

Developing English Competencies

for Senior High School (SMA/MA)

Grade XI
of Natural and Social Science Programmes

Achmad Doddy
Ahmad Sugeng
Effendi

2



Pusat Perbukuan
Departemen Pendidikan Nasional



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PUSAT PERBUKUAN
Departemen Pendidikan Nasional

Hak Cipta pada Departemen Pendidikan Nasional
Dilindungi Undang-undang

Developing English Competencies 2

for Grade XI of Natural and Social Science Programmes
Senior High School (SMA/MA)

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Ukuran Buku : 17,6 x 25 cm

420.7
ACH d ACHMAD Doddy
Developing English Competencies 2 : For Senior High School (SMA/MA)
Grade XI of Natural and Social Science Programmes / Writers, Achmad Doddy,
Achmad Sugeng, Effendi ; editors, Izzudin Irsan Mujib, Bukky Suwarno ;
ilustrator, Jemi Edijayadi. -- Jakarta : Pusat Perbukuan, Departemen Pendidikan
Nasional, 2009.
viii, 194 hlm. : ilus 25 cm.
Bibliografi : hlm. 169-170
Indeks
ISBN 978-979-068-077-7 (no. jilid lengkap)
ISBN 978-979-068-079-1

1. Bahasa Inggris-Studi dan Pengajaran I. Judul II. Achmad Sugeng
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Tahun 2009

Diperbanyak oleh

Kata Sambutan

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

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

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

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

Jakarta, Februari 2009
Kepala Pusat Perbukuan

Preface

Developing English Competencies for Grade XI of Natural and Social Science Programmes is designed to facilitate you, students of senior high school (SMA / MA), to communicate in English according to the context of the language use.

Developing English Competencies for Grade XI of Natural and Social Science Programmes enables you to access information of various fields of science to prepare you to go to university.

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

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

Last but not least, the writers are very grateful to all people who have helped and given their input, support and encouragement. Hopefully, this book will help you learn English in a communicative way.

Bandung, July 2008

Writers

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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
- Retelling a report text

Reading:

- Reading report texts
- Identifying banners

Writing:

- Writing posters or 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

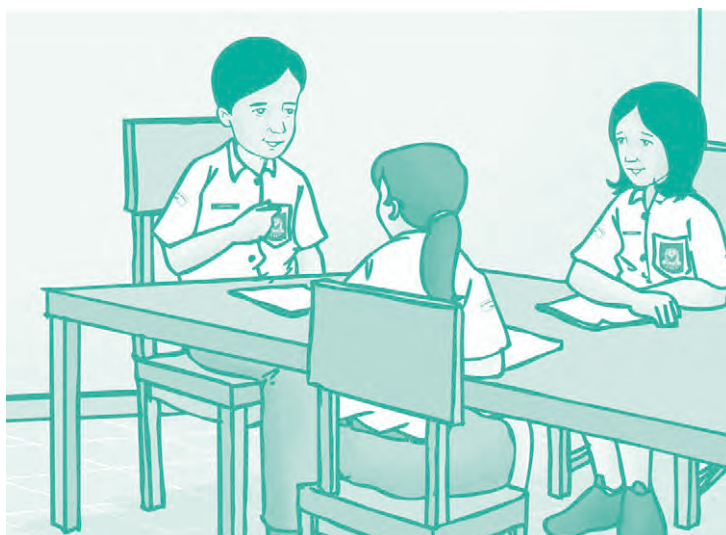
Answer the following questions.

1. Do you often discuss something with your friends 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

Listen carefully to the dialogue and fill in the blanks.

The instructors of the English club, Utami, Krisna and Hani are talking about quality improvement in 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 programmes. Go to English movies. Use online lessons. Then you can browse this site: www.englishclub.com

- Utami : Our headmaster wanted us to improve and increase the quality of our English club. ¹_____, Krisna?
- Krisna : Well, I think so. We should be able to do that.
- Utami : So what should we do?
- Krisna : 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 student's needs, because we handle different levels and wishes.
- Utami : Yes, I know that. Thank you. And then do we need new instructors here?
- Krisna : ⁴_____. It is not necessary. Why don't you recruit the qualified ones among us? Or are you still doubtful about us?
- Utami : 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?
- Utami : 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 participants that ⁵_____ with our teaching methods.
- Krisna : Alright. If so we need new ones. Err ... I have no objection.
- Utami : How about you, Hani?
- Hani : Well ⁶_____ I agree with him.
- Utami : 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

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)

- Etty : The book we read just now is the newest publication. What do you think?

Ferry : Yes, _____. It was printed two months ago.
- Tiara : Experience is the best teacher. _____?

Sonny : 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 and to avoid violence in educational institutions. The victims in Jatinangor will increase if the violence is not publicised.

Activity 4

List the expressions you have heard in Activity 3. Then categorise them into the expressions of asking for and giving opinion, satisfaction and dissatisfaction.

Activity 5

Complete the text while you are listening.

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

Listen to the questions and answer them based on the text in Activity 5.

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 / haɪv /
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.

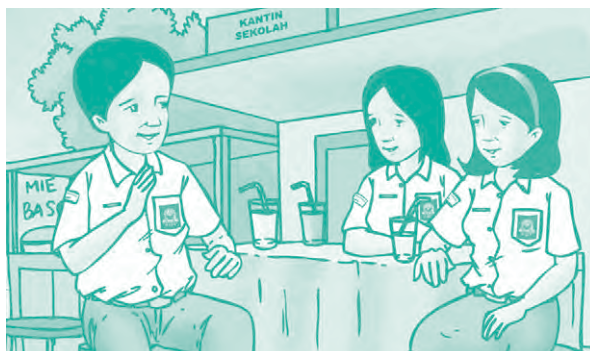
1. What do you say if you want to ask your friend's opinion?
2. What do you say if you want to give an opinion in a meeting?
3. Do you use the same expression when you are talking to your teacher and to your classmates?
4. What do you say after you have got what you want?

Activity 2

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

Dialogue 1

Karlos, Upik, and Lidya are talking about Karlos' problem at the canteen.



- Karlos : Dear friends, I have a serious problem now. But I haven't found the solution yet. I'm confused. Can you help me?
- Upik : Tell us what it is!

New Horizon

The oldest and most famous international scholarships are Rhodes Scholarships. It is 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, 2007)

Karlos : 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's not a serious problem.

Karlos : 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.

Upik : In my opinion you can also request scholarship. I think you are the best.

Karlos : Thanks a lot for the suggestions. I'll try to do that.

Lidya : Good luck.

Dialogue 2

Mr Hartono picks Mrs Meutia up 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'm Hartono. I'm responsible to meet and to 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

With the same format as in Dialogue 1, change the setting and problems. Then act it out.

Activity 4

Now using the format of Dialogue 2, change the name and expressions used in the dialogue. Then act it out with your partner.

Activity 5

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

Dialogue 1

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

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

Frankly, I am embarrassed and confused.

Mr Wiryawan : ²_____ we should ask him then.

Mrs Wiryawan : 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.

Mr Wiryawan : Okay then.

Dialogue 2

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

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

Mrs Etty : Good morning, Sir. Thank you.

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

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

What to Say

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

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 ...?

More Formal



Less Formal

Giving Opinion

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

More Formal



Less Formal

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 6

With a partner make dialogues based on the following situations. Then act out the dialogues with your partner.

1. You have a serious problem. Tell your friend what your problem is. Ask for his/her opinion about your problem and the solution to the problem.
2. Although you couldn't be the first winner in a speech contest, you're satisfied with what you've achieved. Your teachers are also satisfied with your achievement.

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

Activity 8

Have you seen a camel? Make a dialogue telling your opinion about this animal or other animals you like or have at home.

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

Study the following structure of a report text.

What Is a Kangaroo?



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 /'wɒləbi/
2. plant /plɑ:nt/
3. adult /ə'dʌlt/
4. marsupial /mɑ:'su:piəl/
5. pouch /paʊtʃ/
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 identify the structure of the text.
Then answer the questions.

What Are 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 cumulo-nimbus. 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. Is lightning dangerous?
4. If there are lots of lightning what should you do?
5. What does the word "this" in the last sentence of paragraph 1 refer to?
6. What does the word "it" in paragraph 2 refer to?

Activity 6

Look at the pictures. Then write the information about lightning that you find in Activity 5. Do it in pairs.



Source: www.astrosurf.com; www.moonraker.com.au

1. Length : _____
2. Temperature : _____
3. Place of occurrence : _____
4. How it happens : _____

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 used in a report text is simple present tense. The simple present tense is used to give general truths, habitual actions, and to define something.

The sentences above tell you about the general truth: Verbs that are used in the simple present tense are: to be (is, am, are) and verb (eat, occurs, etc.).

Verb agreements in simple present tense:

1. Third person
He/she/it + Verb –s
He/she/it + to be *is*
 - He cuts the paper.
 - She is a pilot.
2. Uncountable noun
Subject + Verb –s
Subject + to be *is*
 - Water flows from high places.
 - Sugar is sweet.
3. Singular noun
Subject + Verb –s
Subject + to be *is*
 - The table is clean.
 - The car hits the tree.

Activity 7

Write the definitions of the words provided. Number 1 has been done for you.

1. 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 8

Study the following slogans. What is being advertised?

1.

Come abroad with us.
2.

To master English, join our club.
3.

Keep your teeth clean after every meal.
4.

Use a razor for a closer shave.

Activity 9

Match the slogans in Activity 8 with the following advertisements.

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, 2004)

1.

Our experienced trainers will help you learn the international languages very fast and well.

We serve:
3 times a week (Rp 600,000)
6 times a week (Rp 1000,000)

Contact
English Club, Phone 233994

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

3.

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



Source: www.flickr.com; www.thirdwayblog.com

4.

Use the best quality BRUSH
after eating
if you want
to be healthy



Source: bp2.blogger.com

Writing

In this section, you will learn how to:

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

Activity 1

Study these banners, posters and pamphlets.

1.

**PIRATED
RECORDINGS**
"Big business" in Indonesia



Source: image.guardian.co.uk

New Horizon

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

(Oxford Dictionary for
ESL, 2004)

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:
Ayu : (021) 4563287
Devy : (021) 3265446
Reza : (021) 7834568

3.

Cendrawasih

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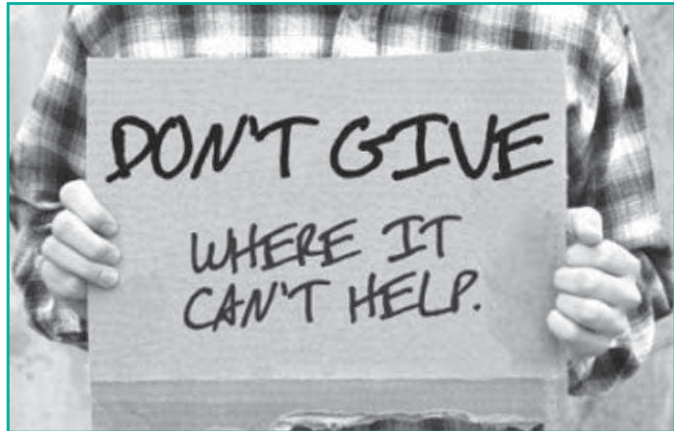
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Source: www.ekaristi.org

4.



5.



6.



Source: www.downtownclevelandalliance.com; www.foodsafety.gov; walpaperez.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 33 cm 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. expressing giving and asking for opinion;
5. express satisfaction and dissatisfaction;
6. retell a report text;
7. read report texts;
8. write a report text;
9. identify and write 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



Source: www.thefeltsource.com

In This Chapter

Listening:

- Responding to advice and warnings
- Responding to narrative texts
- Comprehending an announcement

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;
- comprehend an announcement.

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, Mr Latuconsina, 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 beg your pardon, 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 to 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.

1. Mrs Rahma : Buyung, come here.
 Buyung : Yes, Mom. What's the matter?
 Mrs Rahma : Your mark is still low. _____?
 Buyung : Alright. I'll try to do my best.
 Mrs Rahma : Okay. Good luck.
2. Devi : How about going out tonight?
 Ajeng : I'd love to, but my mother _____ not to go out tonight.
3. Linda : Did you hear that Rinto _____ by Mrs Tuti for using bad language?
 A Ling : Yes, I often remind him to use polite and good language.
4. Mother : _____ It's already 11 p.m. You've studied for 3 hours.
 Lintang : OK, Mom. I've finished reading.
5. Butet : Daddy, you 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 at Liu?
10. Based on the story, what was an impatient and careless person called?

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 will be provided by the committee?
Write down the titles.

Speaking

In this section, you will learn how to:

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

Activity 1

Answer the following questions.

1. What do you say if your younger brother or sister is lazy to study?
2. 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 Dwi'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

- a. disagreement
- b. satisfaction
- c. obligation
- d. offering
- e. advice

(UN 2003/2004)

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

Danu : Yes, Ma'am.

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

Danu : But I'm ashamed to tell her.

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

Danu : Thank you, Ma'am.

Mrs Dwi : It's alright.

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

Mrs Dwi : 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 browse 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 : But I am in a hurry.
- Policewoman : Okay. Go ahead with your motorbike. But you should sign this form showing that you broke the rule. And please, leave your driving licence with me.
- A man : 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 Dwi in her room?
2. What did Mrs Dwi say when giving a suggestions to Danu?

3. What did Mrs Dwi 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. Dinar : I'm very sorry, Sir. I came late.
Mr Siregar : Okay. But _____. He has been here since 7.
2. Luna : _____. He cannot be disturbed. He is very busy.
Gendis : Alright. I'll meet him at noon.
3. Doctor : No problem. Just take enough rest.
_____.
Patient : I will. Thank you, Doc.
4. Putu : Mom, tomorrow I'll have a test. Please pray for me as always.
Mother : Okay. But _____.
5. Nori : What should I do when meeting Mr Cahyo at his office?
Father : Yeah. _____.
6. Linda : What did mother say to you?
Bakri : _____ because she didn't want me to fail.
7. Lia : Why does he often get problems?
Budi : I think that _____.

What to Say

Study the following expressions of giving advice and warnings.

More Formal



Less Formal

More Formal



Less Formal

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

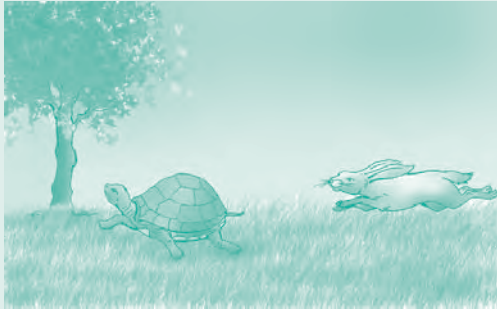
Complete the dialogues. Then act out the dialogues you have made in front of the class with your partner.

- Headmaster : Everyone _____ the rules that have been agreed together.
Vice-headmaster : I hope so. We should give sanctions to those who break them.
- Mrs Ende : Borlan, no mother hates her child. What she does is for the goodness of her child. So, now go back home and tell your apology to your mom.
Borlan : Thank you very much for _____.
- Maryam : We _____ enter the room before asking permission.
Joko : Sure.

Activity 6

Read the following fable with a partner. Practise your pronunciation with your partner.

The Tortoise and the Hare



One bright, sunny morning a tortoise—we shall call him Mr Tortoise—was taking a walk when suddenly he met a hare. Now he did not like this hare at all, for he was very sarcastic, and always laughed at the tortoise. Nevertheless, the tortoise smiled and greeted him, "Good morning, Mr Hare. How are you?"

The hare did not answer, but as soon as he saw the tortoise, he began to laugh very loudly.

"Oh, oh. I can't help laughing at you, Mr Tortoise!"

"Why, what's so funny?"

"You! You are so slow, Mr Tortoise."

"Me? Slow? Who says I'm slow?" asked the tortoise.

"I do," answered the hare. "With those funny legs of yours you certainly can't run, you can only walk."

"But there's nothing the matter with my legs."

"Well, I don't know whether one can call them legs or not. They're so short and look so funny. I don't understand how you can get about at all!"

The tortoise got very angry, but he just smiled. He walked on saying, "Goodbye, Mr Hare. See you again."

"Wait a moment, Mr Tortoise. Where do you think you're going?"

"I'm just taking a walk."

"Oh? You certainly can't walk very far, though, can you?"

Hearing this the tortoise became angrier still, but he pretended to be calm.

"Look," he said, "why don't you stop teasing me and making fun of me? I'm sure I can run as fast as you can."

At this the hare laughed so loudly that he was unable to answer the tortoise immediately.

"You? As fast as me? Poor Mr Tortoise, don't you know that I'm the fastest creature in the forest?"

"We shall see," said the tortoise. "I have a good plan. Do you see that tree over there on the top of the hill?"

"Yes, I do."

"Now, let's have a race and see which of us can reach that tree first. It's a very long way off, but it will prove which of us can run the faster."

The hare stopped laughing and asked, "Are you serious, Mr Tortoise?"

"Of course I am," answered the tortoise. "Let's begin the race right away!"

One, two, three! The tortoise and the hare were off. Of course the tortoise was quickly left far behind by the hare.

When the hare had run for about half an hour he thought, "I think I will just lie down here to rest a while. I've made myself tired running so fast. Anyway, it will take a very long for the tortoise to get here. I can't even see him. When he comes, I will jump up and run away from him again. What a fool Mr Tortoise is to have a race with me, the fastest creature on legs!"

So the hare lay down to rest, and soon was fast asleep. He slept for hours and hours! And he did not hear the tortoise passing quietly.

It was already late in the afternoon when the hare woke up.

"Goodness!" he cried out. "It's nearly dark! Where's Mr Tortoise?"

He looked up towards the hill and saw the tortoise, very far off and very small!

"Mr Tortoise can be only a few metres from the tree by now! I must hurry!"

And the hare started to run just as fast as he could go. He ran and ran with all his might to get to the tree first. Ten minutes more! Three minutes more... two minutes more... one minute... thirty seconds... ten second... three... two... one! At that moment the tortoise reached the tree! And so he was the first to arrive at the tree! The hare was late... only one second!

Ashamed, tired and very exhausted because of running so very fast, the hare rolled over on the ground and died!

Taken from *Selected Fables*, 2001

Activity 7

Answer the following questions.

1. What was Mr Hare like?
2. Why did Mr Hare laugh at Mr Tortoise?
3. What made Mr Tortoise get angry with Mr Hare?
4. What was Mr Tortoise's plan for himself and Mr Hare?
5. What did Mr Hare do after he had run for about half an hour?
6. When did Mr Hare wake up?
7. What did Mr Hare do after he saw Mr Tortoise almost win the race?

8. How did Mr Tortoise win the race?
9. What happened to Mr Hare after arriving at the tree?
10. What is the moral value you get from the story?

Activity 8

Now, with your partner change the text into a play. Then act it out in front of the class.

Activity 9

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 had 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 generic structure of the 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 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 anymore.

Activity 5

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 wants the horns back?
6. Did the cock stop hoping to get his horns back?
7. Were the horns returned to the cock?
8. What are the moral values you can find from the story? Share them with your partner.

Activity 6

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 7

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

Activity 8

Retell the story about *Miss Mole Catches a Ghost* using your own words. Study the following story telling hints.

- a. Begin by getting your audience's attention, like "I want to tell a story about Miss Mole ..."
- b. Set the beginning scene (when, where, who and what).
- c. Tell what happens next.
- d. Add dialogues.
- e. At the end, say something that shows what you learned or how you feel about the story, for example. "I feel that the story gave me a lesson that is"

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 underlined 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 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 a bear 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

Rearrange the following parts of the story.

Little Peachling

1. 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."

2. "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?"

3. 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.
4. 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.
5. So Little Peachling went home laden with riches, and maintained his foster parents in peace and plenty for the remainder of their lives.
6. 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?"

7. 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.

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

Activity 4

Now, work in groups of three or four. Read the following text and think of the possible words to fill in the blanks.

Foolish Hans

Once upon a time there was ¹_____ (4 words). She was a widow and had but one son. His name was Hans, and he ²_____ (3 words).

It was summertime, and his mother gave him a large pot of honey, saying, "I ³_____ (5 words) to sell this, but don't let people say too much to you." She was afraid that people would bargain too much with him.

Arriving in town, he cried out, "Buy my honey!"

The people said, "How much does it cost?"

He said, "You are ⁴_____ (5 words)."

"Can't we at least ask how much it costs?"

"No," he said, "you have already said too much," and he packed up and left town.

Out in the country the flies and wasps swarmed around him, wanting his honey.

"Buy my honey!" he said. They were not able to say anything to him, so he ⁵_____ (3 words) out on the ground. "You'll have to pay me in a week," he said.

Then he went home and told his mother, "I sold the honey and ⁶_____ (4 words) in a week."

A week later he again set off for town. Because of the money for the honey he took along a stout cudgel. He arrived at the spot, and there were still bees and flies there licking up the little honey that was left.

He said, "7 _____ (5 words)," but they gave him nothing.

"I'll make short work of this," he said. "I am reporting you to the judge."

He went to the judge, who asked, "Just what do you want?"

"The flies and wasps bought honey from me," he said, "and now 8 _____ (4 words)."

The judge began to laugh, seeing that he was dealing with a real simpleton. "All I can tell you, is that whenever you see a fly you should strike it dead," he answered.

Just then a fly flew onto the judge's nose, and Hans 9 _____ (3 words) on his nose.

"Ouch, my nose!" cried the judge.

Then Hans said, "I 10 _____ (5 words), not at your nose."

Then the judge thought, "He could kill someone if he sees a fly sitting on them. And who allowed it to happen? The judge, that's what people will say." So he asked, "How much did your honey cost?"

"Three hundred florins," said Hans.

So the judge wrote him a slip and sent him with it to the cashier, where he received his money. And with it, he happily returned home.

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

Activity 5

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 ballroom.
- The prince looked for the owner of the glass shoes.
- The prince found the owner, Cinderella.

Activity 6

Do you still remember the story your parents told you when you were a child? Write the story in your own words.

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. comprehend an announcement
4. give advice and warnings;
5. retell a narrative text;
6. read narrative texts;
7. 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
- Respond to an analytical exposition text

Speaking:

- Expressing requests
- Expressing relief, pain, and pleasure
- Responding to an analytical exposition text

Reading:

- Reading analytical exposition texts
- Identifying a diagram
- Identifying a poster

Writing:

- Writing an analytical exposition text
- Making a poster

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 is John talking 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 friend's.



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

Activity 1

Answer these questions.

1. What do you say when fulfilling your sister's request?
2. What do you say when somebody fulfills your request?
3. What do you usually say when you have a serious toothache?
4. 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

Helmy : Mom, may I ask you something?
Mother : Yes, of course. What's wrong with you?
Helmy : I need a lot of money to buy a textbook.
Mother : Okay. I'll give it to you if it is important for you.
Helmy : Thank you, Mom.

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

Dialogue 2

Mrs Ronal : How is your wife now?
Mr Tommy : She is fine thank you. How about your husband? I heard that he was in hospital.
Mrs Ronal : He is very well now.
Mr Tommy : I'm glad to hear that.

1. Are Mrs Ronal and Mr Tommy's families in a good condition?
2. Is Mr Tommy annoyed when Mrs Ronal asks him?

Dialogue 3

- Uni : Den, you look pale today.
What's wrong with you?
- Denni : I am suffering from a relapse.
- Uni : What do you suffer from?
- Denni : I have had diarrhoea since last night. I couldn't sleep well.
- Uni : I'm sorry to hear that.
1. Why did Denni look pale?
 2. What did Uni say when she heard that Denni had had diarrhoea?

Dialogue 4

- Mutiara : Where have you been, Andri?
- Andri : I have followed a test for model students for three days. So I was allowed not to study at school.
- Mutiara : I'm happy that you represent your friends. What about the result?
- Andri : I was trusted to be a model student. Probably next week I'll follow the next selection in Bandung.
- Mutiara : That's great. Good luck for the following test.
- Andri : Thank you. Wish me luck.
1. How did Mutiara feel when hearing that Andri followed model student selection?
 2. Did Andri succeed in the first selection in his region?
 3. Why did Mutiara say that she was pleased to hear the news?

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

Mrs Hasibuan : Hi, how are you today?

Mrs Rosma : I am better now.

Mrs Hasibuan : ¹_____.

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

Mrs Hasibuan : Mr Hasibuan. There he is.

Mrs Rosma : Hi, Mr Hasibuan.

Mr Hasibuan : 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 Hasibuan : 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, has Mrs Neni already got better?

Mrs Hasibuan : Yes, she has joined us.

Mrs Rosma : Err. ⁴_____. She is fine.

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

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

Mrs Hasibuan : So, ⁶ _____.

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

Mr Hasibuan : 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 Hasibuan : Err ... excuse me. Here is something from our friends.

Mrs Rosma : Thank you so much.

Mrs Hasibuan : ⁸ _____.

Mr Hasibuan : 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 Hasibuan : Sure.
Now, ¹⁰ _____ because we can see you getting better.

Mrs Hasibuan : Hmm..., I think you need more rest, so we will go now.

Mr Hasibuan : 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

Place the following words in the grids according to the diphthongs.

- | | |
|---------|---------|
| a. join | i. down |
| b. hair | j. low |
| c. pure | k. bay |
| d. now | l. kind |
| e. five | m. boy |
| f. home | n. hear |
| g. page | o. wear |
| h. near | p. poor |

/aɪ/	/əʊ/	/ɔɪ/	/eɪ/	/aʊ/	/ɪə/	/eə/	/ʊə/

Activity 5

Read the following text.

Australia's Natural Environment

Australia has many unique features: a variety of landforms ranging from rugged mountains to coastal plains and beaches; many different kinds of vegetation, such as tropical rainforests and grasslands; and a climate varying from Mediterranean (dry summers and wet winters) to tropical (wet summers and dry winters).

Australia's particular combination of climate and landform is responsible for the dry and flat landscape. In Australia, large amounts of rain tend to fall on the eastern seaward side of the continent in Queensland, New South Wales and Victoria. This is because of the influence of southeast trade winds.

These winds pick up moisture over the Pacific Ocean and when this moist, warm air meets the Great Dividing Range, it is forced to rise.

When air rises, it cools. Because cool air cannot hold as much moisture as warm air, the moisture in it condenses into water droplets, which then fall as rain. In eastern Australia, this usually occurs on the mountains. This area along Australia's east and southeast coast is where most of Australia's forests are found. Likewise, many of Australia's rivers start their life in eastern Australia in the Great Dividing Range and then carry much of Australia's total rainfall eastward, into the Pacific Ocean.

On the western side of the Great Dividing Range, most of the land is dry, flat and arid. This is because most of the moisture carried by the trade winds has been dropped on the eastern side of the ranges. As the air rises over the ranges and starts to descend on the other side, it becomes warmer and drier as it passes over the land, so very little rain falls. Any rivers running inland also carry less water because

they have to travel a long way through dry country.

Thus, the features of Australia's Natural Environment are incomparable with any other environments. The varieties of landforms, vegetation, and climate are so unique they make this continent stand out in its natural environment.

Taken from *SOSE: Studies of Society and Environment*,
2000

Activity 6

Retell the text above in your own words.

Activity 7

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 8

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

Activity 9

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;
- identify a poster.

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

Before reading the text, study the following words. Then match them to their meanings or synonyms.

Words	Meanings or Synonyms
1. essential	a. participate
2. agricultural	b. illness
3. destruction	c. come from
4. enormous	d. druggist
5. originate	e. admit
6. wilderness	f. fundamental
7. take part	g. continue for a long time
8. pharmacist	h. huge
9. sickness	i. farming
10. timber	j. reap
11. sustainable	k. narrow river
12. acknowledge	l. ruination
13. balance	m. wild area
14. harvest	n. equilibrium
15. creek	o. wood

Activity 3

Read the following text carefully.

Rainforests as Economic Reserves

We discovered previously that rainforests are essential to our life on Earth. They also provide a rich variety of economic resources that are used all over the world. This presents countries with a serious dilemma. Rainforests are used for a number of economic purposes, ranging from agricultural to urban and industrial use. The dilemma facing many rainforest-rich countries, including Australia, is that, as these economic demands grow, the planet's

rainforests are placed under increasing threat of destruction. The economic resources provided by the world's rainforests are enormous. Here are just some of the more important ones.

Foods

Nearly 50 per cent of the world's food supplies originate in rainforest areas. Items that we commonly buy from the supermarket, such as bananas, pineapples, mangoes, peanuts, macadamia nuts and cashews, all

originated in rainforests. Many popular foods like rice, corn and maize also come from the rainforests, as do tea, coffee, cocoa and sugar.

Recreation

Rainforests are becoming increasingly popular places for people to visit because they are seen as areas of wilderness and natural beauty. People take part in activities such as fishing, bush-walking, rock climbing and four-wheel driving. The overuse of rainforests for tourist activities has led governments to pass laws restricting activities in these forests. The Daintree region in northern Queensland is one area where the government has passed laws regulating rainforest activities.

Medicines and drugs

Many medicines and drugs sold by the local pharmacist come from plants that grow in rainforests. For example, medicines used for travel sickness, headaches, stomach upsets, skin diseases and leukaemia all come from the rainforests. In fact, nearly 40 per cent of all medicines sold in chemists, originate from rainforests.

Industrial and building products

Rainforests provide many products used by the community for urban development. These include timber converted into building materials for house framing, furniture, fencing, panel products and flooring. Rainforests also supply wood chips used in making cardboard, toilet tissue and the pulp used for some papers.

Many industrial products also originate from the rainforests. Spices, rubber, oils, waxes, dyes and gums are just some examples. Even everyday products such as toothpaste, cosmetics, tyres, paints and deodorants are produced from plants growing in rainforest areas.

Sustainable development

Scientists believe that over 200,000 square kilometres of rainforest are being destroyed each year for economic purposes. Most people would acknowledge the economic importance of the world's rainforests. However, there needs to be a balance between the way we are currently using our rainforests and the future availability of these resources. This is now commonly being referred to as ecologically sustainable development.

For example, conservationists, governments and industry groups believe that timber should be harvested from forests in a sustainable way. This should be done without permanently damaging the home of other plants and animals, the soil or rivers and creeks. This is a very complex task. It involves ensuring trees that are removed from the forest which are replaced by seedlings that will form part of the new forest.

To conclude, since the rainforests are very crucial to support many aspects of our life, it is our duty to preserve them.

Taken from SOSE: *Studies of Society and Environment*, 2000

Activity 4

Read and understand the text entitled “Rainforests as Economic Reserves”. Then in pairs, answer the following questions.

1. What is the dilemma faced by many rainforest-rich countries?
2. Are the economic resources provided by the world's rainforests extremely large in number?
3. What percentage of the world's food supplies originate in rainforest areas?
4. Why are rainforests becoming increasingly popular places for people to visit?
5. What activities do people do in rainforests?
6. What caused governments to pass laws restricting activities in rainforests?
7. What percentage of all medicines sold in pharmacies originate from the rainforest?
8. What do rainforests produce for urban development?
9. What are wood chips used for?
10. What is the area of rainforest being destroyed each year for economic purposes?
11. What is the thesis statement of the text above?
12. Does the writer give his argument on the topic?

Activity 5

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 6

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 in 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 7

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

UN Shot

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

- a. unavailable
- b. undesirable
- c. unchangeable
- d. unsuitable
- e. unavoidable

(UN 2003/2004)

1. T – F Rainforests are unimportant to our life on Earth.
2. T – F The economic resources which rainforests provide vary.
3. T – F Many rainforest-rich countries are facing a situation in which it is very difficult to preserve their rainforests.
4. T – F The economic resources provided by the world's rainforests are extremely small.
5. T – F Less than 50 per cent of the world's food supplies originate in rainforest areas.
6. T – F Rainforests are becoming more and more unpopular places for people to visit.
7. T – F Governments pass laws restricting activities in the forests due to the overuse of rainforests for tourist activities.
8. T – F More than 40 per cent of all medicines sold in pharmacies originate from rainforests.
9. T – F More than 200,000 square kilometres of rainforests are being destroyed each year for economic purposes.
10. 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 8

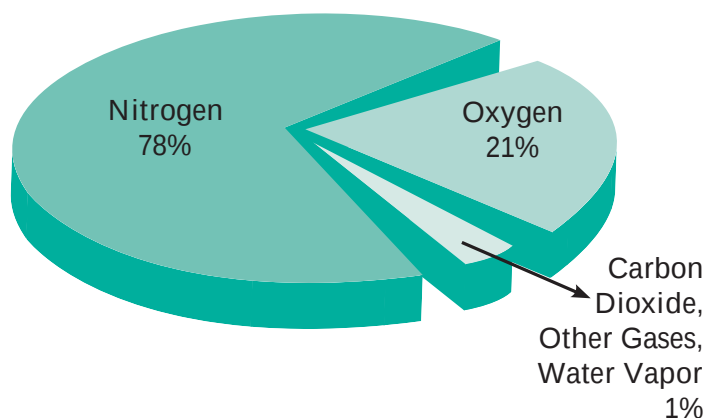
Answer the questions based on the text in Activity 5 individually.

What do the words refer to?

1. They (paragraph 1 line 3)
2. This (paragraph 1 line 7)
3. They (paragraph 4 line 3)
4. This (paragraph 4 line 6)

Activity 9

Do you know how much oxygen in the air? Study the following diagram. Then state whether the following statements are true or false according to the diagram.



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	• 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	• I <i>haven't written</i> anything for an hour.	Here are contractions with not: have + not = haven't; has + not = hasn't.
Interrogative Statements	• <i>Have you finished</i> your reading?	

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

Activity 10

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

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 (involve) _____ 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.
9. Extreme water shortages, or droughts (occur) _____ in Gunung Kidul for a long time.
10. People (realise) _____ that they should plant more trees.

Activity 11

Study the following sentences and explanation.

1. They also provide a rich variety of economic resources that are used all over the world. *This* presents countries with a serious dilemma.
2. Rainforests provide many products used by the community for urban development. *These* include timber converted into building materials for house framing, furniture, fencing, panel products, and flooring.
3. However, there needs to be a balance between the way we are currently using our rainforests and the future availability of these resources. *This* is now commonly being referred to as ecologically sustainable development.

The words in *italics* above refers to the subject in the previous sentence.

This in no. 1 refers to a rich variety of economic resources.

These in no. 2 refers to many products used by the community for urban development.

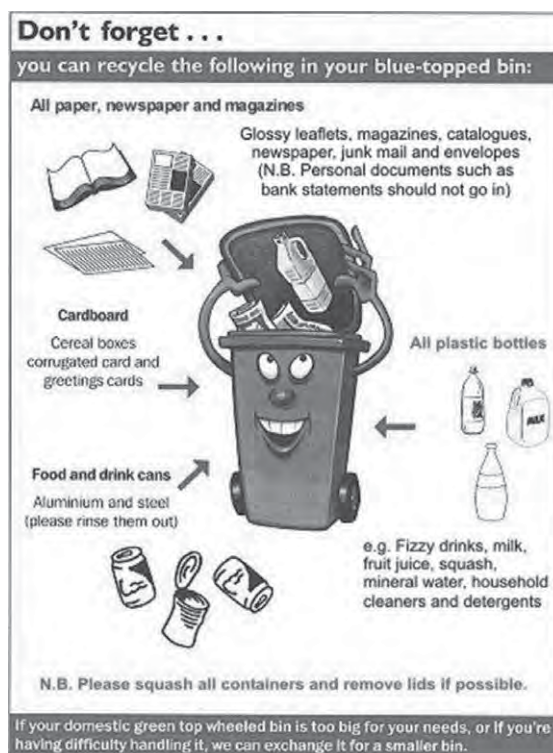
This in no. 3 refers to a balance between the way we are currently using our rainforests and the future availability of these resources.

Activity 12

Identify the following poster. Then answer the questions.

Your Project

Start from 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". Socialise this to the whole family.



Source: www.fareham.gov.uk

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

Writing

In this section, you will learn how to:

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

Activity 1

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

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)

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

Arguments

state and local budgets, grants, government bonds and community-public partnership.

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

Rewrite the following sentences in their correct order.

1. This is called global warming.
2. Many scientists believe that gases in the air are causing the Earth's climate to gradually become warmer.
3. If climate becomes so warm that a great deal of ice near the north and south poles melts and more water goes into the oceans, many areas along the coast may be flooded.
4. These gases let the rays of the sun pass through the planet, but they hold in the heat that comes up from the sun-warmed Earth-in much the same way as the glass of a greenhouse holds in the warmth of the sun.
5. In Earth's atmosphere there are tiny amounts of gases called greenhouse gases.

Activity 5

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

Topic: Pollution

Main ideas:

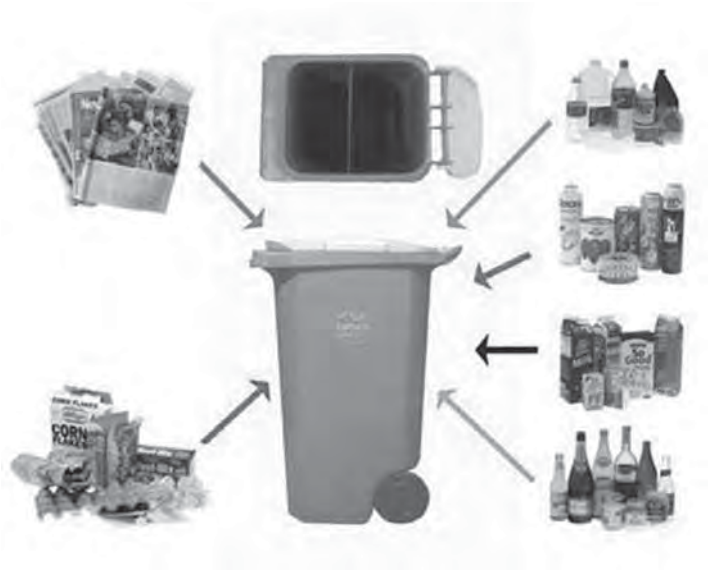
1. Types of Pollution
2. Air Pollution
3. Water Pollution
4. Soil Pollution

Activity 6

Write an analytical exposition about other environment issues in your own words.

Activity 7

Look at the following picture. Add some notes to the picture to make a poster.



Source: www.fairfieldcity.nsw.gov.au

Activity 8

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. identify a diagram and a poster;
6. write an analytical exposition text;
7. identify and make a poster about environment.

Now, answer the questions:

1. What do you say when you get a sudden pain in 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.

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 text 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 are 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 submitted samples of their liquid waste for assessment, the Jakarta Environmental Management Agency 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 continued 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 the 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. *Nimas and Yuni at a shop. Nimas wants to buy an umbrella.*
Nimas : _____ 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 Ndari have just read a fable.*
Bani : What's your opinion of the fable?
Ndari: _____ 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. *Bagus and Naina, two staff members at a real estate company, are talking about their latest project building a five-star hotel.*

Bagus : _____ 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?

Bagus : 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 4

Valuable Stories



Source: www.thefeltsource.com

In This Chapter

Listening:

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

Speaking:

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

Reading:

- Identifying 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 do not 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 did they talk about?
3. What did the journalist express finding information about the seminar?
4. Did the two people have the same opinion about the seminar's implementation? How do you know?
5. Can you find an expression of giving opinion in the dialogue? State it.
6. How do the speakers express a different opinion? Can you find the expression in the text?

Activity 3

Answer the following questions orally.

1. Did you use 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. How did Tom Thumb get his name?
3. What was Tom Thumb's characteristics in the story?
4. How about his father's characteristic?
5. Why did his father sell Tom Thumb ?
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 words 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 seriously ill.
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

Activity 7

Listen 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

Now, you are going to listen to the rest of the story. Is your guessing correct?

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 (give opinion, agreement and disagreement);
- respond to a 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, Ulfa meets her best friend, he brings some new books that he has bought.

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

UN Shot

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

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

The underlined expression shows

- disagreement
- impossibility
- uncertainty
- inability
- denial

(UN 2002/2003)

Work in pairs. Complete the dialogues with appropriate expressions.

- Mr Lopian asks Miss Mona to dinner. But she has to take her mother to see a doctor after work.*
Mr Lopian : What do you think about having dinner tonight?
Miss Mona : _____.
- Mrs Burhan and Miss Dessy watched students during afternoon activities. Mrs Burhan wants to know about her students.*
Mrs Burhan : _____?
Miss Dessy : Well, I reckon the students had trained seriously before the headmaster came to see them.
- Dina and Dewi are discussing math questions. One of the questions is answered differently.*
Dina : OK. The answer is 210.
Dewi : Oh no _____. I think the answer is 21.
Dina : I am 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.

More Formal



Less Formal

Expressing Agreement

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

More Formal



Less Formal

Expressing Disagreement

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

Activity 4

Now complete these pairs of dialogues with the appropriate expressions in groups of four.

1. Sarto : _____ ?
Dessy : Yes, I think so. I reckon that Herman is not lazy, but he has come late.
2. Guest : _____ ?
Erni : Sure. Take a taxi from here. The taxi driver will take you to the place you want to go to.

3. Etty : Do you mind picking me up at nine, Patudu?
Patudu : Of course not. _____ don't wait for each other. We should leave on time.
4. Laila : Daddy _____ ?
Father : Alright. Take your brother, and don't be late.
Laila : Thank you.

Activity 5

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

Activity 6

You are going to read a story entitled "Money Isn't Everything". Do you agree that money isn't everything?

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 do 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 /bəʊlts/
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/

Activity 10

In a group of four, read the following story of how Mount Rinjani got its name.

The Twins of the Kingdom of Taun



Source: Folk Tales from Bali and Lombok, 1999

A long time ago, in a small kingdom near the present harbour of Lembar, there reigned a king known as Datu Taun, with his wife, Queen Dewi Mas. The people in the kingdom lived in happiness, peace and security, under the wise rule of Datu Taun, his ministers Aur and Gereng and his Queen Dewi Mas, who was praised far and wide for her kind heart and noble character.

There was only one thing to mar the happiness of the King and Queen, and that was the fact that they had not yet been blessed with a son or daughter who would one day inherit their beloved kingdom. As time went on Datu Taun felt that his life was slipping away, and that he must act to change his situation. After having given the matter full consideration, he made his decision and approached his wife.

"My Queen," he said gently. "For many years we have hoped for a child; we have made all the necessary offerings, said all the prayers, but to no avail. Now I would like to have your thoughts on this matter."

The Queen, although in her heart she must have known what the King was considering, replied sweetly, "I leave it entirely up to you, my Lord, to do what you think best. Whatever you decide, I will agree."

"Then give me your permission to take another wife," said the King. "Perhaps in this way I will be given an heir."

"I have no objection," said Dewi Mas. "But if you take another woman to marry, be sure that she is a woman of good character, who will produce the kind of offspring you have been longing for."

With the Queen's approval, the King now consulted his chief ministers, and told them of his decision. With no objections forthcoming, he then told them that he would soon marry

a beautiful princess, the daughter of Minister Aur named Sunggar Tutul.

After Datu Taun's marriage to Sunggar Tutul, the King was very seldom seen in the chambers of Dewi Mas. He spent all his time at the palace of his younger wife, a state of affairs which caused the elders of the kingdom not a little concern. Some of them even dared to come before Queen Dewi Mas to express their displeasure at the King's failure to treat both wives equally, as prescribed in the tenets of their religion.

Dewi Mas, however, pacified them and remained patient and steadfast, and even happy, since she knew that she was with child. The news of Dewi Mas' pregnancy was received by Sunggar Tutul with surprise and shock, and her immediate reaction was to think of a way to dispose of Dewi Mas. It was not long before she had a story prepared for Datu Taun. The baby Dewi Mas was carrying, Sunggar Tutul told the King, was not his, but the result of an extra-marital relationship between Dewi Mas and Loq Deos, a courtier who often served her. The King accepted Sunggar Tutul's story without question, and in great anger, he decided to banish Dewi Mas from his kingdom. He commanded his palace courtiers to see that she was sent away immediately, with sixty attendants, both men and women. Among the King's ministers there were many who were convinced that Dewi Mas was not guilty of any adulterous

act, but they were compelled to carry out the King's command.

Dewi Mas arranged that all the people who had been sent away with her were happily settled. She assured herself that each family had a satisfactory place to cook their rice, as well as a comfortable place to sleep. Dewi Mas herself was able to resign herself to her banishment; what she could not accept was the fact that others might have to suffer because of her. Sometimes she would sit outside her small abode, and looking across the sea, ponder her fate and that of her loyal followers.

One day, as she sat thus, she caught sight of a small, boat, far away, in the middle of the sea that stretched into the distance before her, and she watched as it drew closer.

As the ship approached the island, its Captain and crew, one by one, marvelled at a light that seemed to be radiating from a certain spot on the island. One of the crew remarked that the island was now inhabited, and another suggested that the light was coming from a female jinn. Another insisted that whatever it was, he was sure there was no danger, and they should anchor there, to which proposal the Captain agreed.

Now they could see Dewi Mas clearly, and they were all charmed by her beauty. They disembarked, and the Captain approached Dewi Mas at the spot on the shore where she always sat. After an exchange of

friendly greetings, the Captain asked for water, which Dewi Mas ordered to be brought to him. The Captain then said, "We have often passed this place on our journeys, but we have never known it to be inhabited. We find this strange. And — may I ask? — Are you a human being, or are you a jinn?"

Dewi Mas replied to the Captain's questions, explaining exactly what had happened. The Captain and his crew felt great sympathy for Dewi Mas, and the Captain even proposed that she become his wife. Dewi Mas refused, telling him that she was carrying the King's child, but she asked that they all be transported to the island of Bali.

The Captain could not refuse Dewi Mas' request, and the Queen and all her followers were duly taken to Bali, where they prepared to settle for an indefinite period of time.

By now Dewi Mas' time had come, and she gave birth to twins, a boy and a girl, each being born with an extraordinary attachment: the boy a keris, and the girl, an arrow. The boy was named Raden Nuna Putra Janjaq and the girl, Dewi Rinjani. The twins were healthy children, and grew up happily, playing with the many other children in the neighbourhood. From their playmates they often heard the word "father," and they also saw their friends' fathers. They began to wonder about their own father, and one day they decided to ask their mother, who had never mentioned him.

"Mother, where is our father?" asked both twins.

Dewi Mas knew that the time would come when she would have to answer this question, and this saddened her. However, she replied brightly, "Your father has gone away on a journey, but he will return soon; in two weeks, perhaps, he will be sailing back into the harbour."

Two weeks passed, and then two months, but there was still no sign of their father, and the boy, Raden Nuna Putra Janjaq could bear it no longer.

"Mother, please tell us where our father is. Do we have a father or not?"

Realising that it was now no longer possible to keep the truth from her children, Dewi Mas told them the whole story: how their father, Datu Taun, the King of the kingdom of Taun on the island of Lombok, had banished his wife because of the slanderous story told by their stepmother.

From that moment on Raden Nuna Putra Janjaq begged his mother to allow him and his sister to search for their father. "Tell us where he is," he demanded, "and the way to get there, so that we may right the dreadful wrong that has been done to you, and to us, his children."

The boy left his mother no rest, and finally she agreed to let him go, saying, "Go, my son, if you must, but leave your sister here with me. If you succeed, return to us, and take us back with you to Lombok."

Raden Nuna Putra Janjaq said farewell to his mother and sister, and with the keris that he had been born with in his belt, he embarked at the village of Labuhan Tereng, where he immediately asked a passerby the way to the kingdom of Taun.

The person who answered the boy's question, telling him the way in minutest detail, was none other than Loq Deos, who many years ago had disappeared from the palace of Taun because he was accused of having committed adultery with the Queen.

Following Loq Deos' directions, Raden Nuna Putra Janjaq arrived at the palace. He addressed the guard straightforwardly: "I am looking for Datu Taun, if he is still alive. Is he? If he is, I must see him immediately."

The guard, taken aback, replied, "Who are you, boy, to address me thus? Where have you come from, and why do you ask about the King in such a manner?"

"I have come from Bali," said the boy, "and I cannot leave this place before I have met this man called Datu Taun." And he made a move to pass the guard, pushing him roughly aside. By this time the palace attendants had noticed the boy and his aggressive behaviour, and they all moved to prevent him from advancing any further. As they did so, Raden Nuna Putra Janjaq drew out his keris, and one by one, left his opponents stunned and defeated. He

then proceeded to an inner chamber where he found Datu Taun himself.

"Are you the King?" the boy asked. "I must meet the King, Datu Taun."

"And who might you be?" asked the King.

"How dare you enter without my permission?"

"I have come from Bali," said the boy, "to meet the King."

"I am the King," said Datu Taun. "What do you want?"

"So you are really the King," said the boy. "I am sorry to hear that."

"Leave my presence at once!" shouted the King. "Away with you, boy!" and he took out his keris. Raden Nuna Putra Janjaq had his own keris at the ready, and a furious battle ensued between father and son. Many times Datu Taun's keris touched the boy's body, but was unable to pierce it, and likewise Datu Taun was invulnerable to all the attempted thrusts of the boy's. But finally Datu Taun seized the boy and was just about to throw him to the ground with all his might. At that very moment he heard a voice, an inner voice, which said, "Datu Taun, now you must know the truth. The boy you are about to torture is your own son, and Dewi Mas is his mother. Do not harm him!"

Datu Taun released the boy, and grasping him by the shoulders, looked long and penetratingly into his eyes.

A feeling of great sadness and regret overcame him, and he embraced the boy whom he now knew to be his own son.

Raden Nuna Putra Janjaq then told him all about his mother and his twin sister who were now in Bali, and the King promised to bring them back to the kingdom of Taun with all their loyal followers. Arrangements were made without delay, and Dewi Mas, her daughter Dewi Rinjani, and all their attendants with their families returned to Lombok, to the kingdom of Taun. Datu Taun presented his crown and his kingdom to his son, and the family moved into the Palace. Sunggar Tutul begged forgiveness, which Dewi Mas was willing to grant, and they lived together in peace and harmony.

As soon as Raden Nuna Putra Janjaq had begun his reign, Datu Taun took himself to a high mountain to meditate, accompanied by his daughter Dewi Rinjani.

It was there on the mountain peak that Dewi Rinjani was summoned by the female jinns to be their leader, and from that moment on, the highest mountain in Lombok, where they lived and meditated, was called Mount Rinjani.

Taken from *Folk Tales from Bali and Lombok*, 1999

Activity 11

Divide the story *The Twins of the Kingdom of Taun* into four. Then four students retell the story in front of the class continually.

Activity 12

Give your comments on the following issues emerging in the story.

1. Having more than one wife
2. Telling a lie for vested interest
3. Judging that someone is guilty without investigating first
4. Forgiving someone for making a big mistake easily

Activity 13

In each line, identify the word that has a different vowel sound. Pronounce those words first.

1.	in	king	peace	with
2.	his	been	thing	slip
3.	think	leave	sweet	treat
4.	this	it	each	will
5.	sea	see	sleep	sit
6.	twin	him	week	still
7.	please	live	keep	peak
8.	did	seize	feel	lead

Activity 14

Find a word in each sentence which has the same vowel sound. Then pronounce the words.

1. The people in the kingdom lived in happiness, *peace* and security.
 - a. There was only one *thing* to mar the happiness of the King and Queen.
 - b. Some of them express their displeasure at the king's failure to *treat* both wives equally.
2. I cannot *leave* this place before I have met Datu Taun.
 - a. Each family has a comfortable place to *sleep*.
 - b. Her immediate reaction was to *think* of a way to dispose of Dewi Mas.

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 browse these sites.

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

3. There reigned a *king* known as Datu Taun, with his wife, Queen Dewi Mas.
 - a. Dewi Rinjani was summoned by female jinns on the mountain *peak*.
 - b. The king promised to *bring* them back to the kingdom of Taun.
4. She caught sight of a small boat in the middle of the sea.
 - a. As the *ship* approached the island, its captain and crew marvelled at a light.
 - b. Two *weeks* passed, and then two months. but there was no sign of their father.
5. "Mother, *please* tell us where our father is."
 - a. It was no longer possible to *keep* the truth from her children.
 - b. "If you succeed, *return* to us, and take us back with you to Lombok."
6. Datu Taun was invulnerable to all the attempted *thrusts* of the boy's.
 - a. "Do not *harm* him!"
 - b. Many times Datu Taun's keris *touched* the boy's body, but was unable to pierce it.

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 when you realise that your best friend is better in everything than you?
4. 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 from the story in Activity 3. Share them with your partner.

Grammar *Review*

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

Find the meaning of the following words in your dictionary.

- | | |
|--------------------|---------------------|
| 1. plough (v) | 11. ferocious (adj) |
| 2. sow (v) | 12. fiend (n) |
| 3. gale (n) | 13. squirm (v) |
| 4. wipe (v) | 14. writhe (v) |
| 5. stagger (v) | 15. drag (v) |
| 6. disentangle (v) | |
| 7. inflict (v) | |
| 8. alight (v) | |
| 9. valley (n) | |
| 10. reed (n) | |

Activity 7

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 the
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 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.

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

Activity 8

Work in groups of three or four to have a discussion on the elements of the story in Activity 7.

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.

1. Describe in detail the elements below:
 - a. The characters (mother, Little Red, Little Bayberry and the dragon);
 - b. The setting;
 - c. The conflict of the story in the text.
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

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 (girls, boys, 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 5

Change your group's work with another group's. Then give a written comment on the work.

Chapter Summary

1. Language Functions

Expressing attitude 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 (expressing attitude);
2. respond to the meanings in narrative texts;
3. give opinion, agreement and disagreement (express attitude);
4. respond to 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 5



Source: www.tropicalisland.de

What a Funny Story!

In This Chapter

Listening:

- Responding to expressions of love
- Responding to expressions of sadness
- Responding to a monologue in the form of a spoof

Speaking:

- Expressing love
- Expressing sadness
- Discussing spoof texts
- Retelling a spoof text

Reading:

- Reading spoof texts

Writing:

- Writing a spoof text

Listening

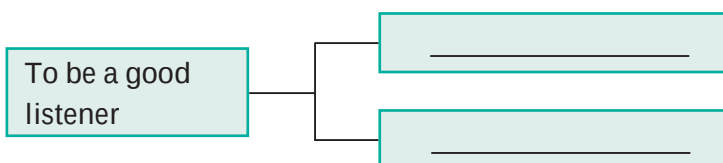
In this section, you will learn how to:

- 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 did they say to express their feeling?
3. Did 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?
Andi : ⁷ _____.
Tia : Are you absolutely sure?
Andi : 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

You are going to listen to a short dialogue. Then with your partner, develop the dialogue into an elaborate one.

Activity 5

List some responses to the expressions of love and sadness from the dialogue.

Activity 6

Listen to the following text and then answer the questions.

1. Where did the story take place?
2. In your opinion, why did the writer say that getting stuck near a crying baby was a nightmare?
3. What did the writer do at that time?
4. What was the writer's occupation?
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 these sentences.

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.

Activity 10

Listen to the story. What is it about?

Activity 11

Choose the best answers to the questions.

1. Where were the couple from?
 - a. London.
 - b. Dublin.
 - c. New York.
2. Where did they just arrive in?
 - a. New York.
 - b. Dublin.
 - c. London.
3. Whom did the husband phone?
 - a. His company.
 - b. A tour guide.
 - c. A tour company.
4. What for did the husband phone the company?
 - a. To inform the time they would be leaving.
 - b. To clarify the time they would be leaving.
 - c. To make sure the time they would be leaving.
5. What time would they be leaving?
 - a. 6.15 a.m
 - b. 6.30 a.m
 - c. 6.45 a.m
6. Is a tour begun in the morning?
 - a. Yes, it is.
 - b. No, it isn't.
 - c. No, it may not.

Activity 12

Listen to the story once more. Then rearrange the following sentences.

1. Phone the tour company.
2. The clerk told it would be 6.45.
3. The crisp reply from the clerk it would be in the morning.
4. Arrive in London from Dublin.
5. Make sure the time that the couple would be leaving.

Speaking

In this section, you will learn how to:

- express the feelings of love and sadness;
- discuss spoof texts;
- retell 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 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.



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 SMA 2002/2003)

- Mr Dodi : My dear, I'll possibly return home late.
Mrs Dodi : Is there an urgent meeting at your office, my dear?
Mr Dodi : Yeah. Don't you remember? It's the last week in the month. I should finish my monthly report.
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 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?
2. What expression did Mr Dodi use to express his love to his wife?
3. Was Mrs Dodi serious about what she said?
4. Can you find the expressions of love in the dialogue?
5. Can you find the expression(s) of sadness in the dialogue above?

What to Say

Study the following expressions of showing love and sadness.

More Formal



Less Formal

Expressions of Love

- I'm interested in
- I love you / I like you.
- My dear / my love / my baby / my honey / my darling.

More Formal



Less Formal

Expressions of Sadness

- How sorrowful it is.
- It's tragic
- I'm really sad.
- Please leave me alone.

Activity 3

With a partner, make a dialogue based on the following situations and act it out.

1. Your best friend's father has 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 4

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 to laugh is good medicine?

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 5

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 has 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 Wieczorek-
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 paediatrician 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 paediatrician for?
2. Was the baby the first child of the family?
3. Was the baby really cute?
4. Did the paediatrician tell the truth about the baby?
5. What did the paediatrician mean by saying "He looks just like you." to the new parents?

Activity 6

Work with a partner to answer the following questions based on the texts in Activity 5.

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 7

Take sides to determine which text is the funniest. Put forward your reasons while you discuss them with your friends.

Activity 8

Read the following story with good intonation.

We took a tour to a theme park that included bus transportation between the hotel and area attractions. Our driver made sure we would know how to find the correct bus back to our hotel, telling us, "Now repeat after me: this is bus number 110."

"Bus number 110," all the passengers chorused.

"The bus will depart at 8.30 p.m.," he announced.

"Depart at 8.30 p.m.," we echoed.

"The last number you'll need is 9-8-5-0," the driver said.

Puzzled, we repeated, "9-8-5-0."

Then the driver went on to explain, "That's how much it will cost for a taxi back to your hotel if you forget the first two numbers."

Taken from Reader's Digest, July 2000

Activity 9

Act out the following dialogue with some friends.

- You : Now repeat after me: this is bus number 110.
- Friends : Bus number 110.
- You : The bus will depart at 8.30 p.m.
- Friends : Depart at 8.30 p.m.
- You : The last number you'll need is 9-8-5-0.
- Friends : 9-8-5-0.
- You : That's how much it will cost for a taxi back to your hotel if you forget the first two numbers.

Activity 10

Retell the story in Activity 8 in front of the class.

Reading

In this section, you will learn how to:

- comprehend a spoof text.

Activity 1

Answer the following questions.

1. How long do you usually sleep every night?
2. Are you often unable to sleep? When?
3. What makes you unable to sleep?
4. Do you usually take medication if you cannot sleep?
5. When do you usually have a deep sleep?
6. How many hours of sleep do adults need?
7. How many hours of sleep do babies need?
8. Do people tend to need less or more sleep as they grow older?

Activity 2

The following words are taken from the text you are going to read 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.



Orientation

Because my husband, John, tends to snore, I rarely get more than a couple of hours sleep each night. 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.

Events

One night John had severe allergy symptoms, so he took some medication before he went to bed. To my surprise, he fell into a deep sleep, allowing me to nod off comfortably too.

I awoke to find him shaking me. "What's the matter?" I asked, trying not to sound irritable. "Are you in pain?"

"No," he said, "but the drugs have worn off, and I can't sleep." I stared at him in exhausted disbelief. "What do you want me to do about it?" I said through clenched teeth.

Twist

"Oh, nothing," he replied. "I just wanted you to know."

-Bernadette Payne-
Taken from *Reader's Digest*, July 2000

Spoof

Social function : to share with others a real story of which 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. Is John really sick?
3. What did John take before he slept one night?
4. What happened after he took the medicine?
5. Why did John wake up his wife?
6. Was his wife annoyed by him?

Activity 5

Read the following spoof text. Then identify the structure.

My baby-sitter knows not to bring my one-year-old daughter, Ami, into the supermarket where I work. One glimpse of me at the check out counter and Ami will scream until she's in my arms. But one day, with the fridge empty, Maxine had no choice. And, as predicted, when my daughter spotted me, her wailing could be heard throughout the groceries. "That's right, honey," said the woman I was waiting on. "You just keep smiling and thank God she's not yours."

-Judi Konwicki-
Taken from *Reader's Digest*, January 2000

Activity 6

Match the words in column A with their synonyms in column B. Do it in pairs.

A		B
1. glimpse	...	a. ice chest
2. fridge	...	b. glance
3. spotted	...	c. crying
4. wailing	...	d. looked at

Activity 7

Match the sentences to the structure.

A	B
1. To celebrate my birthday, my husband and I dressed up for an evening at the theatre.	a. Orientation
2. We left our apartment to take the bus to town, but we didn't have exact change, so my husband ducked into a shop to break a few dollars.	
3. As I waited, I was approached by a beggar.	b. Event
4. He held out his cup and said, "Lady, can you spare some change?"	
5. "No," I answered. "I'm actually waiting to get some right now,"	c. Twist
6. Looking at me with surprise, he leaned forward confidentially and said, "You are going to get a cup."	

Story is adapted from *Reader's Digest*, January 2000

Activity 8

State whether these statements are true or false based on the story in Activity 7.

1. They was going to the theatre for celebrating the husband's birthday.
2. They went to the theatre by a bus.
3. They didn't have any money to pay the bus.
4. The wife was approached by a beggar.
5. The husband gave the beggar some money.
6. The beggar thought that the wife was a beggar as well.

Activity 9

Match the words to their definitions.

A	B
1. dress up	a. building in which plays are performed
2. theatre	b. move down quickly
3. change	c. give money for a purpose
4. ducked	d. in secret
5. approach	e. be in a sloping position
6. spare	f. come nearer
7. lean	g. coins of low value
8. confidentially	h. put on one's best clothes

Activity 10

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 11

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-laughs

www.jokes290.com

Answer the following questions based on the text in Activity10.

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?

Grammar Review

Connecting Words

Study the following sentences and explanations.

- The drugs have worn off, *and* I can't sleep.
- He had never seen them before, so he began to introduce himself.

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* my husband, John, tends to snore, I rarely get more than a couple of hours sleep each night.
- *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.
- He took some medication *before* he went to bed.
- *After* she had visited the store several times, the cashier began to recognise her

Your Project

A spoof text can be found in newspapers, magazines, or the 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.

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.
- *When* means "at that time".
- *Before*: sequence of events. *Took some medication* is the first action, *went to bed* is the second action.
- *After*: sequence of events. *She had visited the store several times* is the first action, *the cashier began to recognise her* is the second one.

Activity 12

Read the following texts. 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:

- write a spoof text.

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?
3. Did you share it with others?
4. What did you write about?

Activity 2

Here are four kinds of text. Match with their names provided in the box.

- 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

Rearrange the following jumbled sentences into a spoof text.

1. "We've been watching you park through our window for the past 30 minutes," he replied.
2. "You do a fine job."
3. She drove round the block and parked several times, until finally she went to meet the examiner.
4. After the Department of Motor Vehicles postponed my aunt's driving test for a half-hour, she used the time to practise parallel parking.
5. "Why didn't you test my parking?" she asked.
6. After her test drive, he asked my aunt to drop him off at his office.

Activity 4

Work in pairs, try to analyse the structure of this spoof text. Determine the orientation, events and twist.

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 5

The following text consists of two stories that have been jumbled. Rewrite them.

Once a man was walking in a park when he found a penguin. Soon after he left college, Dave found one of his uncles who was very rich and had no children of his own died and left him a lot of money, so he decided to set up his own real estate agency. He took it to a policeman and said; "What should I do?" Dave found a nice office. The policeman replied; "Take it to the zoo!"

The next day, the policeman saw the man in the same park. He bought some new furniture and moved in. He had only been there for a few hours when he heard someone coming toward the door of his office. The man was still carrying the penguin. "It must be my first customer" Dave thought.

The policeman was rather surprised and walked up to the man and asked; "Why are you still carrying the penguin? Didn't you take it to the zoo?" He quickly picked up the telephone and pretended to be very busy answering an important call from someone in who wanted to buy a big and expensive house in the country. The man knocked at the door while this was

going on. The man replied; "I certainly did. And it was a great idea because the penguin really enjoyed it. He came in and waited politely for Dave to finish his conversation on the phone. So, today I am taking it to the movie". Then the man said to Dave; "I am from the telephone company and I was sent here to connect your telephone"

Taken from <http://understanding.blogspot.com>

Activity 6

Choose the best word to complete the story.

Bill, Jim, and Scott were at a convention together and were ¹_____ (sharing / shared) a large suite on the top of a 75 story sky scraper. After a long day of meetings they were ²_____ (shocking / shocked) to hear that the elevators in their hotel were ³_____ (broke / broken) and they would have ⁴_____ (climbed / to climb) 75 flights of stairs to get to their room. Bill said to Jim and Scott, let's break the monotony of this unpleasant task by ⁵_____ (concentrate / concentrating) on something interesting. I'll tell jokes for 25 flights, and Jim can sing songs for 25 flights, and Scott can tell sad stories the rest of the way. At the 26th floor Bill stopped ⁶_____ (telling / to tell) jokes and Jim ⁷_____ (began / begun) to sing. At the 51st floor Jim stopped singing and Scott began ⁸_____ (telling / to tell) sad stories. "I will tell my saddest story first," he said. "I left the room key in the car!"

Activity 7

Follow the instructions to prepare writing 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 8

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 9

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 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 a monologue in the form of a spoof text;
4. express love;
5. express sadness;
6. discuss and retell spoof monologues;
7. read spoof texts;
8. write a spoof text.

Now, answer the questions:

1. What do you say when you love someone?
2. What is the meaning of twist in a spoof text?

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

Chapter 6

What Education Should Be



Source: www.sutton.gov.uk

In This Chapter

Listening:

- Responding to expressions of anger
- Responding to expressions of embarrassment
- Responding to expressions of annoyance
- Responding to a monologue of a hortatory exposition

Speaking:

- Expressing anger
- Expressing embarrassment
- Expressing annoyance
- Performing monologues of a hortatory exposition

Reading:

- Reading hortatory exposition texts
- Identifying the structure of a hortatory exposition text;
- Comprehending an advertisement.

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 do you do when you feel embarrassed?
5. What do you do when your friends feel 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 given an apology.

Driver : I'm sorry, Sir. I am late. You must have been waiting for me for a long time.

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)

- Mr Maulana : Yeah. I am very annoyed. ¹_____.? 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? It is very dirty. ³_____?
- Driver : ⁴_____. Actually I did it two days ago.
- Mr Maulana : You did it two days ago? No wonder, it's full of dirt.
- Driver : ⁵_____. Should I wash it now?
- Mr Maulana : 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 be late again.
- Driver : Yes, Sir. I do apologise for this inconvenience.

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 apologise.
- What a nuisance!

Activity 5

Listen to the following responses to the expressions of *embarrassment*. Then find 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 6

Listen to the tape about education vs capitalism and then comment on it.

Activity 7

Listen to the tape and fill in the blanks in the text.

Education vs Capitalism



Source: www.smusantocarolus-sby.sch.id

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 8

Here are some words which are 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 9

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 a hortatory exposition text.

Activity 1

Read the following dialogue and then act it out.

Father is telling Betsy that somebody on the terrace of their house is waiting for her.

Father : Why don't you meet the boy?

Betsy : No, Dad! I won't meet him. I feel embarrassed about seeing him.

Father : Err... what's wrong with you?

Betsy : Nothing. But my friends say that he likes me. And you know, Dad. I don't like him. Help me tell him about it.

Father : Is that what makes you avoid him?

Betsy : 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.

Betsy : 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 either? Don't be careless! You are a big boy now. You are not a kid anymore.
7. Mother : It's right in front of you. You 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.

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 4

Complete the following short dialogues with the expressions you have learnt. Write them in your workbook.

Englishclub.com

There is a lot of information and resources that you can get from the Internet when you want to learn English. You can browse the following sites.

www.learningenglish.org.uk
www.englishclub.com
www.eslgold.com
a4esl.org

1. *Ruli feels ashamed by her speaking ability.*
Ruli : I often ask your help with my English. My English is not good.
Afrizal : _____. I am always ready to help you.
2. *Niken forgets to bring the articles about early education that will be published in two days.*
Tini : What? You forgot to bring the articles?
Niken : _____. I just forgot. Look... after the show we can drive by the house and pick them up.
3. *Bono speaks too much about his picnic when his sister, Ria, is doing her homework. Ria feels annoyed.*
Ria : Would you please be quiet? I'm trying to concentrate on my work.
Bono : _____. 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?
Bono : Sure.
Ria : Thanks, Bono.
4. *The policeman stops a man who is driving his car very fast.*
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 : Always obey the traffic signs.
 The man : Certainly, Sir.
 Policeman : Good. Now you can go.

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 it 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 tell him not to do that.

Situation 3

Your elder sister feels embarrassed since she lost her friend's umbrella when they went swimming the other day.

Pronunciation *Practice*

Pay attention to the /θ/ and /ð/ sounds. Repeat after your teacher.

1. through /θru:/
2. ethnic /'eθnɪk/
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 6

Study the following phonetic symbols. Pronounce them and then write them in ordinary script in your workbook.

- | | |
|--------------|-------------|
| 1. /θi:v/ | 6. /ðen/ |
| 2. /'θɜ:stɪ/ | 7. /mɒθ/ |
| 3. /ðeə/ | 8. /θrəʊ/ |
| 4. /'rɑ:ðə/ | 9. /'bɒðə/ |
| 5. /breθ/ | 10. /bri:ð/ |

Activity 7

Answer the following questions.

1. So far, have you obeyed all the regulations in your school?
2. What are the advantages of having 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

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 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 9

In groups of three, write a dialogue with the same topic as the text in Activity 8. Use the expressions you have learnt in this chapter. Then, act it out in front of the class.

Reading

In this section, you will learn how to:

- read a hortatory exposition text;
- identify the structure of a hortatory exposition text;
- comprehend an advertisement.

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

Study the structure of the text.

Helping Children Discover Their Own Identity

Thesis

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.

Argument

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.

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.

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. How does the writer view children of today and those in the past?
3. What are the writer's views on parental guidance for children?
4. How does a parent's family background influence the children education?
5. What is the writer's recommendation for the parents?

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. determine	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 and then answer these questions.

1. Does the writer's friend think her children's education is important?
2. What made the writer impressed with his/her friend?
3. What makes the writer sad and disappointed?
4. Are there many international schools in Jakarta?
5. Who is the main target of international schools?
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. What is the recommendation stated by the writer?

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 to serve expatriate family.
4. T – F All international schools are expensive.
5. T – F Parents should beware of the label "international".

6. T – F Many "international" institutes and educators don't meet the standard of a quality education.
7. T – F Parents should only consider the curriculum and the campus site before their children are educated at the school.
8. T – F Parents who give the educational responsibility to schools are doing the right thing.

Activity 9

Read and understand the following text and then answer the questions.

Parents Should Be Wary of Expensive Schooling



Source: jendralkecil.files.wordpress.com

With the frenzy of the new academic year now subduing, parents are now thinking about how to boost their children's academic performance. Parents seem to be aware that as the competition to get into the top universities becomes more and more fierce, they must do everything in their power to ensure their children get the best education possible beginning as early as possible. Otherwise, their children will end up in mediocre schools or universities.

A lot of parents are content seeing their children spend the entire day inside a classroom, both at school and in private tutoring sessions.

While excessive studying might help a child's grades, it may also be bad for them. Yanti Dewi, an educational councillor who graduated from the University of Indonesia, has identified a number of dangers that parents should be aware of regarding excessive schooling.

First, excessive schooling can cause stress to a child, particularly because most schools and private tutors use traditional teaching methods.

Second, too much schooling means a lot less time for playing and interacting with other people, both considered critical for children.

Finally, too much time spent on education means less time for the parent-child relationship. It is popularly understood that much of the

inappropriate behaviour by the young can usually be traced back to a lack of proper family relationships.

Considering that there is the potential danger of excessive schooling, what can parents do?

As the need for extra lessons can be attributed to the sub-standard quality of teaching at schools, parents can help schools improve the quality of the teaching-learning process. Parents can take their initiatives to school committees, which are gaining in power and popularity at schools.

A school committee, for instance, can propose and seek support from parents and the city council for new teaching materials such as books and lab equipment.

They can also provide additional funds to support teacher development programs. At some schools, committees can even ask teachers not to moonlight, which is considered a prime cause of fatigue and a lack of preparation on

the part of teachers. As compensation, parents must be willing to provide funds for extra benefits for the teachers.

In addition, parents must now learn to take a more active role in home education. Home education is defined as structured learning activities conducted at home, and usually facilitated by parents. This type of education is still considered the best answer to children's need for extra learning, as well as improving the parent-child relationship. According to my own observations, many parents who send their children to private lessons are in fact capable of conducting home education.

Of course, to be able to provide quality learning for their children, parents need to upgrade their knowledge, by sharing with other parents, reading educational books or seeking professional help at the initial stage. Although it means extra work for parents, home education is indeed rewarding.

Taken from *The Jakarta Post*, September 20, 2004

1. Why are parents now thinking about how to boost their children's academic performance?
2. What are the good and bad effects of the extra tutoring sessions?
3. What is home education?
4. What is the advantage(s) of home education?
5. What should parents do to provide a quality education for their children?

Activity 10

Find the words in the text of which meanings are written in the following box.

Meanings	Words
1. violent excitement (paragraph 1)	_____
2. intense; strong (paragraph 1)	_____
3. not very good (paragraph 1)	_____
4. satisfied (paragraph 2)	_____
5. too much (paragraph 3)	_____
6. have a second job, in addition to one's main job (paragraph 10)	_____

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 11

Fill in the blanks with appropriate conjunctives.

1. She 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 have not got the news of the accident. _____ they go on hoping that their relatives are still alive.

Activity 12

Study the following advertisement. Then answer the questions.

JIS
JAKARTA
INTERNATIONAL
SCHOOL

JAKARTA INTERNATIONAL SCHOOL students
achieve personal excellence
to be the best **for** the world

FOR MORE INFORMATION
PLEASE CONTACT
Steve Morley
DIRECTOR OF ADMISSIONS

J. Tanggung Raya 33
(Cendek - Jakarta 12430 Indonesia)
P.O. Box 1078 JKD
Jakarta 12010 Indonesia
Ph. +62 21 780 2000
Fx. +62 21 780 7880
admissions@jis.edu.or.id
www.jis.edu.or.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 show 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) showing you the following items:
 - a. Thesis
 - b. Arguments
 - c. Recommendation

Activity 5

Arrange the following jumbled paragraph. First, identify the thesis, arguments and recommendation. Then write the text in your workbook.

Singing Can Be Used as a Teaching Tool

1. For teaching English as a second language, singing is an invaluable tool. Sadly, its usefulness goes unrecognised by most other than early childhood teachers, but it works effectively with children of all ages.
2. Grammar is often difficult and can become boring and uninteresting for students.
With songs and singing, students enjoy using the lyrics to highlight rules of English grammar. The learning experience is in a real context so therefore both more meaningful and memorable. When I use

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*)

singing as a teaching tool, children are often asked to identify and practice rules learnt in more formal lessons.

3. Children's pronunciation and diction can be improved. Singing is used as a tool to address the needs of the many younger children who have speech difficulties or simply forget to sound the ends of their words. In my language classes we have used the structure of many of our songs to write our own lyrics. When we do this we use the songs as a vehicle to practice simple sentence patterns, phrases and vocabulary within appropriate English grammatical structures.
4. Singing is a great way to learn and Year 4 students in many schools cannot get enough of it!
5. New vocabulary is introduced in an informal and non-threatening environment. When they are singing and learning songs, children feel relaxed and their minds are open. The lyrics of a song can provide a context for the new vocabulary as well as a reminder as to what the words mean. I choose songs where the words are embedded in correct and appropriate structures.
6. Not only are the students armed with solid scaffolding for the basic structures of the English language, they are great singers too!
7. My students are very enthusiastic about their singing. Although they may not consciously realize it, the intonations and rhythms of the English language are practiced over and over as they sing their favourite songs. English, although complex and difficult, follows certain patterns and by singing the lyrics over and over these patterns are embedded in the children's memories.

Carmel Simojoki-Contributor / Jakarta
Taken from *The Jakarta Post*, March 9, 2008

Activity 6

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 7

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 ₁ graduation as the most memorable event.
s-v	subject-verb agreement error	She never ^{s-v} <u>go</u> to the library to study.
t	verb tense error	We <u>haven't completed</u> ^t the project yesterday.
vb	verb form error	They <u>haven't went</u> ^{vb} to the gym in weeks.
wf	word form error	Her father is the most <u>success</u> ^{wf} software engineer in the firm.
sp	spelling error	My apartment is <u>noisey</u> ^{sp} and expensive.
prn	pronoun error	My friend and <u>me</u> ^{prn} 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. express annoyance;
8. perform monologues of hortatory exposition;
9. read hortatory exposition texts;
10. write a hortatory exposition.

Now, answer the questions:

1. What do 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.

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 of first 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. /'kənstənt/
 - b. /kən'stɑːnt/
 - c. /kənstənt/
 - d. /kəns'tʌnt/
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 days are 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. Ajeng : Don't talk so much when I'm reading. It makes me angry, you know.
Nyayu : _____. 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. Lilis : I am so embarrassed because I can't speak English fluently.
Arum : _____. 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. Tubagus : _____. Why should it happen? It's out of our plan.
Denias : 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. Ni Luh : Which shoes will you buy?
Sri : I'll buy the blue _____. I like them.
- a. one
 - b. ones
 - c. there
 - d. as well
18. Uni : The music is too loud. I am reading now. _____.
Ayu : 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.
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 grandmother. _____ her mother doesn't allow her 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 went on 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. /peɪnt/
30. The phonetic symbol /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'mɪnjʊtɪv/ (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 /'elɪmənts/ (n): parts of a whole

embarrassed /ɪm'bærəst/ (adj): feeling self-conscious, ashamed or awkward

emerge /'ɪmɜ:dʒ/ (v): emerge

enchancing /ɪn'tʃɑ:nɪŋ/ (adj): delightful

encounter /ɪnkaʊntə/ (v): meet someone/something unexpectedly

enlighten /ɪn'lɑ:ɪtn/ (v): give more knowledge or understanding to somebody

enormous /ɪ'nɔ:məs/ (adj): very large

evidence /'evɪdəns/ (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'pætriət/ (n): (person) living outside his/her own country
expense /ɪk'spens/ (n): money used for a particular purpose
extortionate /ɪk'stɔːʃnət/ (adj): (of demands or prices) much too high
fee /fi:/ (n): money paid for professional service
ferocious /fə'rəʃəs/ (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 /'fuːlɪʃ/ (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 /griːf/ (n): great sorrow
grove /grəʊv/ (n): group of trees
grumble /grʌmbəl/ (v): complain
harsh /hɑːʃ/ (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 /haʊl/ (v): make a long loud cry
huge /hjuːdʒ/ (adj): very large
humble /'hʌmbəl/ (adj): low in rank, unimportant
hurtle /'hɜːtl/ (v): move violently or quickly
imbue /ɪm'bjuː/ (v): fill with a feeling
impecunious /ɪmprɪ'kjuːnjəs/ (adj): having little or no money
implicit /ɪm'plɪsɪt/ (adj): implied, but not expressed
imply /ɪm'plaɪ/ (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
moonlight /'muːnlaɪt/ (v): have a second job, especially at night, in addition to one's main job
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 /'preɪzwɜːðɪ/ (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 /sɑː'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 /skɔːn/ (v): feel that a person or thing deserves no respect

secluded /sɪ'kluːdɪd/ (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 /'spuːki/ (adj): frightening
stem /stem/ (v): stop (the flow of liquid, etc)
squirm /skwɜːm/ (v): to move by twisting the body about
stumble /'stʌmbəl/ (v): hit the foot against something and (almost) fall
sugar /'ʃʊɡə(r)/ (n): one of several sweet substances formed in plants
symptom /'sɪmptəm/ (n): change in the body that is a sign of illness
taunt /'tɔːnt/ (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 /twɪɡ/ (n): small; thin piece of a branch of a bush or tree
valley /'væli/ (n): the land through which a river flows
vast /vɑːst/ (adj): extremely large
vegetation /ˌvedʒɪ'teɪʃn/ (n): plants in general
view /vjʊː/ (n): personal opinion
voracious /və'reɪʃəs/ (adj): very eager for knowledge, information, etc

wage /weɪdʒ/ (n): regular (usually weekly or monthly) payment for work
wary /'weəri/ (adj): looking out for possible danger or difficulty; cautions
wear off /weə ɒf/ (v): disappear gradually
welfare /'welfeə/ (n): health, comfort and happiness
willow /'wɪləʊ/ (n): tree with thin flexible branches
wreck /rek/ (n): ship that has been badly damaged in a storm
yield /jiːld/ (v): surrender control of something

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Tapescripts

Chapter 1

I Think the Cendrawasih Is Beautiful

Activity 2

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

Utami : Our headmaster wanted us to improve and increase the quality of our English club. ¹*What do you think*, Krisna?

Krisna : Well. I think so. We should be able to do that.

Utami : So what should we do?

Krisna : 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 student's needs, because we handle different levels and wishes.

Utami : Yes, I know that. Thank you. And then do we need new instructors here?

Krisna : ⁴*I don't think so*. It is not necessary. Why don't you recruit the qualified ones among us. Or are you still doubtful about us?

Utami : 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?

Utami : 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 participants that ⁵*they feel satisfied* with our teaching methods.

Krisna : Alright. If so we need new ones. Err ... I have no objection.

Utami : How about you, Hani?

Hani : Well ⁶*I am with him*. I agree with him.

Utami : 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

1. Etty : The book we read just now is the newest publication. What do you think?

Ferry : Yes, I think it's great. It was printed two months ago.

2. Tiara : Experience is the best teacher. What do you think?

Sonny : 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 publicised.

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*, 2007

Activity 6

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

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

Chapter 2

Stories That I Like

Activity 2

Rita and her uncle, Mr Latuconsina, 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 should stay here before seeing a doctor. But I beg your pardon, 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 Rahma: Buyung, come here.
Buyung : Yes, Mom. What's the matter?
Mrs Rahma: Your mark is still low. Why don't you study hard?
Buyung : Alright. I'll try to do the best.
Mrs Rahma: Okay. Good luck.
2. Devi : How about going out tonight?
Ajeng : 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?
A Ling : Yes, I often remind him to use polite and good language.
4. Mother : You should take a rest. It's already 11 p.m. You've studied for 3 hours.
Lintang : OK, Mom. I've finished reading.
5. Butet : Daddy, you 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

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 Iin 081234567890

Chapter 3

Care about 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?
Can you follow the test 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

Review 1

For questions numbers 1–5

- Anita : I really enjoy the novel I rented from the rental closed to your house.
Widi : What do you think of the book?
Anita : _____.
- 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 : _____.
- 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 : _____.
- 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 : _____.
- 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 4

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 4

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 | • need |
| • speak | • leave |
| • this | • me |
| • be | • 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 5

What a Funny Story!

Activity 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 4

Juliet is in her room, crying. Wini, her best friend wants Juliet to share her problem with her.

- Wini : (Knocking at the door) Juliet, are you alone there?
 Juliet : Yes, but please leave me alone.
 Wini : Oh Juliet... Let me know why you are crying?
 Juliet : Go, Wini. Leave me alone.
 Wini : Don't you want to share your problem with me? Let me in and talk to me, please!

Juliet : ...

Activities 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

Activities 10 and 12

After arriving in London from Dublin, my husband phoned the tour company to verify the time that we'd leaving the next day. Told it would 6.45, he asked, "Is that a.m.?"

"Sir, this is a tour, not a holiday!" was the crisp reply.

– Theresa Herbert –
 Taken from *Reader's Digest*, January 2000

Chapter 6

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.

Activity 4

- 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 apologise.
- What a nuisance!

Activity 5

1. I don't think it's a big deal.
2. Don't worry about it.
3. You may not have such a feeling.

Activities 7

Education vs Capitalism

The battle between education idealism and capitalism continues.

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 9

1. How has capitalism entered education?
2. What did the university open special enrolment channels for?
3. Why is tough struggle needed to change the paradigm?
4. What may be the proper approach to change the paradigm of education?

Review 2

For questions 1–3

1. 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 : _____.

2. 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 : _____.
3. 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

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.

Reading

Activity 1

- Country: 2. China
4. Thailand
5. Saudi Arabia
- Indigenous Animal: 3. Kangaroo

Activity 2

1. Description
2. Description
3. Description
4. Definition
5. 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. Various answers.
7. The sentences in paragraph 2, 3, and 4.

Activity 5

1. Lightning 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. Yes, it is.
4. Keep in the house; do not stay under a tree.
5. A loud blast.
6. Moist air.

Activity 6

1. Length: several miles long.
2. Temperature: 34,000° Centigrade.
3. Places of occurrence: between a cloud and the ground, or from cloud to cloud.
4. How it happens: (explained in paragraph 2).

Activity 8

1. Airplane or ticket agency
2. English club / course
3. Toothbrush
4. Razor

Activity 9

1. To master English, join our club.
2. Come abroad with us.
3. Use a razor for a closer shave.
4. Keep your teeth clean after every meal.

Writing

Activity 2

- Banner : 1, 4
Pamphlets : 2, 3
Posters : 5, 6

Activity 3

1. Pirated recordings
2. Band show
3. Passenger bus
4. English course
5. Tourist resort
6. Film

Chapter 2

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
2. a
3. g
4. e
5. j
6. b
7. f
8. h
9. c
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.
 - The Tortoise and the Flare.
 - Ali Baba and the Forty Thieves
 - The Jealous Crow
 - The Cock and the Millipede
 - A Story about Red

Speaking

Activity 3

1. Because Danu hadn't attended Mrs Etty's lesson for three 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
2. d
3. a
4. g
5. e
6. c
7. f

Activity 7

1. He was very sarcastic.
2. Because the hare thought that the tortoise was so slow.
3. Mr Hare mocked on him.
4. Having a race.
5. He lay down to rest and slept.
6. When it was already late in the afternoon.
7. He started to run as fast as he could.
8. He didn't stop running.
9. He was ashamed, tired and very exhausted. And finally he died.
10. Don't be arrogant; be patient in everything.

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 5

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.
8. Various answers.

Activity 7

1. sighed
2. sobbed
3. gazed
4. whispered
5. giggled
6. grumbled
7. grabbed
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. with a family connection through taking care of (a child) without becoming his/her legal parent
2. (in stories) cruel frightening giant who eats people
3. ball of cooked dough, eaten with meat or fruit
4. talk quickly or make meaningless sound
5. store of gold and silver, jewels, etc.
6. belt round the waist to keep clothes in position
7. long-tailed bird often shot for food
8. climb with difficulty
9. expression of great respect
10. regular rise and fall in the level of the sea
11. take possession of something by force
12. heavily loaded with goods

Activity 3

4-1-6-2-7-3-5

Activity 4

1. a poor peasant woman
2. was very stupid
3. am sending you to town
4. saying too much to me
5. poured his honey
6. will get the money
7. I want my money now
8. they refuse to pay
9. hit the fly
10. was hitting at the fly

Chapter 3

Listening

Activity 2

Dialogue 1

1. Yes, he did.
2. He fulfilled Mrs Yuli's request.

Dialogue 2

1. Yes, he was.
2. Thank God.

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 Helmy.

Dialogue 2

1. Yes, they are.
2. No, he isn't.

Dialogue 3

1. Because he was suffering from a relapse.
2. "I'm sorry to hear that."

Activity 3

1. g
2. f
3. d
4. a
5. i
6. e
7. j
8. c
9. h
10. b

Activity 4

/aɪ/ : five, kind
/əʊ/ : home, low
/ɔɪ/ : join, boy
/eɪ/ : page, bay
/aʊ/ : now, down
/ɪə/ : near, hear
/eə/ : hair, wear
/ʊə/ : pure, poor

Reading

Activity 2

- | | | |
|------|-------|-------|
| 1. f | 6. m | 11. g |
| 2. i | 7. a | 12. e |
| 3. l | 8. d | 13. n |
| 4. h | 9. b | 14. j |
| 5. c | 10. o | 15. k |

Activity 4

1. It is that as the economic demands grow, the planet's rainforests are placed under increasing threat of destruction.
2. Yes, they are.
3. Nearly 50 per cent.
4. Because they are seen as areas of wilderness and natural beauty.
5. Fishing, bush walking, rock climbing and four wheel driving.

6. The overuse of rainforests for tourist activities.
7. Nearly 40 per cent.
8. Timber converted into building materials for house farming, furniture, fencing, etc.
9. For making cardboard, toilet tissue and the pulp used for some papers.
10. Over 200,000 square kilometres.
11. The economic resources provided by the world's rainforests are enormous.
12. Yes, he/she is.

Activity 6

- | | |
|----------------|----------------|
| 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 7

- | | | | | |
|------|------|------|------|-------|
| 1. F | 3. T | 5. T | 7. T | 9. T |
| 2. T | 4. F | 6. F | 8. F | 10. T |

Activity 8

1. Rainforests
2. Containing the richest source of plants and animals.
3. Leaves and mooses.
4. Releasing the water over time into streams and rivers.

Activity 9

1. False
2. True
3. False
4. True
5. True

Activity 10

- | | |
|------------------|-------------------|
| 1. have started | 6. has provided |
| 2. has grown | 7. have destroyed |
| 3. have done | 8. have used |
| 4. have cut down | 9. have occurred |
| 5. have involved | 10. have realised |

Activity 12

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.

Writing

Activity 1

3-1-5-2-4

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 4

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 8

1. snapped
2. croaked
3. disguise
4. bolts

5. triplets
6. tickle
7. miser
8. suspicious

Activity 9

1. Money isn't everything.
2. Six characters.
3. Student's answers.
4. At Uncle Scrooge's house.
5. Uncle Scrooge realised his mistake.
6. Uncle Scrooge was always afraid of being robbed.
7. Buying medicine for our health is far more important than merely keep the money.

Activity 13

1. peace
2. been
3. think
4. each
5. sit
6. week
7. live
8. did

Activity 14

1. b
2. a
3. b
4. b
5. a
6. b

Reading

Activity 2

1. group of trees
2. very large
3. extremely
4. sending out
5. greatly
6. fascinated
7. unpleasantly rough
8. great sorrow
9. delightful
10. made calm

Activity 4

1. F
2. F
3. F
4. T
5. T

Activity 6

1. large farming tool for bricking and turning over soil
2. place (seed) in or on soil; plant (land) with seed
3. very strong wind
4. clean or dry something in order to remove (dirt or liquid)
5. shock deeply
6. free (somebody / something) from something complicated or confused
7. force something unpleasant on somebody
8. come down from the air and settle
9. low land between hills or mountains, often with a river
10. piece of wood or metal that vibrates to produce sound
11. fierce or violent
12. very wicked person
13. move by twisting the body about
14. twist or roll about, especially in pain
15. pull something being or heavy along with effort and difficulty

Writing

Activity 2

- | | |
|-----------|-------------|
| 1. fairy | 5. dissuade |
| 2. frugal | 6. decent |
| 3. bow | 7. chuckle |
| 4. vanish | 8. gully |

Chapter 5

Listening

Activity 2

1. About marriage.
2. 23 and 25 years old.
3. In a park.

Activity 6

1. In an airport.
2. Because it's very annoying.
3. Manning the ticket counter.
4. Ticket counter attendant.
5. Because the baby is the man's son.

Activity 7

1. airplane
2. counter
3. rolled
4. cheerily
5. chances
6. replied

Activity 8

1. getting
2. stuck
3. counter
4. sobbing
5. infant
6. cheerily
7. flight
8. chances

Activity 11

1. b
2. c
3. c
4. c
5. c
6. a

Activity 12

4-1-5-2-3

Speaking**Activity 2**

1. He should finish his monthly report soon at his office.
2. My dear; I love you so much.
3. No, she wasn't.
4. Yes, I can. My dear; Honey; I love you so much.
5. Yes, I can. Just leave me alone; How sorrowful my life will be.

Activity 5**Text 1**

1. For a check-up.
2. He is a turkey hunter.
3. Yes, it is. He turkey hunted with the man that morning.
4. Getting up before daylight, chasing turkeys up and down mountains.
5. His grandfather has already got married or perhaps, he got married for any other reasons.
6. Yes, I do. / No, I don't.

Text 2

1. For the baby's first checkup.
2. Yes, he was.
3. Yes, he was.
4. Yes, he did.
5. He might mean that the parent is not good looking.

Reading**Activity 2**

- | | | | | |
|------|------|------|------|-------|
| 1. d | 3. b | 5. a | 7. i | 9. j |
| 2. e | 4. c | 6. h | 8. g | 10. f |

Activity 4

1. Because her husband tends to snore.
2. Yes, he is.
3. Some medication.
4. He fell into a deep sleep.
5. He just wanted to tell his wife that the drugs had worn out and he couldn't sleep.
6. Yes, she was.

Activity 6

1. b
2. a
3. d
4. c

Activity 7

1. orientation
- 2.-5. event
6. twist

Activity 8

1. F
2. T
3. F
4. T
5. F
6. T

Activity 9

1. h
2. a
3. g
4. b
5. f
6. c
7. e
8. d

Activity 11

1. Tina M. Digiovanna.
2. At a resort.
3. On a recent holiday.
4. At the pool.
5. A brand of ice-chest.
6. Because he thought that "playmate" is a girl.
7. Answer may vary.

Writing**Activity 2**

- Text 1: c. descriptive
 Text 2: d. spoof
 Text 3: b. report
 Text 4: a. news

Activity 3

4-3-6-5-1-2

Activity 5

Text 1

Once a man was walking in a park when he found a penguin. He took it to a policeman and said; "What should I do?" The policeman replied; "Take it to the zoo!"

The next day, the policeman saw the man in the same park. The man was still carrying the penguin. The policeman was rather surprised and walked up to the man and asked; "Why are you still carrying the penguin? Didn't you take it to the zoo?" The man replied; "I certainly did. And it was a great idea because the penguin really enjoyed it. So, today I am taking it to the movie".

Text 2

Soon after he left college, Dave found one of his uncles who was very rich and had no children of his own died and left him a lot of money, so he decided to set up his own real estate agency.

Dave found a nice office. He bought some new furniture and moved in. He had only been there for a few hours when he heard someone coming toward the door of his office.

"It must be my first customer" Dave thought. He quickly picked up the telephone and pretended to be very busy answering an important call from someone in who wanted to buy a big and expensive house in the country.

The man knocked at the door while this was going on. He came in and waited politely for Dave to finish his conversation on the phone. Then the man said to Dave; "I am from the telephone company and I was sent here to connect your telephone."

Activity 6

1. sharing
2. shocked
3. broken
4. to climb
5. concentrating
6. telling
7. began
8. to tell

Chapter 6

Listening

Activity 2

1. Totok's teacher.
2. He just got the second prize in the contest.
3. He feels very humble towards his friends and teachers.

4. He lacked self-confidence.
5. No, it isn't.

Activity 8

- | | |
|------|------|
| 1. d | 5. a |
| 2. f | 6. b |
| 3. h | 7. c |
| 4. g | 8. e |

Activity 9

1. There is a need to secure a return on capital invested within the shortest possible time.
2. To impose high student admission fees.
3. Because the majority of Indonesians are under the influence of capitalism.
4. Trying to make peace with capitalism.

Speaking

Activity 2

5 – 7 – 3 – 6 – 8 – 10 – 9 – 4 – 1 – 2

Activity 6

1. thief
2. thirsty
3. there
4. rather
5. breath
6. then
7. moth
8. throw
9. bother
10. breathe

Reading

Activity 5

- | | |
|------|------|
| 1. d | 5. c |
| 2. a | 6. f |
| 3. e | 7. g |
| 4. b | 8. h |

Activity 6

1. Yes, she does.
2. Their determination for the best education for their children that will give the children good prospects for their future careers.

3. That the best education couldn't be accommodated and provided by the Indonesian schooling system.
4. Yes, there are.
5. Expatriate community.
6. Yes, it does.
7. No, it isn't.
8. The campus site, the curriculum and teaching staff.
9. The more parents pay, the more likely they are to get something good.
10. The customer must check the school quality and the buyer must beware.

Activity 7

1. the two children
2. parent's care
3. parents
4. label international
5. "International" institutes and educators

Activity 8

1. T
2. F
3. T
4. T
5. T
6. T
7. F
8. F

Activity 9

1. Because parents seem to be aware that the competition to get into the top universities becomes more and more fierce.
2. Good effect: it might help a child's grade. Bad effect: causing stress to a child, less time for playing and interacting with other people, less time for parent-child relationship.
3. Structured learning activities conducted at home, and usually facilitated by parents.
4. Improving the parent-child relationship.
5. Upgrading their knowledge.

Activity 10

1. frenzy
2. fierce
3. mediocre
4. content
5. excessive
6. moonlight

Activity 11

1. as well / too
2. Furthermore, / Besides,
3. In addition to / Besides
4. also
5. 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.

Activity 5

4 - 1 - 7 - 5 - 2 - 3 - 6

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 |

ISBN 978-979-068-077-7 (no. jilid lengkap)
ISBN 978-979-068-079-1

Buku ini telah dinilai oleh Badan Standar Nasional Pendidikan (BSNP) dan telah dinyatakan layak sebagai buku teks pelajaran berdasarkan Peraturan Menteri Pendidikan Nasional Nomor 69 Tahun 2008 Tanggal 7 November 2008 tentang Penetapan Buku Teks Pelajaran yang Memenuhi Syarat Kelayakan untuk Digunakan dalam Proses Pembelajaran.

Harga Eceran Tertinggi (HET) Rp10.914,--