c | 15. d | 25. a |
| 6. b | 16. a | 26. c |
| 7. d | 17. b | 27. c |
| 8. a | 18. d | 28. b |
| 9. a | 19. b | 29. c |
| 10. d | 20. c | 30. b |

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