



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA
2017



EDISI REVISI 2017

Bahasa Inggris

Bahasa Inggris • SMA/MA/SMK/MAK Kelas XI



**STOP
BULLYING
NOW**

STAND UP • SPEAK OUT

SMA/MA/
SMK/MAK
KELAS

XI



EDISI REVISI 2017

Bahasa Inggris



**STOP
BULLYING
NOW**

STAND UP • SPEAK OUT

SMA/MA/
SMK/MAK
KELAS

XI

KATA PENGANTAR

Pertama-tama saya ingin menyampaikan rasa syukur kepada Allah Swt (Tuhan Yang Maha Esa) karena berkat rahmat dan karunia-Nya lah buku teks pelajaran Bahasa Inggris Kelas XI ini dapat diselesaikan. Sejalan dengan Kurikulum Nasional yang dirancang untuk menyongsong model pembelajaran Abad ke-21 yang di dalamnya menekankan pembelajaran aktif yang mendorong siswa untuk mencari tahu dari berbagai sumber belajar, bukan sakadar diberi tahu. Buku ini diharapkan dapat menjadi salah satu sumber belajar yang dapat membantu meningkatkan kemampuan siswa dalam berbahasa Inggris. Kegiatan-kegiatan yang disajikan di dalamnya diharapkan dapat menginspirasi guru-guru, untuk melaksanakan pembelajaran bahasa Inggris yang aktif, kreatif, dan menyenangkan sesuai dengan tuntutan Kurikulum Nasional.

Perkembangan dunia pendidikan dan era teknologi informasi saat ini, semakin meningkatkan peran bahasa Inggris dalam pembelajaran, mengingat banyak sekali sumber belajar dalam bahasa Inggris dibanding sumber-sumber lainnya. Makin datarnya dunia dengan teknologi informasi dan komunikasi menyebabkan pergaulan tidak lagi dapat dibatasi oleh batasan-batasan negara, dan hal ini semakin meningkatkan kebutuhan terhadap penguasaan bahasa Inggris sebagai bahasa pergaulan dunia.

Buku ini menjabarkan usaha minimal yang harus dilakukan siswa untuk mencapai kompetensi yang diharapkan. Sesuai dengan tuntutan Kurikulum Nasional, siswa diajak untuk berani bereksplorasi mencari sumber-sumber belajar yang terbentang luas di sekitarnya, tanpa kehilangan konteks budaya di dalam negerinya sendiri. Peran guru dalam meningkatkan dan menyesuaikan daya serap siswa dengan ketersediaan kegiatan pada buku ini sangat penting. Guru juga diharapkan dapat memperkayanya dengan kegiatan-kegiatan yang relevan berdasarkan kreativitas masing-masing.

Semoga keberadaan buku ini memberi manfaat bagi upaya peningkatan kualitas pelaksanaan pembelajaran di Indonesia, khususnya pembelajaran bahasa Inggris. Atas kekurangan-kekurangan yang ada pada buku ini tentu penulis menyampaikan permohonan maaf yang sebesar-besarnya dan dengan terbuka menerima masukan dari para pembaca dan pengguna buku ini.

Jakarta, Februari 2017

Penulis

Daftar Isi

Kata Pengantar	iii
Daftar isi	iv
CHAPTER 1: Offers & Suggestions	1
A. Pre-Activity	2
B. Building Blocks.....	4
C. Let's Practice	8
D. Active Conversation	14
E. Writing Connection.....	15
F. Let's Create/Contribute	16
G. Formative Assesment	17
CHAPTER 2: Opinions & Thoughts	18
A. Pre-Activity	19
B. Building Blocks.....	20
C. Let's Practice	25
D. Active Conversation	27
E. Writing Connection.....	28
F. Let's Create/Contribute	30
G. Formative Assesment	31
CHAPTER 3: Party Time	32
A. Pre-Activity	33
B. Building Blocks.....	34
C. Let's Practice	39
D. Active Conversation	40
E. Writing Connection.....	42
F. Let's Create/Contribute	43
G. Formative Assesment	44
CHAPTER 4: National Disaster-An Exposition	45
A. Pre-Activity	46
B. Building Blocks.....	47
C. Let's Practice	52
D. Active Conversation	53
E. Writing Connection.....	56
F. Let's Create/Contribute	59
G. Formative Assesment	60

CHAPTER 5: Letter Writing	61
A. Pre-Activity	62
B. Building Blocks	63
C. Let's Practice	68
D. Active Conversation	70
E. Writing Connection	71
F. Let's Create/Contribute	72
G. Formative Assesment	73
CHAPTER 6: Cause & Effect	74
A. Pre-Activity	75
B. Building Blocks	76
C. Let's Practice	79
D. Active Conversation	82
E. Writing Connection	83
F. Let's Create/Contribute	84
G. Formative Assesment	85
CHAPTER 7: Meaning Through Music	86
A. Pre-Activity	87
B. Building Blocks	96
C. Active Conversation	97
D. Formative Assesment	98
CHAPTER 8: Explain This!	99
A. Pre-Activity	100
B. Building Blocks	101
C. Let's Practice	107
D. Active Conversation	108
E. Writing Connection	109
F. Let's Create/Contribute	112
G. Formative Assesment	113
ENRICHMENT:	114
1. Can Greed Ever be Satisfied?.....	115
A. Pre-Reading Activities	116
B. Reading Activity	117
C. Post Reading Activity	120
D. Personal Journal Writing.....	121
2. Can Greed Ever be Satisfied?.....	122
A. Pre-Reading Activities	123
B. Reading Activity	124

C. Post Reading Activity	126
D. Personal Journal Writing.....	127
3. Hopes and Dreams	128
A. Pre-Reading Activities	129
B. Reading Activity	130
C. Post Reading Activity	132
D. Personal Journal Writing.....	133
4. Vanity, What is Thy Price	134
A. Pre-Reading Activities	135
B. Reading Activity	136
C. Post Reading Activity	142
D. Personal Journal Writing.....	143
5. Benefit of Doubt.....	144
A. Pre-Reading Activities	145
B. Reading Activity	146
C. Post Reading Activity	150
D. Personal Journal Writing.....	151
6. The Last Leaf.....	152
A. Pre-Reading Activities	153
B. Reading Activity	154
C. Post Reading Activity	157
D. Personal Journal Writing.....	158
7. Father of Indonesian Education	159
A. Pre-Reading Activities	160
B. Reading Activity	161
C. Post Reading Activity	163
D. Personal Journal Writing.....	164
References	165
Profil Penulis	167
Profil Penelaah	168
Profil Ilustrator	170

CHAPTER 1

Offers & Suggestions

KOMPETENSI DASAR

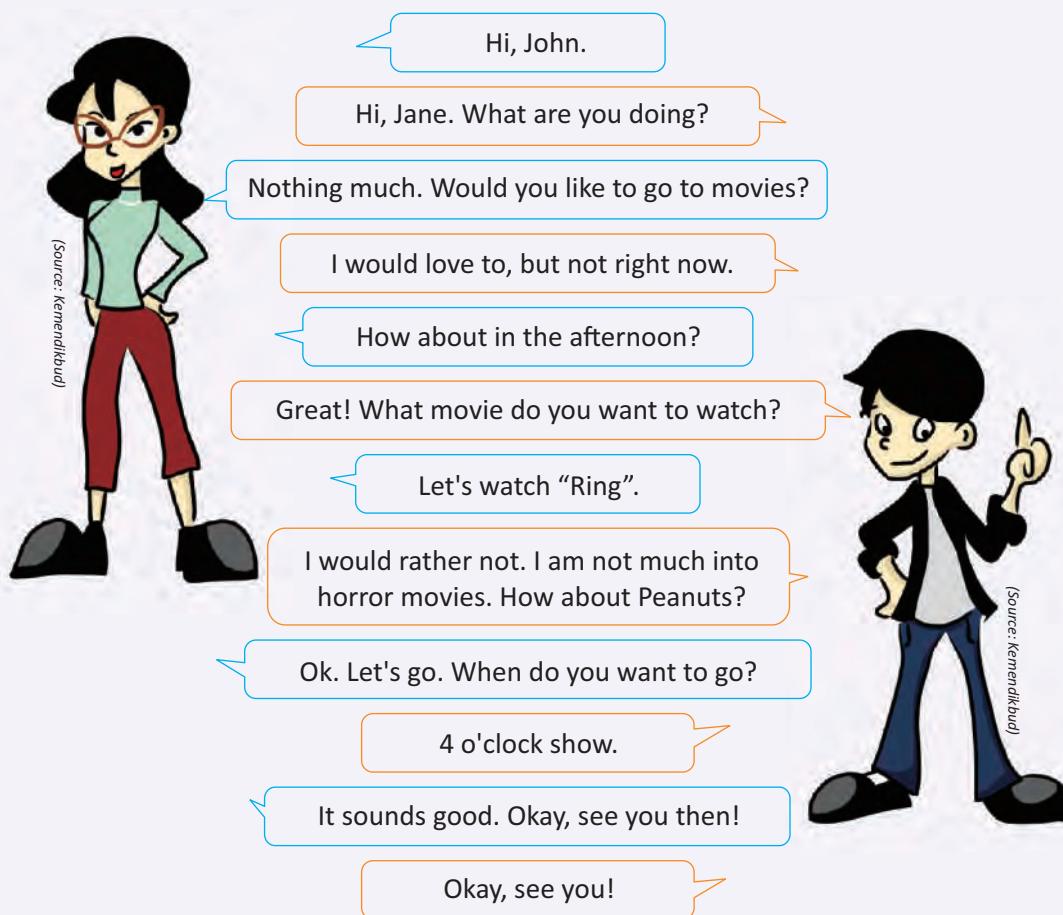
- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can.*)
- 4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks

A

Pre-Activity

Conversation 1

With a partner, read the conversation given below.



The illustration shows a woman on the left and a man on the right. The woman has black hair, wears glasses, a light green long-sleeved shirt, red pants, and black shoes. The man has black hair, wears a black jacket over a grey shirt, blue pants, and black shoes. They are surrounded by speech bubbles containing a conversation. The woman's speech bubbles are blue, and the man's are orange. The conversation is as follows:

Hi, John.

Hi, Jane. What are you doing?

Nothing much. Would you like to go to movies?

I would love to, but not right now.

How about in the afternoon?

Great! What movie do you want to watch?

Let's watch "Ring".

I would rather not. I am not much into horror movies. How about Peanuts?

Ok. Let's go. When do you want to go?

4 o'clock show.

It sounds good. Okay, see you then!

Okay, see you!

What kind of interpersonal transaction is going on in the conversation given above?
Write down your answer here.

Conversation 2

With a partner, read the conversation given below.



Hello, Jane.

Hi, Siti.

You look tired. What is going on?

I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.

Would you like any help?

Yes, please. I would really appreciate it.

Tell me what I can do and I will start right away.

Thank you! You are an angel.



What kind of interpersonal transaction is going on in the conversation given above?
Write down your answer here.

B

Building Blocks

Suggesting and Offering

Suggest means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration.

Suggestions are abstract and can be in form of solutions, advice, plan, and idea. It can be accepted or refused.

Social function: to facilitate interpersonal communication between different people

For example:

- Let's finish our home work first.
- Let's go home.

Expressions/Gambits

When making suggestions, we often use the following expressions.

Let's ...

Why don't we ...?

We could ...

What about ...?

How about ...?

I suggest that ...

You might want to change ...

I think ...

I don't think ...

Examples of Suggestions



- Let's go to the library.
- Let's go to movies.
- Why don't you do your homework before going out?
- We could eat at home today.
- What about eating at the new place?
- How about going to Sam's place first?
- I suggest that we call it a day.
- You need to change your sleeping habits.
- I think you should go and meet her.
- I think we should do it this way.

Let's take a look at the sentence structure to suggest something.

Subject	Verb	That	Object
I	suggest	that	he clean his room.
We	recommend	that	she read "The Hunger Games".
I	propose	that	a report should be sent in.
I	put forward	that	we work together on this.
We	advise	that	he work hard.
I	advocate	that	we support them in every way possible.

Table 1.1 Sentence structure to suggest something

Responding to Suggestions

Making Suggestions	Accepting Suggestions	Declining Suggestions
Let's go to movies.	Yes, let's go.	No, thank you. I do not feel like going.
Why don't you do your homework before going out?	Ok, I will.	Sorry, I think I will go out first and then do my homework.
How about going to Sam's place first and then to the supermarket?	Yes, let's go. It is a good idea.	No, Let's just go to the supermarket.
I think you should go and meet her.	Ok, if you say so.	Sorry, I can't. I have previous engagement.

Table 1.2 Responding to suggestions

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.

Offer can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

Social function: to facilitate interpersonal communication between different people.

For example:

- Shall I take you home?
- Do you want help with your homework?

Expressions/Gambits

When making offers, we often use the following expressions.

- May I ...?
- Can I ...?
- Shall I ...?
- Would you ...?
- How about I ...?

Examples of Offers

- May I give you a hand?
- Can I help you?
- Shall I bring you some tea?
- Would you like another piece of cake?
- How about I help you with this?
- Can I clean the car for you?
- Shall I help you with your homework?
- I will do the washing, if you like.

Responding to Offers

Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.
Would you like another helping of cake?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.
How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

Table 1.3 Responding to offers

Let's take a look at the sentence structure to offer something.

Modal Verb	Subject	Object
Would	you	care for another cup of tea?
Shall	we	take you there?
Could	I	offer you something?
Will	you	have tea with that?

Table 1.4 Sentence structure to offer something

8. _____ get you a drink?

- a. Would you
- b. Why don't you
- c. Can I
- d. I'll do

9. Aisyah: "I am so thirsty."

Annie: "_____ get you something to drink?"

- a. How about
- b. What about
- c. Why don't
- d. Can I

10. _____ like me to clean your car?

- a. How about
- b. Let's
- c. Would you
- d. I think

B. There are some grammatical errors in the sentences given below. Circle the mistakes in each sentence, then rewrite the sentence. If there aren't any mistakes, put a tick mark next to the sentence.

1. Let's to go to the sushi of restaurant for lunch.

2. Shall we do have a meeting on afternoon Saturday?

3. Can I do get you a glass juice of?

4. Let me take you home.

5. If you want, I'll car the wash for you.

6. Shall home we go now?

7. Would like you another glass of juice?

8. You should finish you work today.

9. Can I take help you with something?

10. Shall I bring your jacket?

C. Respond to the suggestions and offers given below.

1. Can I help you?

2. Why don't you go and get something to eat?

3. Why don't you join us for lunch?

4. Shall I bring a book to read?

5. Why don't we meet at the bookstore tomorrow at 5 p.m.?

6. Let's all eat together.

7. Would you like a glass of water?

8. Would you like me to do the ironing for you?

9. I will wash the car, if you like.

10. I think we should go and pick your father up from the airport.

D. Complete the transactional conversations based on the suggestions and offers given below. The first one is done for you.

1. At the Airport

This is a conversation between an airline counter attendant and a customer.

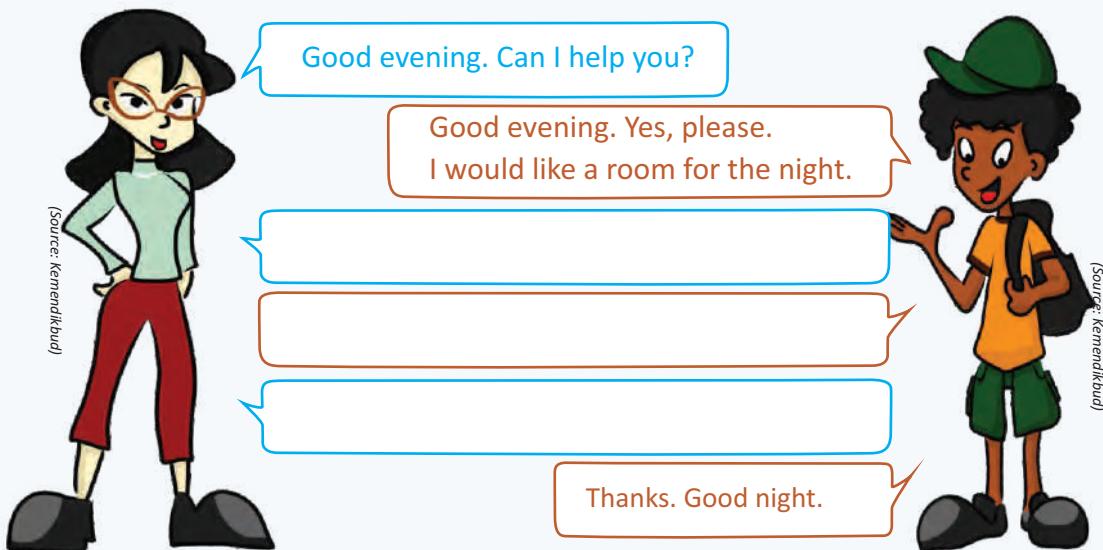
A: Good morning. Can I have your ticket, please?
Do you have any luggage?

B: Yes, one suitcase.

A: Please place it here.
Would you like a window or an aisle seat?
Ok, sure. Is there anything else I can do for you?
You are welcome. Here is your boarding pass. Please be at gate B
30 minutes before boarding. Have a nice flight!

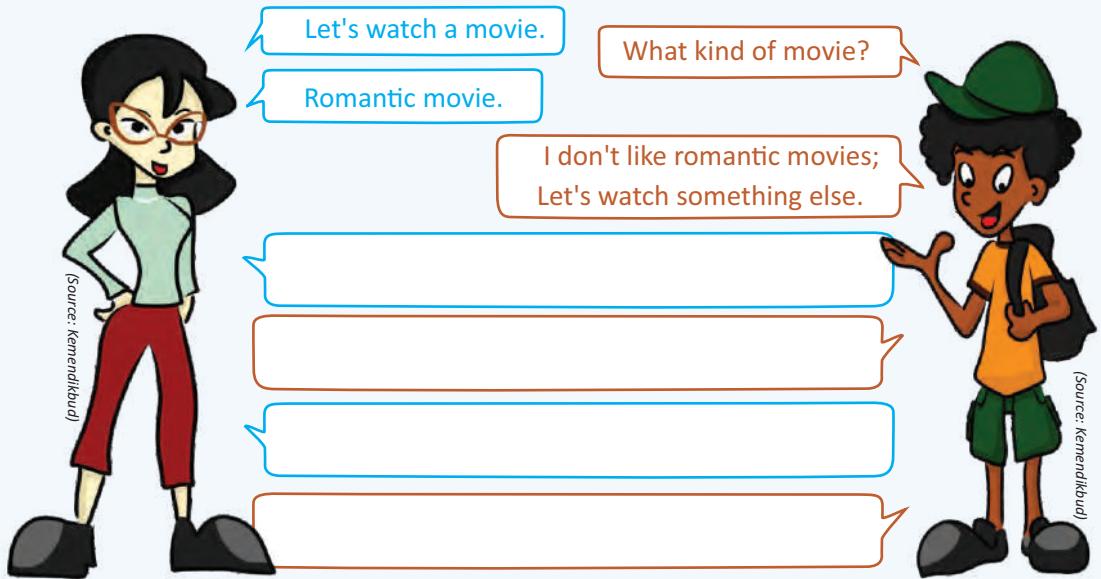
2. At the Hotel

This conversation is between a concierge at a hotel and a customer:



3. What Movie Should We Watch?

This is a conversation between two friends.



(Source: Kemendikbud)

Let's watch a movie.

Romantic movie.

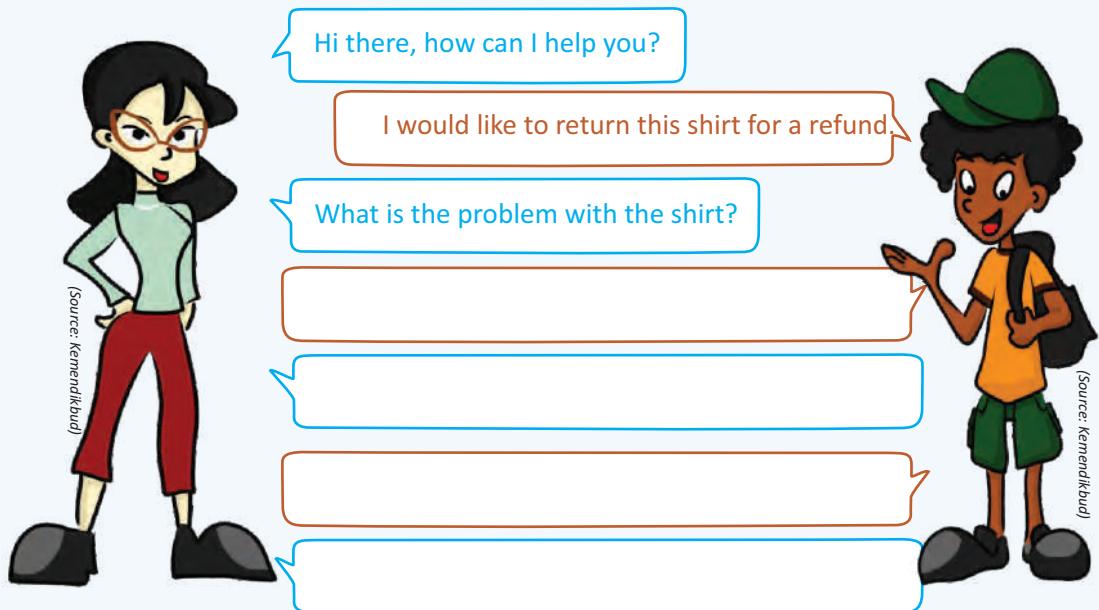
What kind of movie?

I don't like romantic movies; Let's watch something else.

(Source: Kemendikbud)

4. At a Store

This conversation is between a store attendant and a customer.



(Source: Kemendikbud)

Hi there, how can I help you?

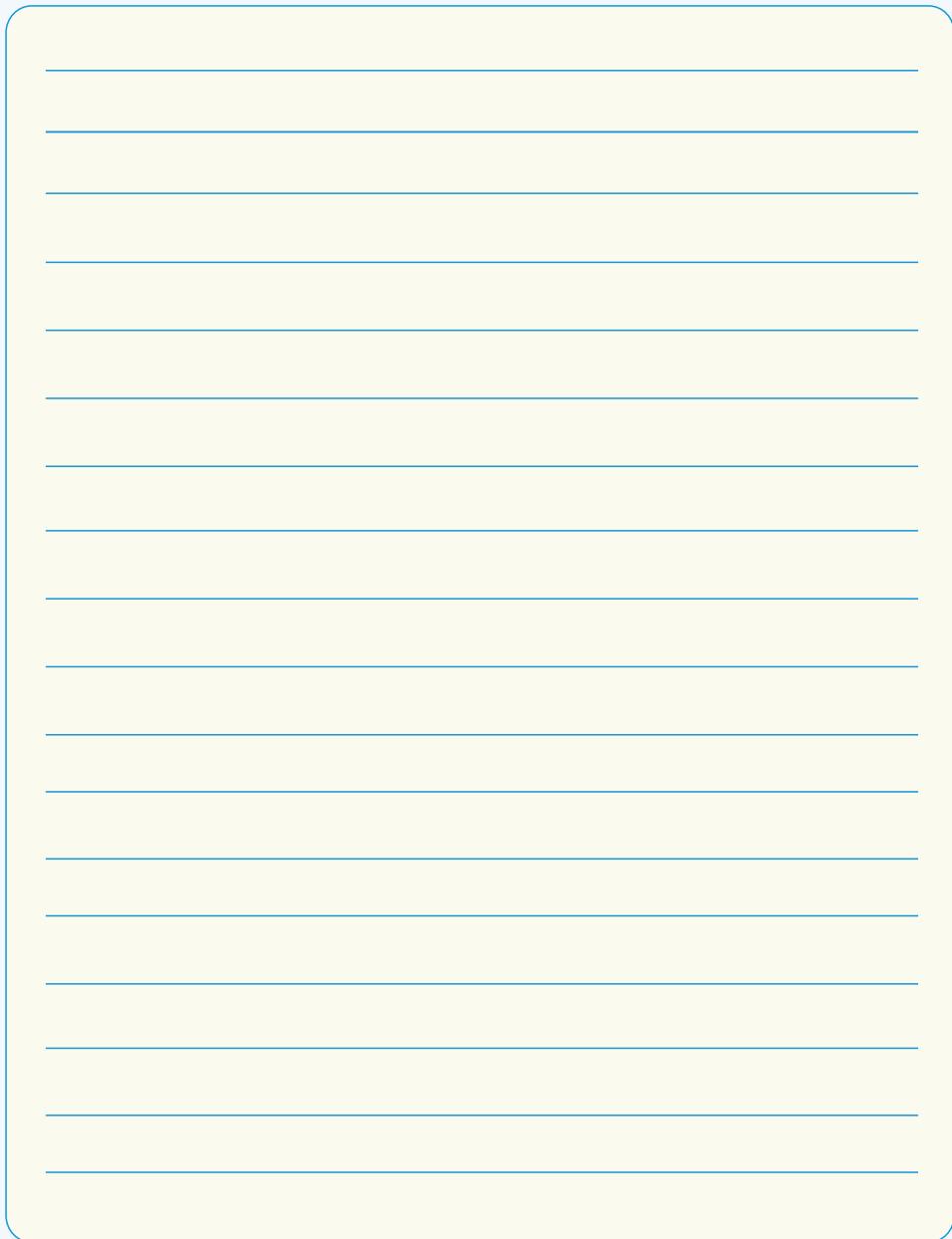
I would like to return this shirt for a refund.

What is the problem with the shirt?

(Source: Kemendikbud)

E Writing Connection

With a partner, choose a topic of your choice. Write a dialogue using suggestions and offers.



F

Let's Create/Contribute

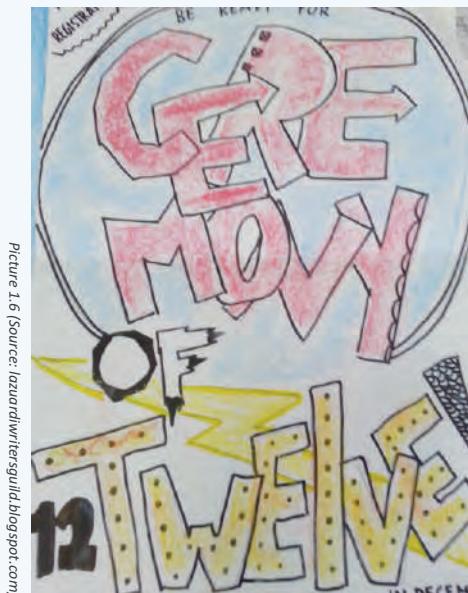
Choose one of the following activities for your project.

1. With a partner, come up with ideas and suggestions to improve the English environment in your school. Make a poster and put these ideas and suggestions on the poster and share them with your teacher and classmates.
2. With your partner, come up with offers to improve the English environment school. Make a poster and present it in class.
3. With a partner, create a dialogue using suggestions and offers on any topic. Act this dialogue in front of the class.
4. Assume you and your friend win an all-expense-paid trip to the fisherman's village. Design a postcard about the location to send to your friends in other classes.

For creating the postcard, consider the following aspects:

- you can consider the fact that there is an enchanted fish in the waters;
- you can consider suggesting them visit the place;
- you can offer them incentives if they visit the place.

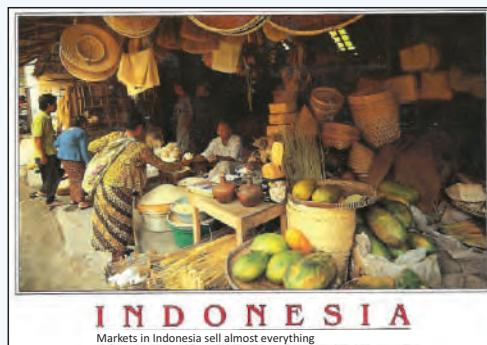
Example of poster



Picture 1.6 (Source: lazardirwintersquid.blogspot.com)

Figure 1.1 Poster

Example of postcard



Picture 1.8 (Source: lunainternational.blogspot.com)

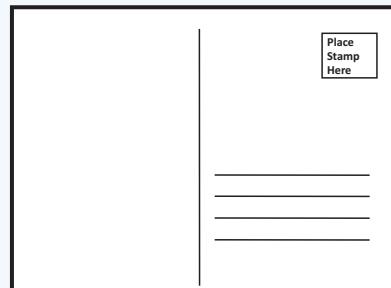


Figure 1.2 Postcard

G Formative Assessment

I can do this.

Complete these statements.

1. The most interesting thing I learned in this chapter was _____
2. The part I enjoyed most was _____
3. I would like to find more about _____
4. The hardest part in this chapter was _____
5. I need to work harder at _____

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The story was easy to understand.					
I can tell the difference between offer and suggestion.					
I could write a dialogue between two people.					

My plan to overcome the difficulties of this chapter

CHAPTER 2

Opinions & Thoughts

KOMPETENSI DASAR

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion.*)
- 4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

A Pre-Activity

With a partner, read the conversational text given.



Siti

Why are you looking so sad?

I was reading an opinion article on bullying. It made me extremely sad.

Ah! People like to exaggerate things, bullying as such is no big deal.

No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil.

I don't agree with you. Little bit teasing here and there is acceptable.

I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.

Hey! Stop! You are getting too serious!

Yes! You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.



Jane

Discuss these questions with your partner.

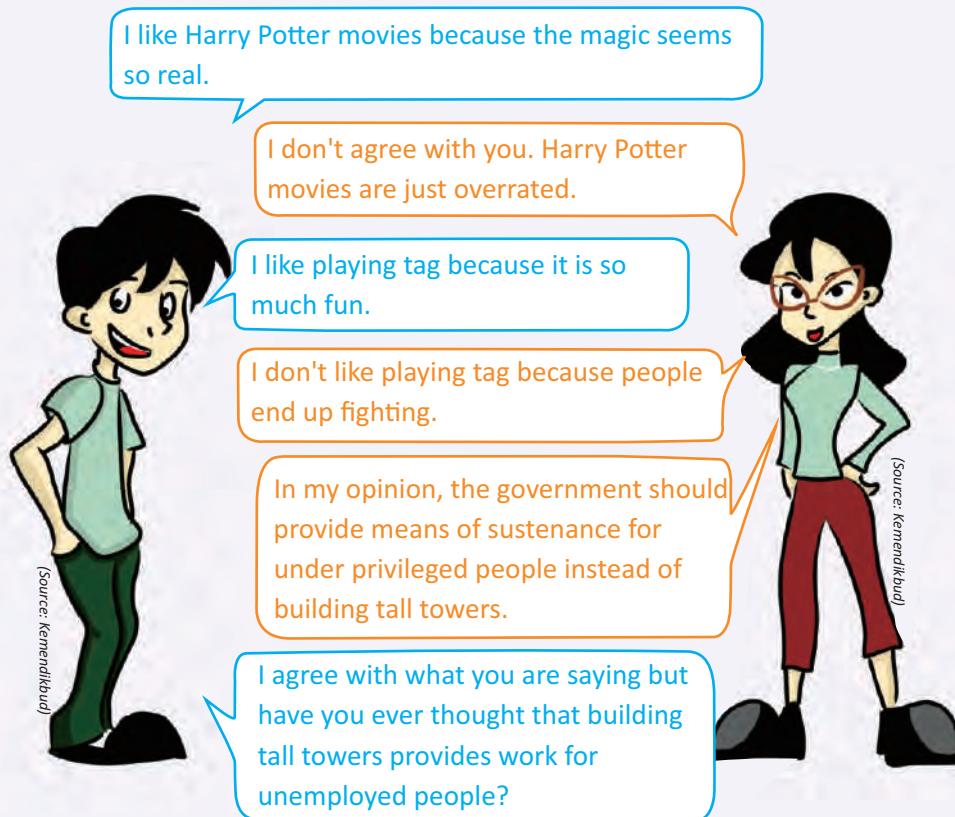
1. What is happening between Siti and Jane?
2. What kind of conversation are they having?
3. Whom do you agree with, Jane or Siti? Why?
4. Have you witnessed bullying? Describe how you felt.

B Building Blocks

Opinions

An opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion.

Some Opinions:



DID YOU
KNOW



We can use collocations to express opinions, for example strong argument, strong criticism, strong denial, strong opinion, strong resistance, quite strongly.

Let's look at the sentence structure to express opinions.

Subject	Verb	Object
I	agree	with what you are saying.
We	believe	this is not the right way to handle things.
I	reckon	this could be right considering the reasons you have provided.
I	agree	that I didn't look at it from this perspective.
I	doubt	that this is possible.
We	assume	you are biased on this issue.
I	don't agree	with you.
I	think	you are mistaken.
I	think	so too.

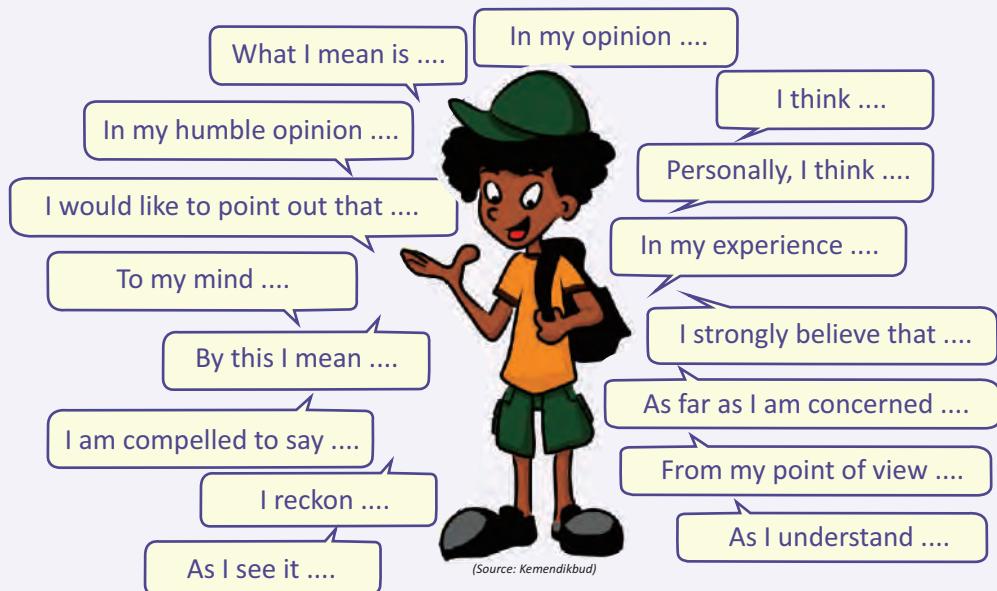
Table 2.1 Sentence structure to express opinions

Expressions

Opinions can be expressed in the ways given below.

Personal Point of View

These expressions are used to show personal points of view.



(Source: Kemendikbud)

General Point of View

These expressions are used to show a general point of view. A general point of view creates a balance in writing and helps avoid absolute statements.

Most people do not agree

Generally it is accepted

Almost everyone

The majority disagree with

Some people say that

The majority agree with

Some people believe

It is sometimes argued

Of course, many argue

It is considered

While some people believe



**DID YOU
KNOW**



You can agree or disagree as long as you have a reason for your opinion.



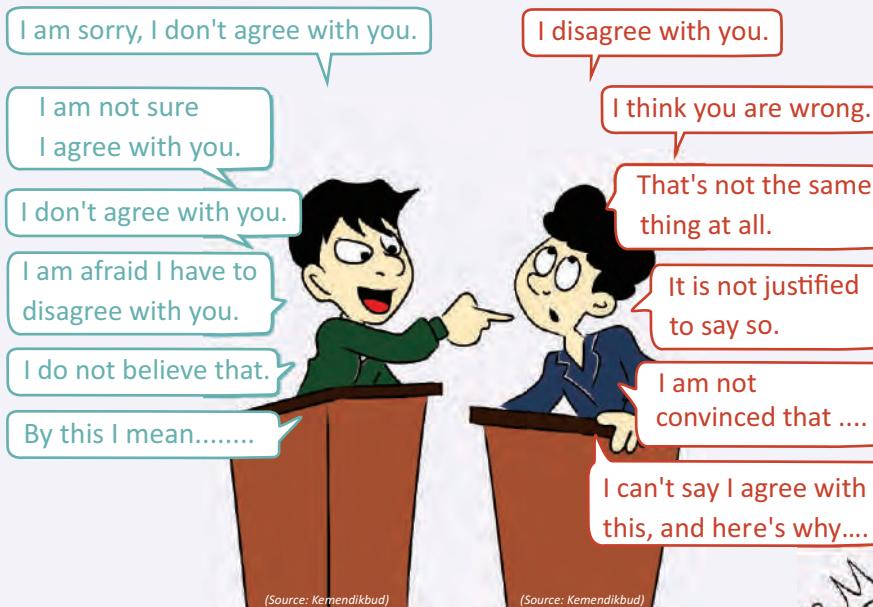
Agreeing with an Opinion

These are some of the expressions used to express agreement with an opinion.



Disagreeing with an opinion

These are the expressions used to express disagreement with an opinion.



Opinions can be expressed using mental verbs like believe, think, doubt, assume, feel, etc.



Examples of Opinions:

- I reckon he might have been bullied in school.
- To be honest, I never thought that bullying was so prevalent in most schools.
- I believe bullying is totally an unacceptable practice in our school.
- I am not convinced that the majority of the people are not aware of this issue.

Examples of how to agree and disagree with an opinion

Statement	Agree	Disagree
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Bullying is so prevalent in most schools.	I couldn't agree more with you.	I think it would be wrong to generalize.
Women should not work.	I think so too. Women should stay at home and take care of their children.	I am afraid I have to disagree with you on this.
Harry Potter series is much better than Twilight series.	Yes, I agree. Harry Potter series has a much better and well-developed story line.	It's not justified to say because both have different plots.
Online gaming should be banned.	Absolutely right. It should be as it distracts students from studying.	I don't agree with you. It is a venue for students to develop their skills.

Table 2.2 Agreeing and disagreeing with opinions



Let's Practice

A. Fill in the blanks using the opinion expressions given in the box below.

1. I _____ with you bullying should be banned.
2. It is all right if you don't agree with me but I have every right to my _____.
3. As far as I _____, I will not support bullying in my school.
4. I _____ that medical care should be free for everyone.
5. Some people _____ eating fish and yogurt at the same time causes a severe skin disease.
6. I feel quite _____ about this issue.

totally agree, opinion, am concerned, strongly believe, believe that, strongly

B. Below are several opinions. Some of them are polite and some impolite. Highlight an opinion with:

red: if it is an impolite way of disagreeing.

blue: if it is a polite way of disagreeing.

green: if it is a polite way of giving an opinion.

yellow: if it is an impolite way of giving an opinion.

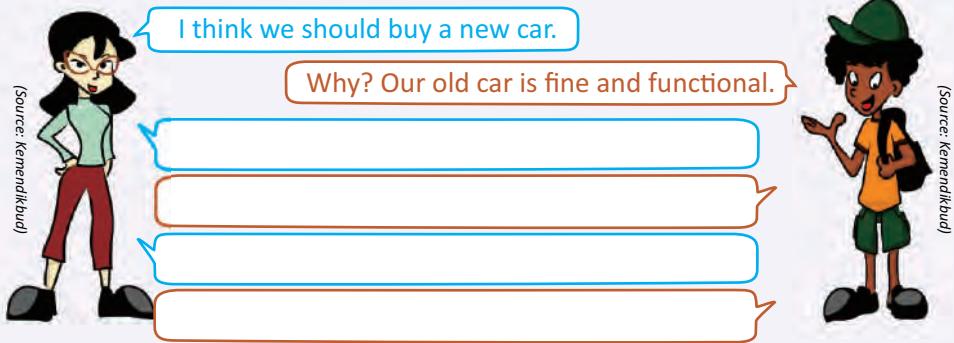
1. I am afraid, I don't agree with you on this matter.

2. I agree with you to a certain point but I would appreciate if you look at it from another point of view.
3. That's an interesting idea but I think our idea is much better.
4. Do you really think like that?
5. Rubbish! Nonsense! I don't agree with this.
6. Actually, as a matter of fact, I think we can look at it again and decide.
7. This is what I am getting at.
8. You want to know what I think? Let me tell you what I think.
9. I feel compelled to disagree with you on this matter.
10. I find it rather silly that you think like this.
11. I think we should all work together to rid our society of social evils.
12. It occurs to me that you have closed your mind against any right opinion.
13. As far as I can say, this club is going to dogs.
14. You make a strong case for changing all the rules, but I think you might have overlooked the fact that it is not possible.
15. This is the most distasteful book I have ever read.
16. To my mind, this is the truth and I believe it.
17. The food here is absolutely inedible.
18. I understand where you are coming from, but you have to look at it from our perspective as well.
19. You have a point, but have you ever thought how poor people on the street feel?
20. This opinion is absolutely useless. Please get out of here.

D Active Conversation

Complete the following transactional conversations. Using the role-play approach, reenact the conversation with your classmates.

Buying a New Car



(Source: kemendikbud)

I think we should buy a new car.

Why? Our old car is fine and functional.

(Source: kemendikbud)

Four empty speech bubbles for the woman to respond.

Banning of Cigarettes



(Source: kemendikbud)

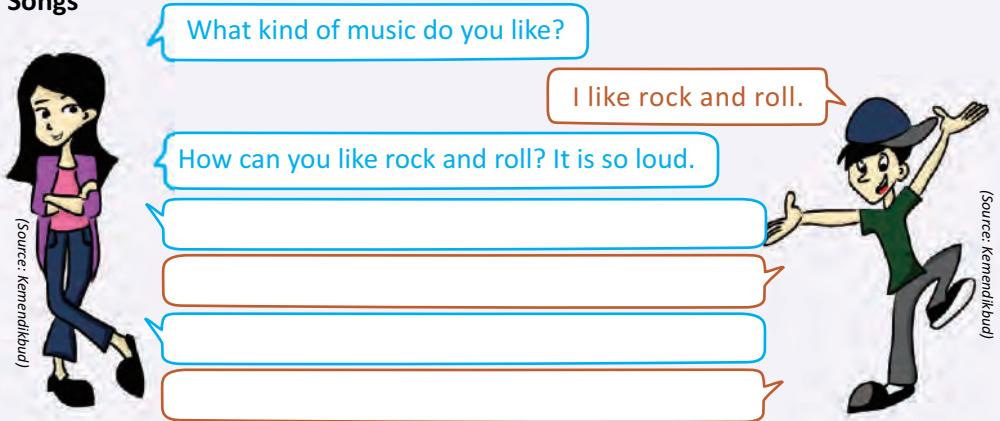
I believe that smoking should be banned.

I don't think I agree with you.

(Source: kemendikbud)

Four empty speech bubbles for the woman to respond.

Songs



(Source: kemendikbud)

What kind of music do you like?

I like rock and roll.

How can you like rock and roll? It is so loud.

(Source: kemendikbud)

Four empty speech bubbles for the woman to respond.

A large rectangular area with a light yellow background and a dark blue border, containing 20 horizontal lines for writing.

F Let's Create/Contribute

Choose one of the activities given below.

1. The objective of this activity is to gather opinions of people by conducting an interview. With a partner, choose a topic, preferably a social issue, for example social media, smoking, corruption, global warming, pollution, poverty, drug abuse, etc. Write a series of interview questions of not more than 6 that will help you collect opinions of people on the issue you have chosen. After the interview, create a dialogue using the opinions you have collected. You can present your work in the form of a role play, a poster, a movie or a PowerPoint presentation. Make sure you share it in your class.

Sample questions on the issue of corruption for the interview:

- What is corruption (in your opinion)?
 - Do you think that corruption is prevalent in our society?
 - How would you define corruption?
 - Do you think corruption should be a punishable crime?
 - Do you think the government is making enough efforts to eradicate corruption from our society?
 - What are you doing to help eradicate corruption?
2. With a classmate, write an opinion conversation using the expressions you have learnt in the building blocks. Using the role-play approach, reenact it in front of the class.
 3. Find an editorial in any English newspaper or magazine. Use the Visible Thinking technique or “Reporter's Notebook” to identify and separate facts and opinions from this article. Work in groups of five.
Focus on the following points:
 - Identify an issue or dilemma from the article.
 - Identify facts and opinions.
 - See if you understand them or you need more information.
 - After the discussion with your group members and teacher, express your opinion based on the information you have at hand.
 4. Smoking should be banned in public places. What is your opinion? What is the opinion of other people in your class on this issue? Do you agree or disagree with this opinion? Debate with your classmates on this issue. Work in groups of five or ten.

G

Formative Assessment

I can do this.

Complete these statements.

1. The most interesting thing I learned in this chapter was _____
2. The part I enjoyed most was _____
3. I would like to find more about _____
4. The hardest part in this chapter was _____
5. I need to work harder at _____

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The conversation was easy to understand.					
I know how to express opinions.					
I could debate with my classmates.					
I can write an opinion article.					
I could write a dialogue.					

My plan to overcome the difficulties of this chapter

CHAPTER 3

Party Time

KOMPETENSI DASAR

- 3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya

- 4.3 Teks undangan resmi
 - 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja

 - 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

A Pre-Activity

Read an excerpt of the play given below.

MONSIEUR LOISEL: *Sweetheart, I have a surprise for you.*

MADAME LOISEL : *Really, what is the surprise?*

MONSIEUR LOISEL: *See for yourself.*

(He places the invitation on the table.)

Swiftly, she tears open the envelope and draws out a printed card and reads out

"The Minister and Madame Ramponneau request the pleasure of the company of Monsieur and Madame Loisel at the Ministry on the evening of Monday, January the eighteenth."

MONSIEUR LOISEL: *Isn't it wonderful?*

MADAME LOISEL: *What do you mean? What can I do with it?*

(She tosses the invitation on the table.)

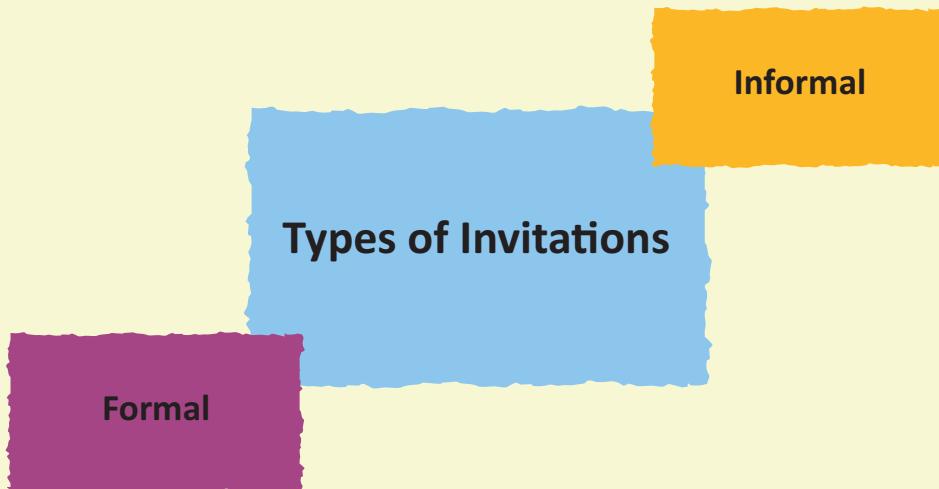
Discussion

1. Why do people write and send invitations?
2. Why do you think invitations have become important in our society?
3. What kind of invitation do you think is in the excerpt given above?

How can you say that?

Write down your thoughts here.

B Building Blocks



Formal Invitation

A formal invitation is an invitation which follows a dignified form, tone or style in agreement with the established norms, customs or values (Websters, 2012).

For example:

- An invitation to the opening of a school
- An invitation to a graduation ceremony
- An invitation to a wedding, etc.

Common Format of a Formal Invitation

- The first line is the name(s) of the person(s) who invite(s).
- The second line is the request for participation.
- The third line is the names of the person(s) invited.
- The fourth line is the occasion for invitation.
- The fifth line is the time and date of the occasion.
- The sixth line is the place of the occasion.
- The last line is the request for reply.

Social Function:

Inviting people to formal and social events

Linguistic Characteristics:

Simple, precise, and concise words

Detailed information

The tone should be friendly and sincere. Words should be chosen carefully.
The style of writing should be formal.

Format of Layout:

Addresses of the addresser and the addressee

Salutation

Body

- State for whom the invitation is and by who it is given.
- Reasons of invitation
- Date
- Time
- Place
- R.S.V.P (it is a French word -"repondez s'il vous plait" which means "please reply")

Signature

The format of the envelope for the invitation is addressed the same way as the envelope of a letter (i.e. with the recipient's address in the middle of the envelope and addresser's address on the left hand corner of the envelope).

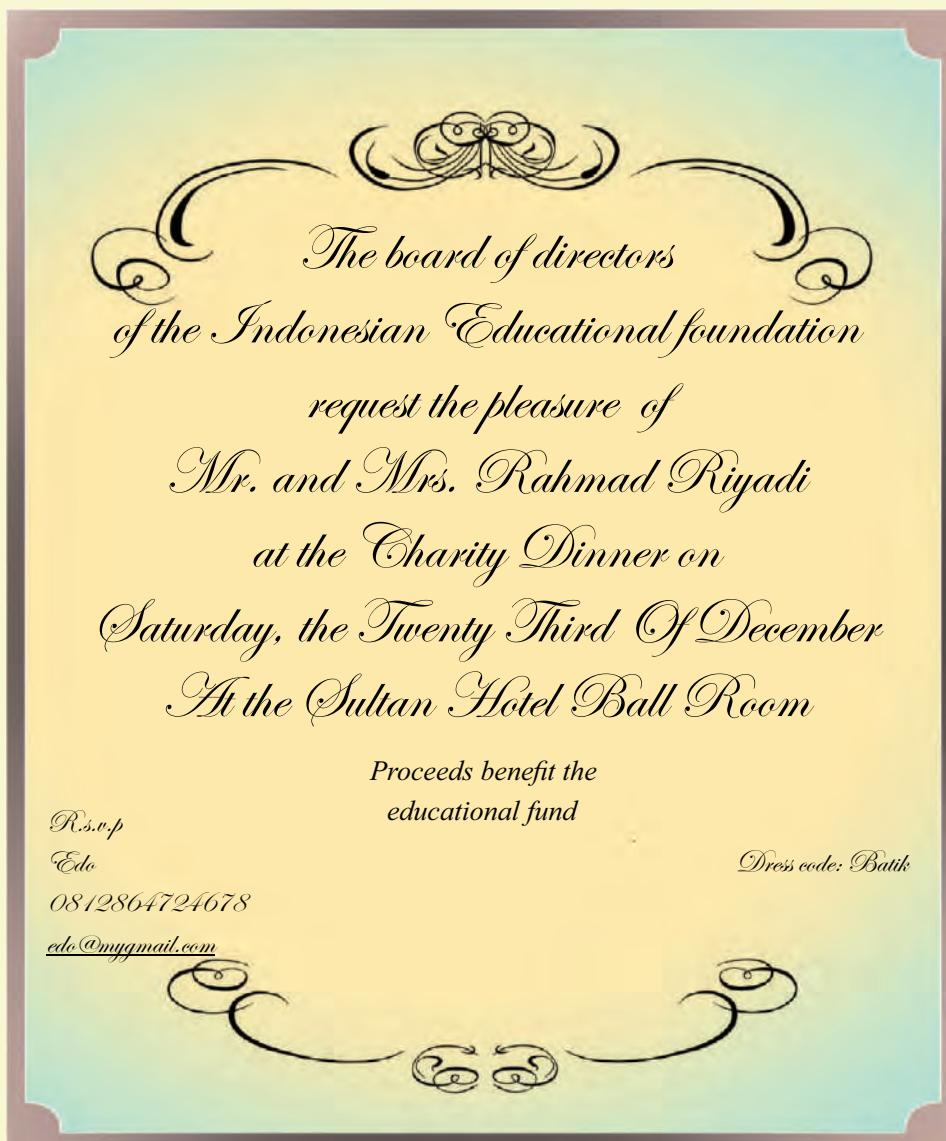
Ways of Organizing Information:

Reasons for inviting others

Detailed information about the party or event

Ask friends to come by using a sincere tone

Example of a Formal Invitation



DID YOU
KNOW



Formal invitations are written on cards. The text is written in calligraphic style.

Invitation to a wedding

Mr. and Mrs. Pujiyanto
cordially request the pleasure of your
company
on the wedding ceremony of their
daughter

Siti With Davy

On Friday, the twelfth of December
at seven o'clock in
Gedung Kartini
Jl Gatot Subbaroto
Jakarta

R. S. W. P.
Yani
02126734578
Rsapwedding@mygmail.com

*Dinner will
be served at
8pm sharp.*

1. Name of the hosts
2. Phrasing the invitation
3. The kind of event
4. Date
5. Time
6. Venue
7. Special instruction
8. Request to respond

Responding to formal invitations

Formal invitations should be responded to within 3 days.

Replies are written in third person.

Replies have to be handwritten.

Reason should be briefly stated for declining the invitation.

Example:

1. Acceptance

- Mr. and Mrs. Eri Utomo accept with pleasure the kind invitation of Mr. and Mrs. Pujiyanto to the wedding ceremony of their daughter on Friday, the twelfth of December at seven o' clock.
- Mr. and Mrs. Wibowo accept the invitation with pleasure.

2. Declining/Regretting

- Mr. and Mrs. Situmorang regret that they are unable to accept the kind invitation of Mr. and Mrs. Pujiyanto for Friday, the twelfth of December at seven o' clock due to prior engagement.
- Mr. And Mrs. Wibowo regret to decline the invitation due to health reasons.

3. Responding card

The responding card comes with the invitation card. This card should preferably be handwritten.

Reply is requested by First of December

Mr. & Mrs. Eri Utomo

_____ attend

_____ unable to attend



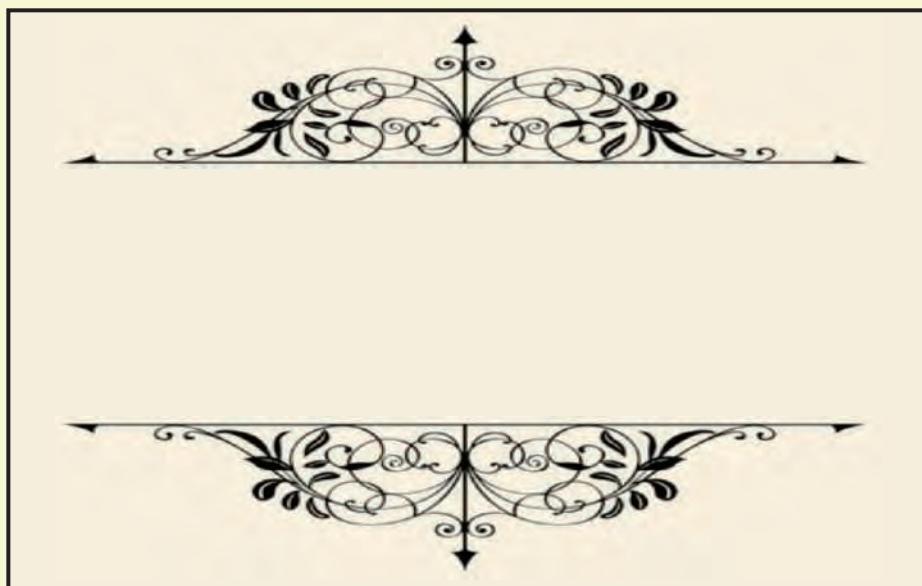


Let's Practice

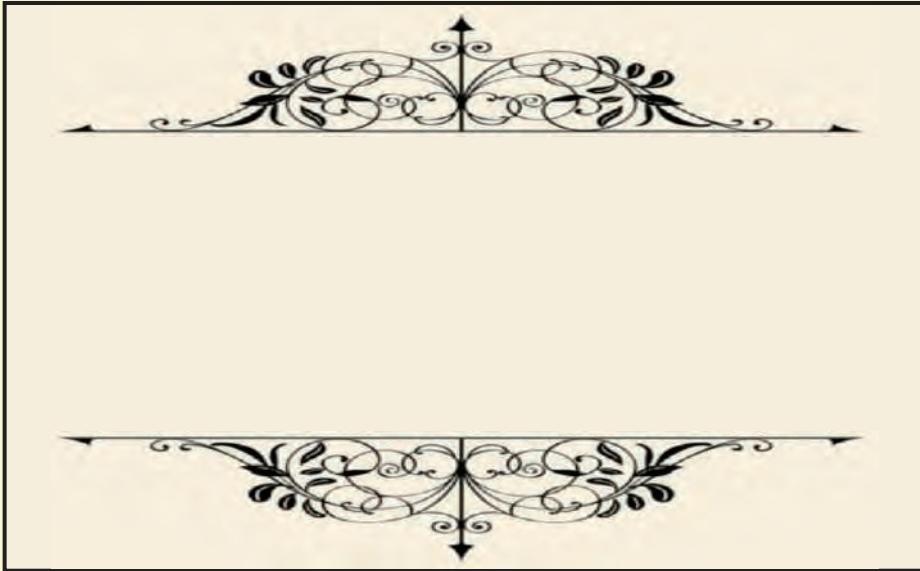
A. In the invitation card below, find out what is missing.



Now rewrite the invitation properly in the space given below.



Now respond to the invitation.



D Active Conversation

With a partner create dialogues to accept and decline invitations. Using the role-play approach, re-enact the conversation with your classmates. You can model your conversation based on the examples of invitations given below.

Invitation to dinner

Joko: Would you like to come over for dinner tonight?

Yeni: Thank you! I'd love to. Would you like me to bring something?

Joko: No, nothing, just come.

Yeni: OK. What time?

Joko: At 7 p.m.

Yeni: OK, see you then.

Invitation to the grand opening of ABC software company

Ariyanto : Mr. Budi, I would like to invite you to the opening of my software company.

Mr. Budi: When and where?

Ariyanto : This Saturday at 10 a.m.

Mr. Budi: I am afraid I won't be able to come. I have a prior engagement.

Invitation to anniversary dinner

- Yanti : Mr. Suharto, my husband and I are celebrating our 3rd wedding anniversary. We would like you to join us.
- Mr. Suharto: Oh, thank you! I would be delighted to. When is it?
- Yanti : On Sunday at 8 p.m in the Balai Kartini.
- Mr. Suharto: OK, I will be there.
- Yanti : Thank you. See you then!
- Mr. Suharto: My pleasure. See you then!

Accepting an invitation



Blank speech bubbles for writing responses to an invitation.



Declining Invitation



Blank speech bubbles for writing responses to a declining invitation.





Formative Assessment

I can do this.

Complete these statements.

1. The most interesting thing I learned in this chapter was _____
2. The part I enjoyed most was _____
3. I would like to find more about _____
4. The hardest part in this chapter was _____
5. I need to work harder at _____

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The play was easy to understand.					
I can tell the difference between formal and informal invitations.					
I could write a dialogue between two people.					
I like creating and working with my classmates.					

My plan to overcome the difficulties of this chapter

CHAPTER 4

Natural Disasters-An Exposition

KOMPETENSI DASAR

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *eksposisi analitis* lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4 Teks eksposisi analitis
 - 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *eksposisi analitis* lisan dan tulis, terkait isu aktual
 - 4.4.2 Menyusun teks *eksposisi analitis* tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks



Pre-Activity

Read the text below.

Global Warming

Is it an end to our world?

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee—the

lifeline of Western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.



Picture 4.1 Effect of global warming (Source: nationalgeographic.com)

Discussion

1. What is global warming?
2. Is it a severe problem? Why?
3. What kind of text is given above?

B Building Blocks

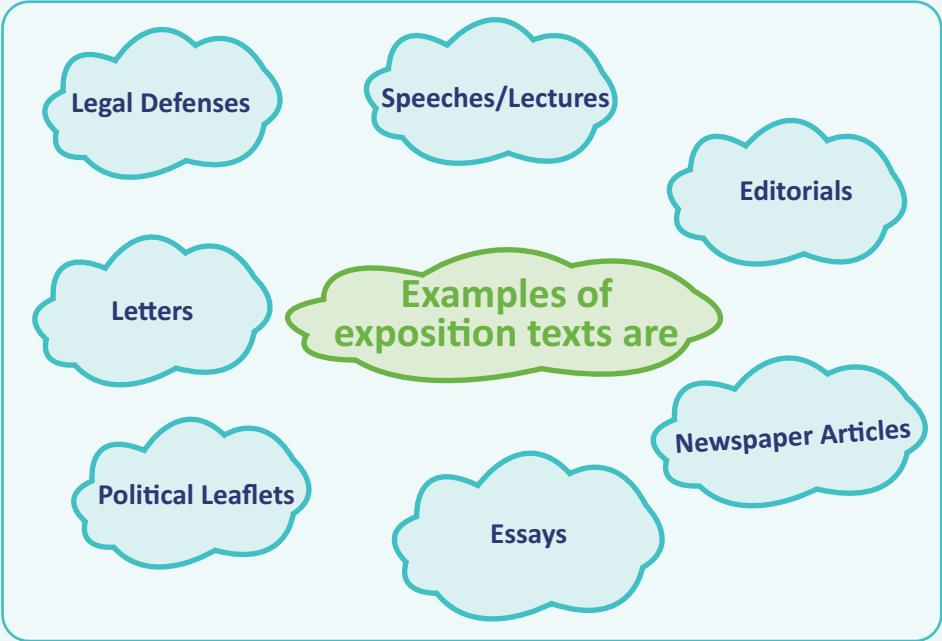
Analytical Exposition Text

An analytical exposition text evaluates a topic critically but focuses only on one side of an argument.

In your life if you have tried to persuade anyone on a certain issue or argued relentlessly about something with someone, then you have used an exposition.

The argument and point of view have to be supported by facts and relevant information. The thesis statement has to be reiterated in the conclusion.

Social Function
The purpose of an exposition text is to persuade your audience to look at an issue with your perspective.



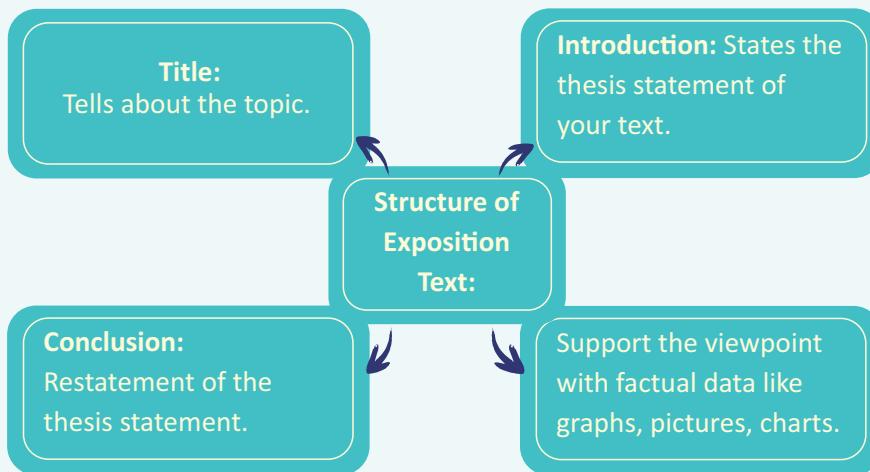
An exposition text needs to:

clearly state the point of view,

use valid research findings to support your viewpoint,

defend your viewpoint,

support the viewpoint with factual data like graphs, pictures, charts.



Title:

- Tells about the topic of the essay.

Introduction:

- This is the starting point of an exposition essay.
- Here you state the topic and establish the point of view (thesis statement).
- Introductory statement should be an emotional statement or a question that is an attention grabber.
- A preview of the points you plan to make to support your thesis (argument).

Body:

- A series of arguments to convince the audience.
- Each paragraph starts with a new argument.
- Each paragraph has a main point, reason for the main point and evidence to support the main point.

- Use of emotive words, mental verbs, causal conjunctions to persuade the audience.
- Each paragraph has to be logically linked to the previous paragraph and to the thesis statement.

Conclusion:

- Reiterates or restates the thesis statement.
- Summarizes what has been stated.

(Emilia, 2012)

Language Features of an Exposition Text:

Use descriptive persuasive words with emotive connotations to emphasize your viewpoint. These words can either be positive or negative. **Use thesaurus to find an appropriate word.** For example:

- Instead of using “bad”, **USE** *appalling, unfavorable, ghastly, terrible;*
- Instead of using “good”, **USE** *fantastic, incredible, momentous, remarkable;*
- Instead of using “persuading”, **USE** *convincing, urging, enticing, realistic;*
- Instead of using “persuasive”, **USE** *credible, realistic, rational, sane, coherent.*

Use the present tense such as *lions live; I eat; cheetahs run.*

Use mental verbs such as *I believe; I prefer; I agree; I doubt; I disagree.*

Use saying verbs to support the argument such as *people say; it is said; research indicates, etc.*

Use connecting words to link to arguments so that the flow of the arguments is logical and fluent.

Some examples are:

additionally, furthermore, not only, also, in addition, moreover, likewise, firstly, secondly, etc.

Use causal conjunctions to indicate a cause or reason of what is being stated.

For example:

because, consequently, despite, due to, for that reason, in that case, eventhough, yet, otherwise, etc.

Use words that express the author's attitude - to qualify or confirm.

For example:

will, frequently, may, must, usually, typically, habitually, commonly, doubtless, characteristically, in all probability, etc.

Use persuasive techniques:

- Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general statements.
- Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies or quotes.
- Use exaggerations to make things or issues appear better or worse than they actually are.

(Simon & Schuster, 2002)

Example of an exposition text

Text Organization	<u>Banning of motorbikes is necessary in housing areas.</u>	Language Features
Introduction (Thesis statement)	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.	Mental verbs I think I believe
Argument 1 + elaboration	First of all , I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently , long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	Conjunctive relations First of all Secondly Causal conjunctions Consequently
Argument 2 + elaboration	Secondly , according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	Generic reference Accidents

	of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).	
Argument 3 + elaboration	Furthermore , motorbikes create so much noise. There is “vroom vroom” noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging . The moment their babies fall asleep, one or another motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (Fields, 1993).	Children Parents Expert opinion Expert Research show
Argument 4 + elaboration	Finally , motorbikes are responsible for horrible accidents . In some cases, there are deaths. Motorbike riders go so fast that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).	Present tense Are responsible Go so fast Are known
Conclusion (Reiteration of thesis statement)	In conclusion , from the arguments above, I strongly believe that motorbikes should be banned from housing areas.	

Table 4.1 The example and structure of an exposition text

C Let's Practice

A. The article given below is incomplete.

Complete it using the format of an exposition text and give it a suitable title.

Introduction (thesis statement)

Television is the most popular form of entertainment in every household in Indonesia. However, I think watching television too much especially soap operas and dramas can have negative impacts on the viewers.

Argument 1 + Elaboration

Argument 2 + Elaboration

Conclusion (restatement of thesis statement)

D Active Conversation

Choose one of the topics given below.

- A. Passive smoking is a silent killer.
- B. Why is learning English important?

State your arguments or position on one of the above given issues and then discuss with your partner. For the arguments, you can use some expressions like these:

- I would like to remind you
- It is important for us to
- I believe that
- I am convinced that
- Let me tell you
- Try to remember

A. Passive smoking is a silent killer

You can use this example to start your conversation:

Student A: Do you know that passive smoking is more dangerous than active smoking?

Student B: I know, but I think it is not as dangerous as people say it is.

Student A:

Student B:

Student A:

Student B:

Student A:

Student B:

Student A:

Student B:

B. Why is learning English important?

State your arguments or position on this issue and then discuss with your partner.
You can use this example to start your conversation:

Student A: Learning English is important because it is a means of communication with different people around the world.

Student B: I don't think it is important.

Student A: I do not agree with you

Student B:

Student A:

Student B:

Student A:

Student B:

Student A:

Student B:

E Writing Connection

Write an analytical exposition text on any of the recent issues in the media. Give at least two (2) arguments plus an explanation to support your thesis statement. Follow the format of an exposition text given in the building blocks.

When you are done writing your first draft, consult your teacher to get a feedback on your writing.

Draft 1:

Draft 2:

Final Draft:

F Let's Create/Contribute

Choose one of the activities given below.

1. You have been chosen as the project officer for showcasing an exciting wildlife art exhibition on the fauna and flora of Indonesia. The purpose of this wildlife showcase is to raise money to support conservation of nearly extinct animals in Indonesia. You have to write an exposition text on conservation of animals and use this exposition text as your speech for the opening of the event. You will also make posters to depict the plight of innocent creatures that are killed or captured by poachers.
2. Create a pamphlet or a movie to educate people in your school on “Dangers of drug abuse and cigarette smoking.”

Make sure to put lots of pictures in your pamphlet.



Picture 4.2 Pamphlets (Source: designstore.ir)



Formative Assessment

I can do this.

Complete these statements.

1. The most interesting thing I learned in this chapter was
2. The part I enjoyed most was
3. I would like to find more about
4. The hardest part in this chapter was
5. I need to work harder at

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The text was easy to understand.					
I know how to write an exposition text.					
I can write an exposition text.					
I know the format of an exposition text.					
I can create a pamphlet.					

My plan to overcome the difficulties of this chapter

CHAPTER 5

Letter Writing

KOMPETENSI DASAR

- 3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya

- 4.6 Teks surat pribadi
 - 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya

 - 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

A Pre-Activity

Read the letter given below.

35 Senggigi Raya
Lombok
75009 Nusa Tenggara Timur

12th January 2014

My Dear Lovely Siti,

Hello!

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.

You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.

Mum was making sure that we didn't miss any sight of the whole city, so we had practically been everywhere.

I have to go, mum is here. I will see you soon.

Lots of love

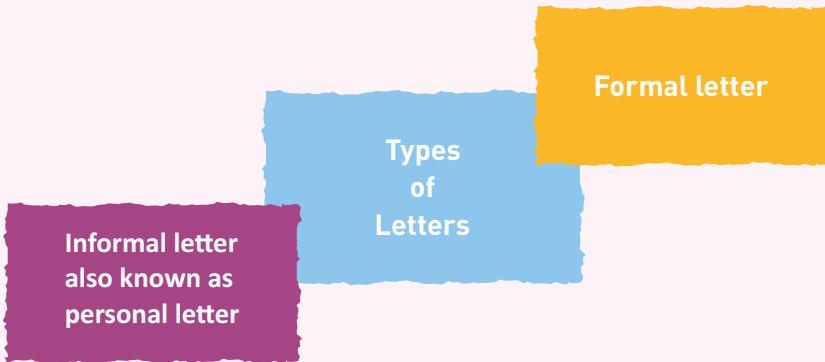
XOXO

Lana

P.S. I'm bringing you lots of souvenirs and pictures!!

Discuss with your partner, what kind of letter is this and how can you say that.

B Building Blocks



Personal Letters

Social Function	
<p>Personal letters are letters that are written to people we know such as friends, parents, siblings, and cousins. Letters are not only written to inform but to strengthen the bond between two people writing to each other.</p>	
Linguistic Features	
Sentence structure	<ul style="list-style-type: none"> - Accuracy of grammar is important. - Complete sentences are expected. - Slang can be used. - Use the contractions such as "I'll", "I'm", "we'll". - Use personal pronouns such as "I", "we", "you". - Use active voice.
Style:	<ul style="list-style-type: none"> - Language use may be personal like first and second person pronouns. - Be warm. - Use the person's name you are writing to. - Vary sentence length. - Write in a natural, conversational style. - Let your personality shine through in your writing. <p style="text-align: right;">(Bly, 2004).</p>

Table 5.1 Linguistic features of personal letter

Structure of Personal Letter	
Date	Date when the letter is written (top left).
Address	Place where you are writing from (top right).
Salutation & Name	Greeting and the person's name you are writing to
Introduction	The opening of the letter usually starts with how are you or refers to previous letter.
Body	The main part of the letter. It includes what you want to write to the other person.
Closure	The part indicates the letter is going to end.
Complimentary close	Short expressions like “love you”, “sincerely yours”, “love”.
Signature	Signature or initials of the writer.
Postscript P.S.	After thought in a letter. You begin with P.S. and end it with your initials.

Table 5.2 Structure of personal letter



DID YOU
KNOW

World's longest letter
 In 1952, a lady in Brooklyn, USA wrote a letter using a narrow tape. She used 3.200 feet of the narrow tape. It took her one month to write the letter.

World's shortest letter
 In 1862, Victor Hugo wanted to know how his book “Les Miserables” was selling. He wrote to his publisher:
 “?”
 The publisher replied:
 “!”

Some useful expressions for letter writing

Gratitude

- I'm just writing to thank you for
- It was very kind of you to
- Thanks very much for
- I am very grateful for

Giving advice

- Well, I thought about it and if I were you, I would
- Have you thought about?
- In your last letter you said you weren't sure what course of action to take, I suggest
- I think you shouldn't
- In your last letter you asked me about, I think

Delivering good news

- I'm sure you will be happy to hear that
- I am sure that you'll be interested to know that
- By the way, did you know that?
- OMG!! You'll never guess what happened!
- I am totally ecstatic to hear about
- I was happy beyond limits to read that

Delivering bad news

- I'm sorry but I have to tell you that
- Bad news, I'm afraid, but no way to avoid it, so here it goes
- I'm extremely sorry to hear that
- It was heart wrenching to read about

Asking for help

- I wonder if you could help me.
- I hope it's not too much to ask but
- I wonder if I could ask you a favor. Could you?

Apologizing

- I would like to apologize for
- I'm so sorry that
- Words are not enough to erase the pain I have given you but I want to say how sorry I am

Examples of expressions used in personal letters	
Salutations	<p>“Dear”, “Dearest”, “sweetheart”, “darling”, “My dear”, “My love”, etc.</p> <p>Salutations depend on how well you know the person you are writing to.</p>
Closing	<p>“Yours”, “with love”, “sincerely yours”, “all the love”, “all the best”, “affectionately”, “much love”, “best wishes”</p>
Starting the letter	<p>How are you? Hope this letter finds you Thank you for your last letter. It was so good to hear from you. Sorry for answering late. I'm sorry I should have written earlier Haven't heard from you in a while so I thought I am sorry to inform you that</p>
Conclusion	<p>I am looking forward to seeing you soon. I am looking forward to hearing from you soon. My best wishes for the coming test. See you. I will write soon. I will have to stop now. I am waiting for a quick reply. Looking forward to seeing you again. Bye.</p>

Table 5.3 Expressions used in personal letters

Example of a personal letter

35 Senggigi Raya
Lombok
75009 Nusa Tenggara Timur

12th January 2014

My Dear Lovely Siti,

Hello!

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.

You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.

Mum was making sure that we didn't miss any sight in the whole city, so we had practically been everywhere.

I have to go, mum is here. I will see you soon.

Lots of love
XOXO

Lana

P.S. I'm bringing you lots of souvenirs and pictures!!

Date

Address

Salutation

Greetings

Introduction

Closing

Signature

Postscript

Closure

The content of the letter

C Let's Practice

A. Look at the expressions and match them with the purpose of the letter.
The first one has been done for you.

Expressions	Purpose
I am so happy to share this with you.	To apologize
Thank you so much for remembering me.	To ask for reply
Did you know....	To ask a favor
I am so sorry.	Closing
I will be waiting for your letter eagerly.	To give advice
Can I ask you for this favor.	To give bad news
Love always,	Changing topic
I think you should think it over before.	To share some information
I am so sorry but I have to tell you.	To thank the person
That reminds me of....	To share good news

B. There are several mistakes (grammatical as well as in the format of the letter) in the letter given below. Highlight the mistakes and then rewrite the letter properly in the space provided.

Jl Cinangka Raya
2014

31st March

Ciputat - Tangerang Selatan

My dearest Lana,
Hey sweetie

I hope all is well with you. It's been a while since you moved to the new city for college. It is so sad that you are not few houses away anymore. I hope your new life is going well. It must be exciting living on your own in the hostel college.

Everything is fine here. You know nothing much happens here.

Have you already settled in? When is your college starting? Do you like the place you are living in? How is the neighborhood? I can't believe you live on boarding. I will be starting college soon as well but my parents insisted that I live at home.

Anyway, a bunch of us were talking about a reunion in summer holidays. So you better keep your calendar free. Nothing has been decided so suggestions are welcome!!!

That reminds me if you need anything let me know. I will gladly help. Have fun and don't stay out late. we miss you so much!!!

P.S. I saw your mother the other day she misses you a lot and wishes that you called more often.

Take care and stay safe. Write as soon as you can.

Love always,

Jane



D Active Conversation

Create a dialogue for one of the situations given below. Using the role-play approach, reenact the conversation with your classmates.

Situation No. 1

You and your friend have decided to write a letter to your parents to describe your recent field trip. Discuss what you want to write about.

You :

Friend :

You :

Friend :

You :

Situation No.2

Your friend is mad at Lucy's cousin, you want to convince her to write to her cousin.

You :

Lucy :

You :

Lucy :

You :

Lucy :

You :

F Let's Create/Contribute

Choose one of the activities given below.

- Write a letter to your parents, thanking them for everything they have done for you.
- With a partner, create a postage stamp and a letter-writing pad. You can frame your postage stamp and display it in your class or, if you want to, you can take it to the local post office and show it to the staff of the post office.

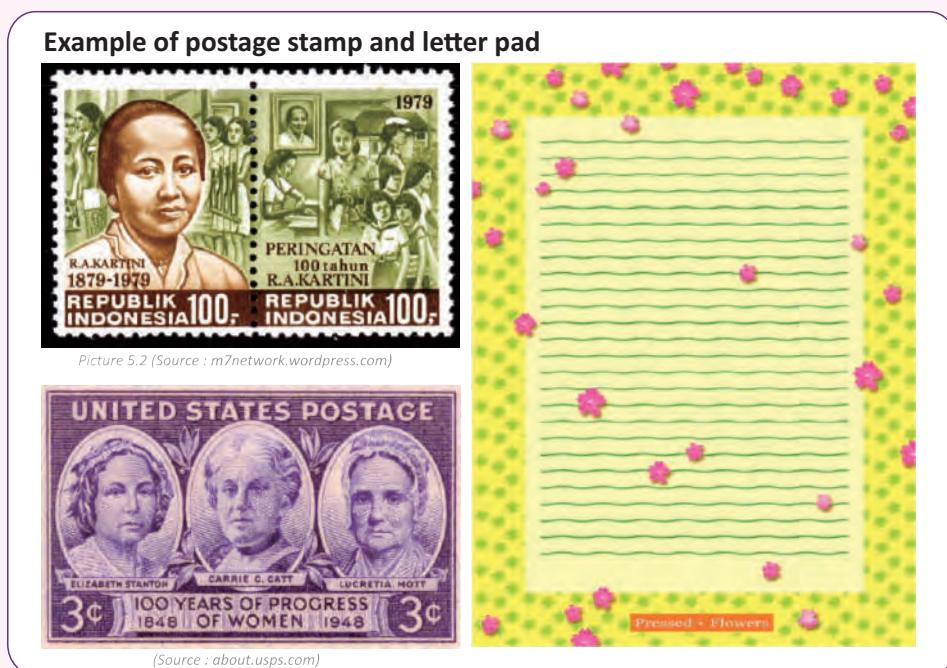


Table 5.1 Postage stamp & letter pad

DID YOU KNOW

?

!

The first postage stamp was invented by a British teacher in 1840.

The first two stamps were called Penny Black and Twopence Blue.

G Formative Assessment

I can do this.

Complete these statements.

1. The most interesting thing I learnt in this chapter was _____
2. The part I enjoyed most was _____
3. I would like to find more about _____
4. The hardest part in this chapter was _____
5. I need to work harder at _____

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The story was easy to understand.					
I can tell the difference between formal and personal letters.					
I can write personal letters.					
I like writing reflections.					
I will continue writing reflections					

My plan to overcome the difficulties of this chapter

CHAPTER 6

Cause and Effect

KOMPETENSI DASAR

- 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *because of ...*, *due to ...*, *thanks to ...*)
- 4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

A

Pre-Activity

With a partner, read the conversation given below.



Hi Ray! What are you doing?

Hey Jane! I am reading an article on smoking.

Smoking! Why?

For presentation in Science class.

Jane

So tell me what you learnt about smoking.

Did you know that smoking is one of the main causes of sickness in smokers? For example:

1. Smoking weakens the lungs due to which there is a build up of poisonous substances.
2. Smoking causes heart attacks, strokes, ulcers.

Really? It sounds scary.

It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.

You are right. We have to do it.



Ray

Discuss with your partner

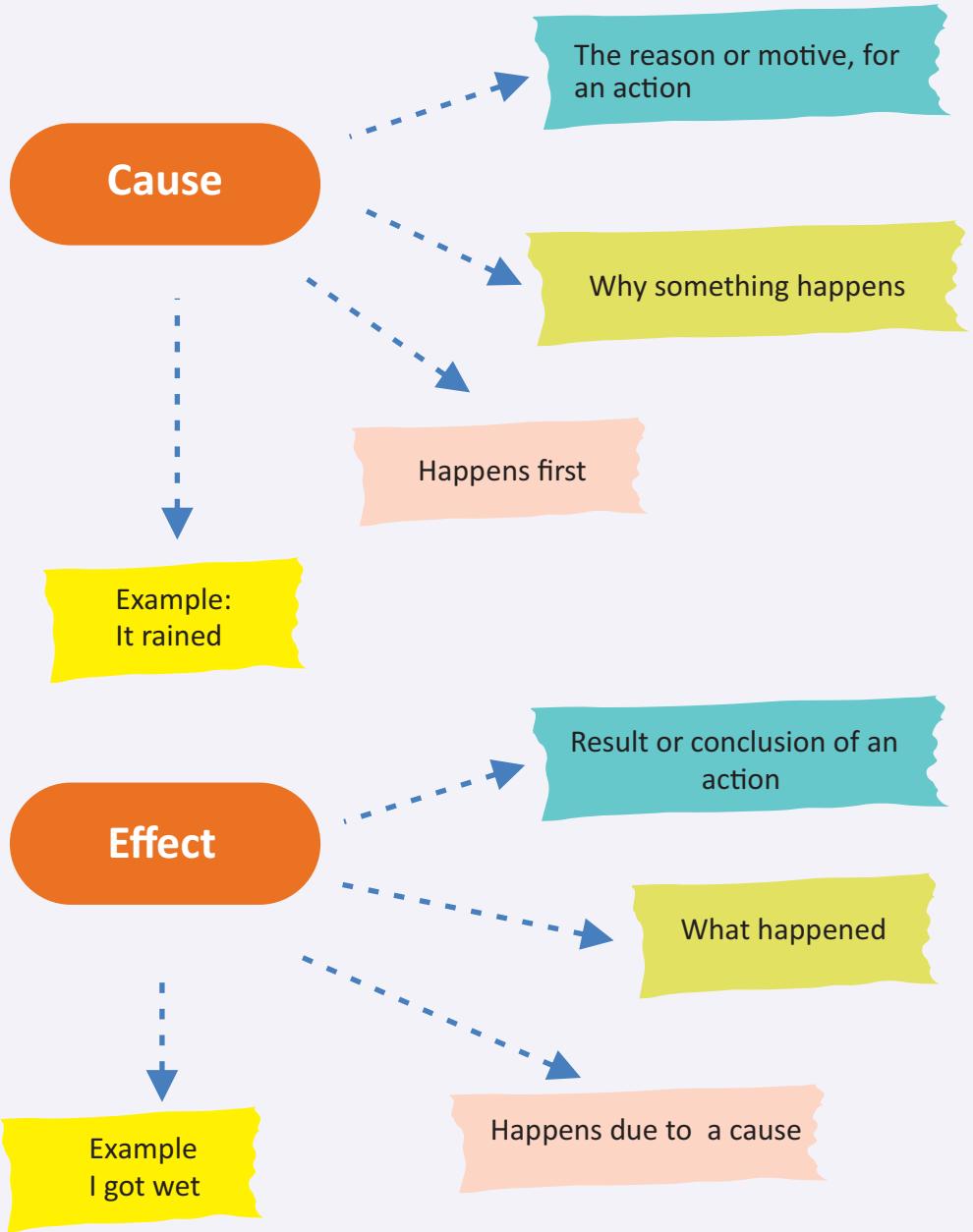
What do you think is happening in the above conversation?

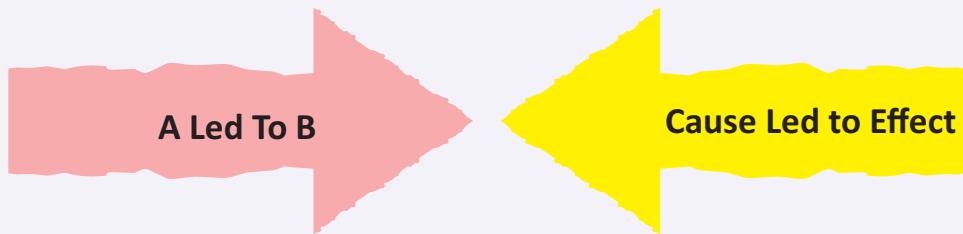
Do you think smoking is dangerous?

Do you think it should be banned?

B Building Blocks

Cause & Effect





- ✓ To find a cause, ask, why did this happen?
- ✓ To find an effect, ask, what happened?
- ✓ Example:
It rained, so I got wet.

Signal words

When we talk about cause, we use the following signal words:

- Because
- The reason for
- On account of
- Bring about
- Give rise to
- Created by
- Contributed to
- Led to
- Due to
- For this reason
- Unless

Signal words

When we talk about an effect resulting from a certain cause, we use the following signal words:

- As a result
- Then
- Hence
- For this reason
- Therefore
- Outcome
- So
- Consequently
- Finally
- Therefore
- in order to

Some examples of **Cause** and **Effect** relationships

Sentence	Cause & Effect Relationship
Sumatran tigers are almost extinct because people killed too many of them.	Cause - People killed too many of them. Effect - Sumatran tigers almost became extinct.
Haze is caused by massive forest burning.	Cause - massive forest burning Effect - haze
Since they are in love, they forgive each other's mistakes.	Cause - They are in love Effect - They forgive each other's mistakes
Early man learnt to grow food, and as a result, their lives became easier.	Cause - Early man learnt to grow food Effect - their lives became easier

Let's take a look at the sentence structure of cause and effect.

a. **Due to**, **because of**, **owing to** and **thanks to** are followed by a noun.

Due to	+ Noun
Because of	
Owing to	
Thanks to	

b. **Because**, **since**, **as**, **for** are followed by a verb.

Because	Subject + verb
Since	
As	
For	
As a result of	

Examples:

- Owing to her hard work and intelligence, we won the trophy.
- Thanks to Siti and John's effective planning, the event went well.
- Because of his hard work, he managed to get the best student award.
- I have a stomachache because I ate too much food.
- There was a lot of homework and tests, as a result most of the students were unhappy and couldn't go anywhere during the weekend.

C Let's Practice

A. Read the following sentences. Decide if the words in bold are the cause or the effect. Write *cause* or *effect* on the line. Then, underline the "signal" word or phrase.

1. Early man used weapons because **they needed to find food**.
2. The glaciers began to melt; therefore, **the land bridge between Asia and North America became flooded**.
3. **Because they wanted to learn about different civilizations that existed**, archaeologists studied artifacts.
4. **Early man slowly started to grow food**, and as a result, their lives became easier.
5. **My sister was very tired** because she stayed up past midnight.

B. Read the cause, write the effect, then write the complete sentence using signal words. The first one has been done for you.

1. Cause: It was very windy.
Effect: All the flights were cancelled.
Sentence: It was very windy; therefore, all the flights were cancelled.
2. Cause: She ate too much.
Effect: ...
Sentence: ...
3. Cause: I ran out of money.
Effect: ...
Sentence: ...
4. Cause: He is afraid to fly.
Effect: ...
Sentence: ...

5. Cause: After the car accident

Effect: ...

Sentence: ...

C. Read the sentences and find the cause and effect. The first one has been done for you.

1. The milk spilled all over the floor, so Jane got a mop and cleaned it up.

Cause: milk spilled

Effect: Jane mopped

2. Siti has planned a trip to her uncle's house because she loves her cousins.

Cause: ...

Effect: ...

3. The green house gases trap the heat in the air, so the Earth becomes warmer.

Cause: ...

Effect: ...

4. Because the Sumatran tigers were almost extinct, the Indonesian government declared them as endangered species.

Cause: ...

Effect :...

5. Animals are becoming extinct because humans are moving into their habitats.

Cause: ...

Effect: ...

D. Complete the cause and effect transactional conversation given below. Use signal words like *because, due to, so, therefore, the reason for, then, etc.*

A. This conversation between two friends is about the effects of exercise on our body.

Siti: Hey! Why are you wearing your sports wear?

Edo: I am going for exercise.

Siti: Why? I have never seen you exercising before.

Edo: ...

Siti: ...

Edo: ...

Siti: ...

B. Write a cause and effect conversation on forest fires in Sumatra.

A: ...

B: ...

A: ...

B: ...

A: ...

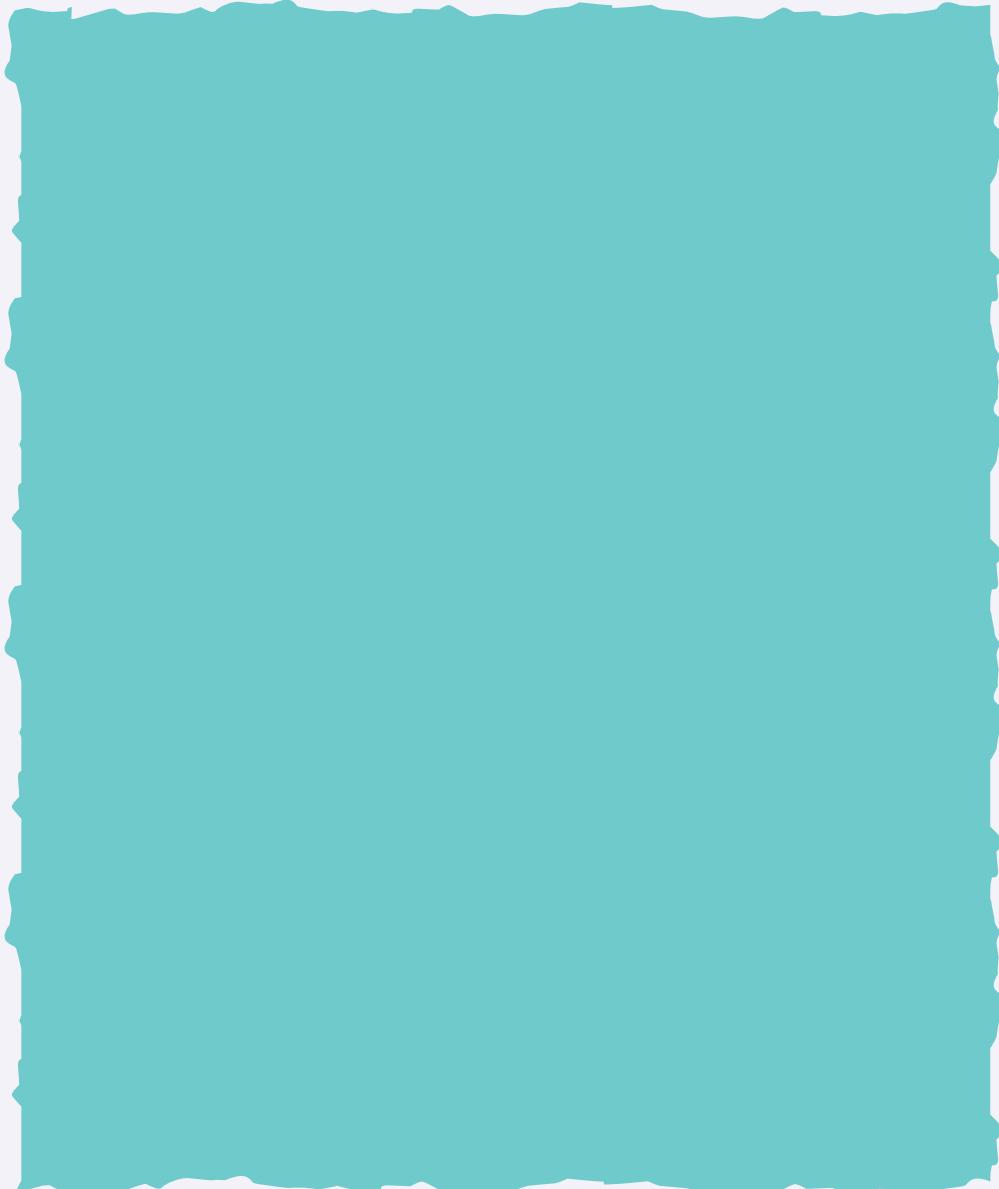
B: ...

A: ...

B: ...

D Active Conversation

With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.





Writing Connection

Choose one of the topics given below and create a dialogue.

1. Causes and effects of flooding in Jakarta
2. Causes and effects of corruption
3. Causes and effects of bullying on teenagers

A large yellow rounded rectangle with a blue border, containing 20 horizontal blue lines for writing a dialogue.

F

Let's Create/Contribute

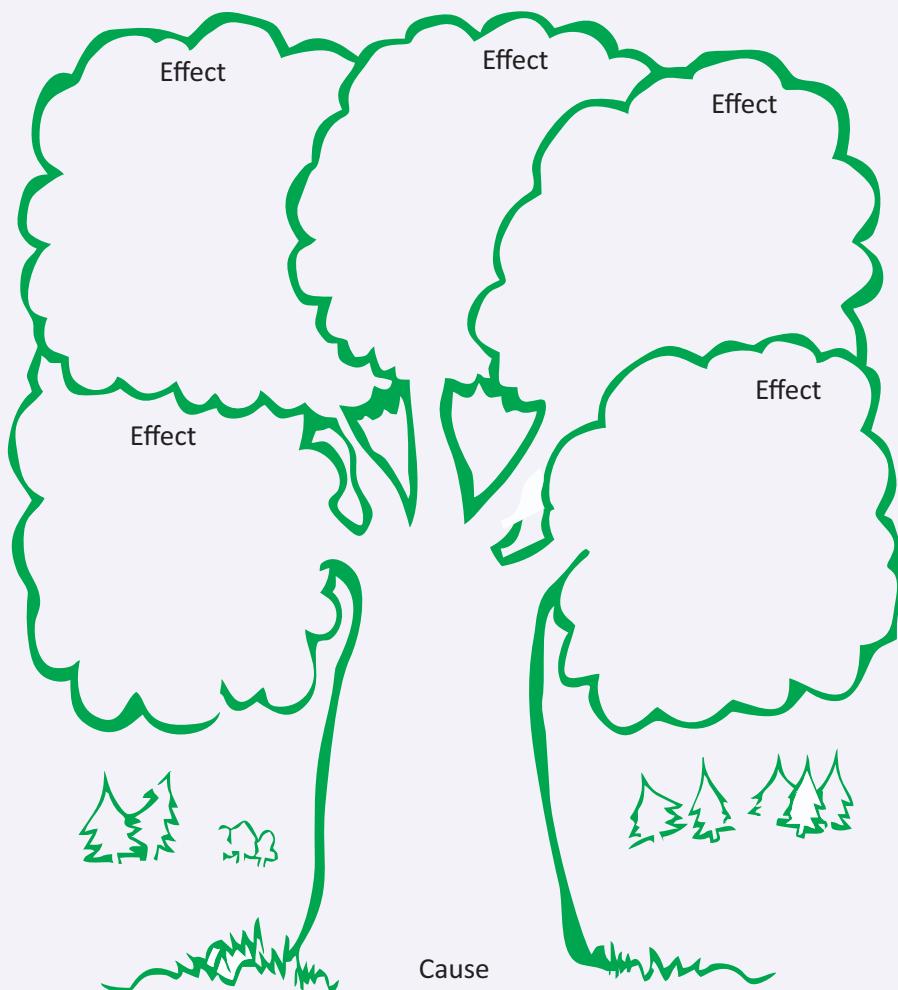
Cause and Effect Tree

Choose one of the following topics for your project.

1. Effects of smoking
2. Extreme weather due to global warming
3. Effects of global warming

With your partner, explore the consequences of your topic by writing the cause on the roots of the tree and the effects on the branches.

Once you are done, you can present your work in class using one of the following forms: video, comic strip, PowerPoint presentation, or a blog.



G Formative Assessment

I can do this.

Complete these statements.

1. The most interesting thing I learnt in this chapter was _____
2. The part I enjoyed most was _____
3. I would like to find more about _____
4. The hardest part in this chapter was _____
5. I need to work harder at _____

Read the statements below and tick (✓) the option that is most applicable to you.

	Yes	Maybe	No	No at all
The chapter was easy to understand.				
I know what cause is.				
I know what effect is.				
I can differentiate between cause and effect.				

My plan to overcome the difficulties I faced in this chapter

CHAPTER 7

Meaning Through Music

KOMPETENSI DASAR

- 3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
- 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

A

Pre-Activity

With a partner, study the lyrics of the following songs. Then, discuss the questions.

“Stand By Me” by Ben E King

When the night has come
And the land is dark
And the moon is the only light we'll see
No I won't be afraid
Oh, I won't be afraid
Just as long as you stand, stand by me

So darling, darling
Stand by me, oh stand by me
Oh stand, stand by me
Stand by me

If the sky that we look upon
Should tumble and fall
All the mountains should crumble to the sea
I won't cry, I won't cry
No, I won't shed a tear
Just as long as you stand, stand by me

So darling, darling
Stand by me, oh stand by me
Oh stand, stand by me
Stand by me

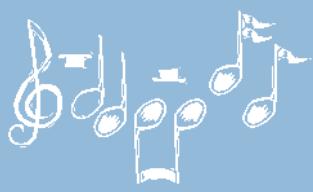
So darling, darling
Stand by me, oh stand by me
Oh stand now, stand by me, stand by me
Whenever you're in trouble won't you stand by me
Oh stand by me, oh won't you stand now, stand
Stand by me
Stand by me



Discussion Questions for Stand by Me

1. What do you think the title “Stand by Me” means?
2. Do you consider “Stand by Me” an inspirational song? Why?
3. If you had to change the lyrics of “Stand by Me”, which lyrics would you change?

Discussion Notes :



“We Shall Overcome” by Pete Seeger

We shall overcome,
We shall overcome,
We shall overcome, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We shall live in peace,
We shall live in peace,
We shall live in peace, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We are not afraid,
We are not afraid,
We are not afraid, TODAY

Oh, deep in my heart,
I do believe
We shall overcome, some day.

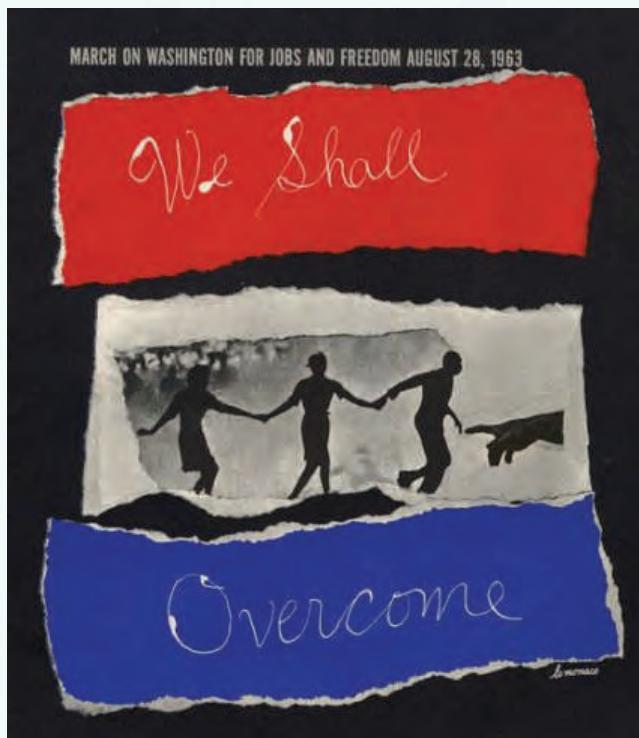
The whole wide world around
The whole wide world around
The whole wide world around some day

Oh, deep in my heart,
I do believe
We shall overcome, some day.

Discussion Questions for We Shall Overcome

1. What do you think is the theme of this song?
2. Is this an inspiring song? Does it inspire you?
3. Do you think you can overcome all the obstacles and live in a happy and prosperous world?

Discussions Notes :



Picture 10.3 (Source: blog.ctypages.com)

“Hero” by Mariah Carey

If you look inside your heart
You don't have to be afraid
Of what you are
There's an answer
If you reach into your soul
And the sorrow that you know
Will melt away

[Chorus]

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

It's a long road
When you face the world alone
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness you felt
Will disappear

[Chorus]

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

The Lord knows
Dreams are hard to follow
But don't let anyone
Tear them away
Hold on
There will be tomorrow
In time
You'll find the way

[Chorus]

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you



Discussion Questions for Hero

1. What is the song “Hero” about?
2. According to the song “Hero”, what makes a hero?
3. Who is your hero? Why?
4. How does this song make you feel?

Discussion Notes :



“Invictus”

by William Ernest Henley

Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the horror of the shade,
And yet the menace of the years
Finds and shall find me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.

Discussion Questions for Invictus

1. **Invictus** is a latin word that means unconquered . What does it say about the poem?
2. Why do you think the poet is not frightened?
3. Do you like the poem “Invictus”?
4. Do you agree with what the poet is saying? Why? Why Not?
5. Do you think poems can change people?

“The Road Not Taken”

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less travelled by,
And that has made all the difference.

Discussion Questions for The Road Not Taken

1. What do you think the poem “The Road Not Taken” is about?
2. What might the two roads represent or symbolize? Make a list of possibilities and discuss with your partner.
3. Did the poet choose between the roads? Which road do you think he chose?
4. Do you think the poet is content with his choice? Give reasons to support your answer.

“Dreams”

by Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Discussion Questions for Dreams

1. What do you think the poem “Dreams” is about?
2. Do you think dreams can be realized?
3. Do you agree with Langston when he says that life is like a wingless bird without dreams? Discuss!
4. How does the poem make you feel?
5. What do you think the poet is saying? Do you agree? Give reasons.

B Building Blocks

How to figure out a song's meaning

Artists write songs and poems to express their feelings. Finding the meaning of a song is a demanding task because we do not know what the writer was feeling at the time of writing the song or poem. Whenever we are successful in finding the meaning of a song or poem, it brings a great feeling of satisfaction and appreciation towards the song.

These are the steps involved in finding the meaning of a song.

Step 1:

It is very important to know the lyrics of a song.

Step 2:

Try to figure out the type of song. Is it classical, country, etc.?

Step 3:

Find out what kind of poetic devices are used and then re-examine the lyrics. You will be able to find a whole new meaning of words.

Step 4:

Listen to the song while reading the lyrics. It can help you to find deeper connection with words. Try to look for the message of the song.

Step 5:

Keep an open mind and discuss the meaning with other people. You will be surprised how different perspectives can open up your mind to new meanings.

(<http://www.chaparralpoets.org/>)

C Active Conversation

In groups of five, discuss each other's favourite songs, poems, singers and poets.

You can ask each other questions like these:

- Who are your favourite singers and poets?
- Which is your favourite song? Why do you like it?
- Are lyrics and music equally important to a song or not?
- What do you think is important for a song? Lyrics or music?
- Do you think music can help bring peace?
- Does music make you cheerful?
- Do you like listening to music in Bahasa Indonesia or English?
- If you could be any musician, who would you want to be and why?
- Do you think songs with offensive lyrics should be banned?
- Should songs and poems have moral values?
- Do you think songs and poems play an important role in spreading important messages in our life?
- Do you think songs or poems can change people?



Formative Assessment

I can do this.

Complete these statements:

1. The most interesting thing I learnt in this chapter was
2. The part I enjoyed most was
3. I would like to find more about
4. The hardest part in this chapter was
5. I need to work harder at

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The poems and songs were easy to understand.	<input type="checkbox"/>				

My plan to overcome difficulties of this chapter

CHAPTER 8

Explain This !!

KOMPETENSI DASAR

- 3.5 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *passive voice*.)
- 4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI



Pre-Activity

Read the text given below.

Earthquakes

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (*Earth Science*. 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings



Figure 8.1 Earthquake disaster

and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.

Discussion

1. Have you ever witnessed an earthquake? What effect did it have on you?
2. Why are earthquakes considered as the most deadly natural hazards?
3. Did you notice anything specific about the way this text is written?
4. What kind of text is this?

B Building Blocks

Explanation Text

An explanation text is a non-fiction text that is used to describe how or why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why).

For example:

- Rain
- The water cycle
- Earthquakes

Types of Explanation Texts

Explanation texts are categorized according to the type of process they describe.

Sequential Explanation

Explanations that describe natural and non-natural phenomena, for example life cycles.

Cause and Effect Explanation

Explanation text that links cause and effect in explaining how and why an event occurred, for example volcanoes.

Structure of an Explanation Text

Social Function

An explanation text is used to describe how or why a certain phenomenon happens.

General Structure

- A title that identifies the topic to be explained
- An opening statement that identifies the process to be explained
- A clear order of paragraphs that describe how and why
- A concluding paragraph that puts all the information together
- Finally, a visual text (a labeled image)

Linguistic Features

- Focuses on general group rather than specific.
- Use of Linking words like **in general, rather, for instance.**
- Use of action verbs like **breaks, erupts.**
- Use of present tense like **is, wake, are.**
- Reference to people should not be given.
- Passive voice may be used.
- Use of technical terms and language relevant to the subject.
- Conjunctions should be used to make connections like **and, but.**
- Gives a detailed description to create a rich meaning.

Passive Voice

When emphasis is on the action (verb) and the object of a sentence rather than the subject of a sentence.

It means that

Action is more important than the subject.

Subject is unknown.

Even when the subject is known, it is put at the end.

Examples

- A letter is written by me.
- America was discovered by Columbus.
- Macbeth was written by Shakespeare.
- The door was opened by his son.
- The new ideas were suggested by Edo.

Changes of Pronouns from Active Voice to Passive Voice

Pronoun in Active Voice	Pronoun in Passive Voice
I	Me
We	Us
You	You
He	Him
She	Her
It	It
They	Them

Table 8.1 Pronouns in active & passive voice

Rules for Changing Active Voice to Passive Voice

- Identify the subject, the verb and the object: SVO.
- Change the object into subject.
- Put the suitable helping verb or auxiliary verb. In case the helping verb is given, use the same verb but note that the helping verb given agrees with the object.
- Change the verb into the past participle form.
- Add the preposition "by".
- Change the subject into object.

Example

Active Voice	Passive Voice
The teacher is going to explain the lesson.	The lesson is going to be explained by the teacher.
She closed the door.	The door was closed by her.

Forming Passive Voice

Tense	Be +Past Participle	Example
Present Simple	am, is, are + made	The painting is made by her.
Present Progressive	am, is, are+ being+ sent	The book is being sent right now.
Present Perfect	has, have +been +sold	The copyrights of the books have been sold.
Past Simple	was, were+ invited	He was invited by Carl.
Past Progressive	was, were + being+ washed	Their bikes were being washed while they were running in the park.
Past Perfect	Had+ been+ hired	All the employees had been hired before the school started.
Future (will)	Will be +signed	A contract will be signed by her.
Future (going to)	am, is , are+ going to be + built	A bridge is going to be built by them within the next few years.
Future Perfect	Will+ have been+ started	The job will have been started by the first of June.

Table 8.2 Formating of passive voice

An annotated explanation text

Structure	How volcanoes are formed	Linguistic features
Introduction	Have you ever wondered how volcanoes are formed?	
Opening statement	A volcano is a vent or an opening on the earth's surface which allows molten rock called magma, volcanic ash and gas to escape out onto its surface.	Present tense
Explanation Sequence 1	Volcanoes are formed whenever there is a crack in the crust of the earth. A tube-like passage connects a chamber of magma (molten rock) at the centre of the earth to the earth's crust.	Technical terms
Explanation Sequence 2	When the pressure builds up in the chamber, the magma, gases and ash are pushed up through to the top of the tube on the earth's surface known as vent.	Action verbs
Explanation Sequence 3	The red-hot magma that escapes to flow over the Earth's surface is called lava which, when cools, forms into rocks.	Conjunction
Conclusion	In fact, the mountains we see today are nothing but solidified lava from previously erupted volcanoes.	Technical language

Table 8.3 Description of explanation text



Let's Practice

The opening statement of a phenomenon is given below. Use the format of an explanation text to complete it.

Opening Statement

Have you ever wondered how rain is formed? Rain is nothing but droplets of water from the air.

Blank area for writing the explanation text.

D Active Conversation

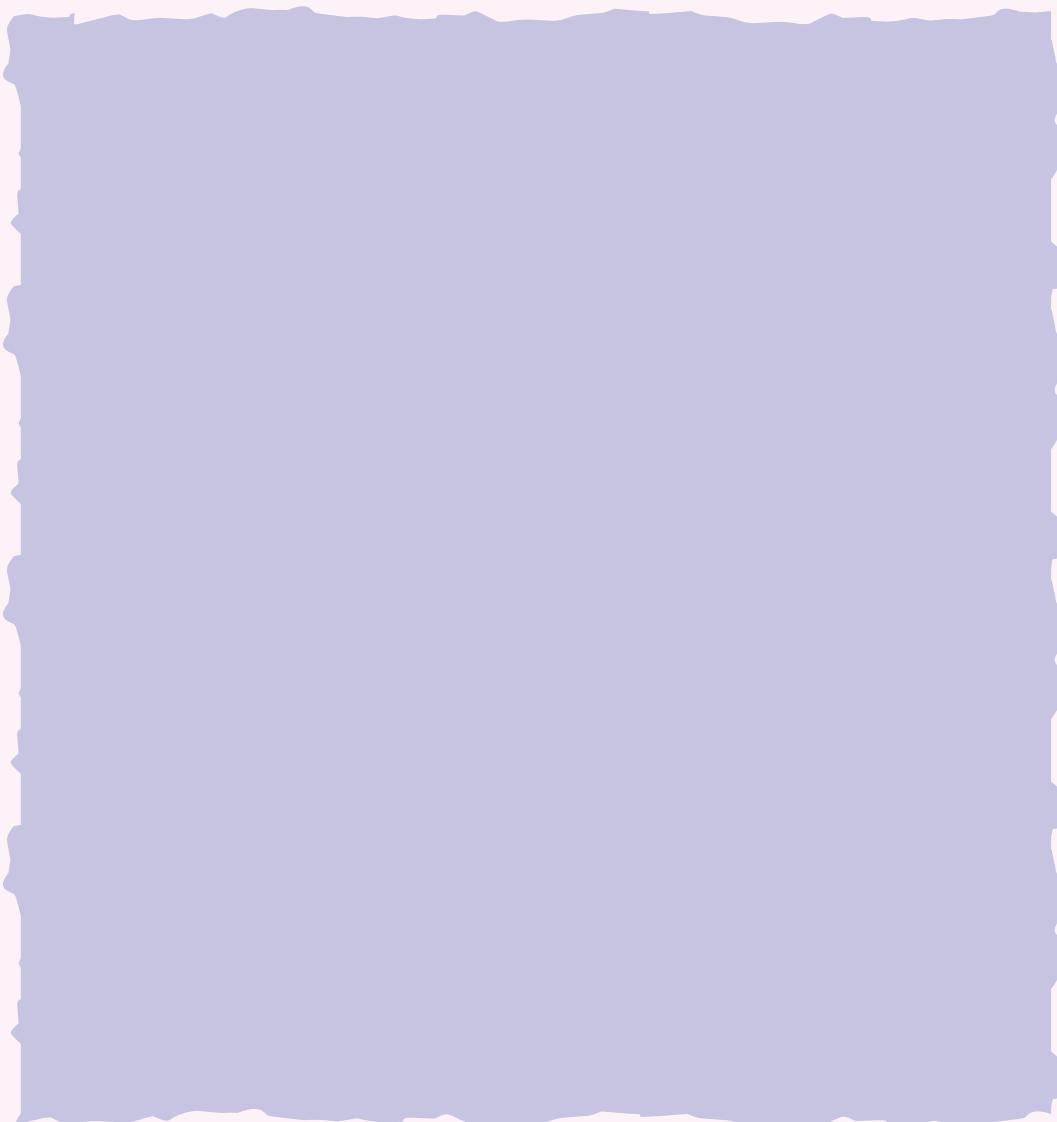
Choose one of the topics given below.

Formation of rainbows

Life cycle of any animal

How tsunamis are formed

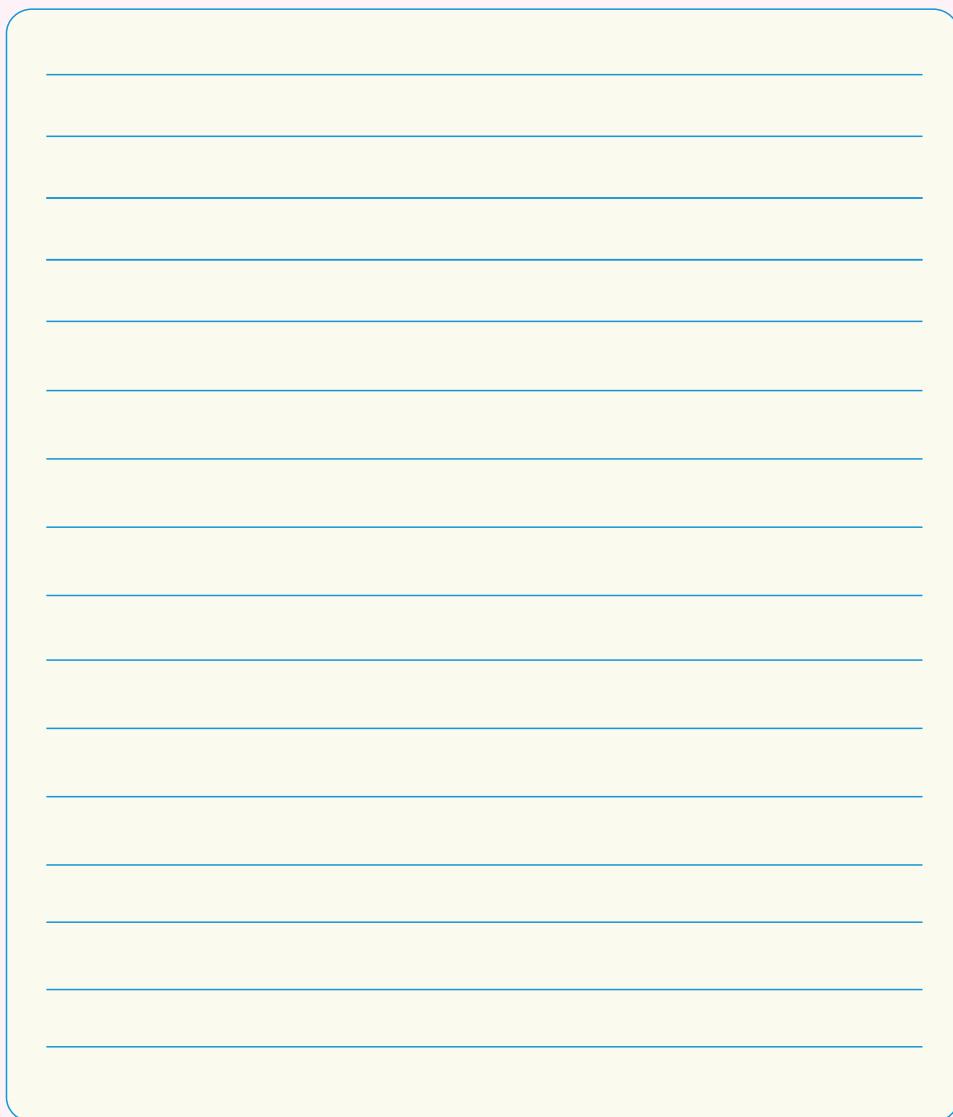
Do research on any one of the above given topics and explain to a friend or present it in class. Use the explanation text format.



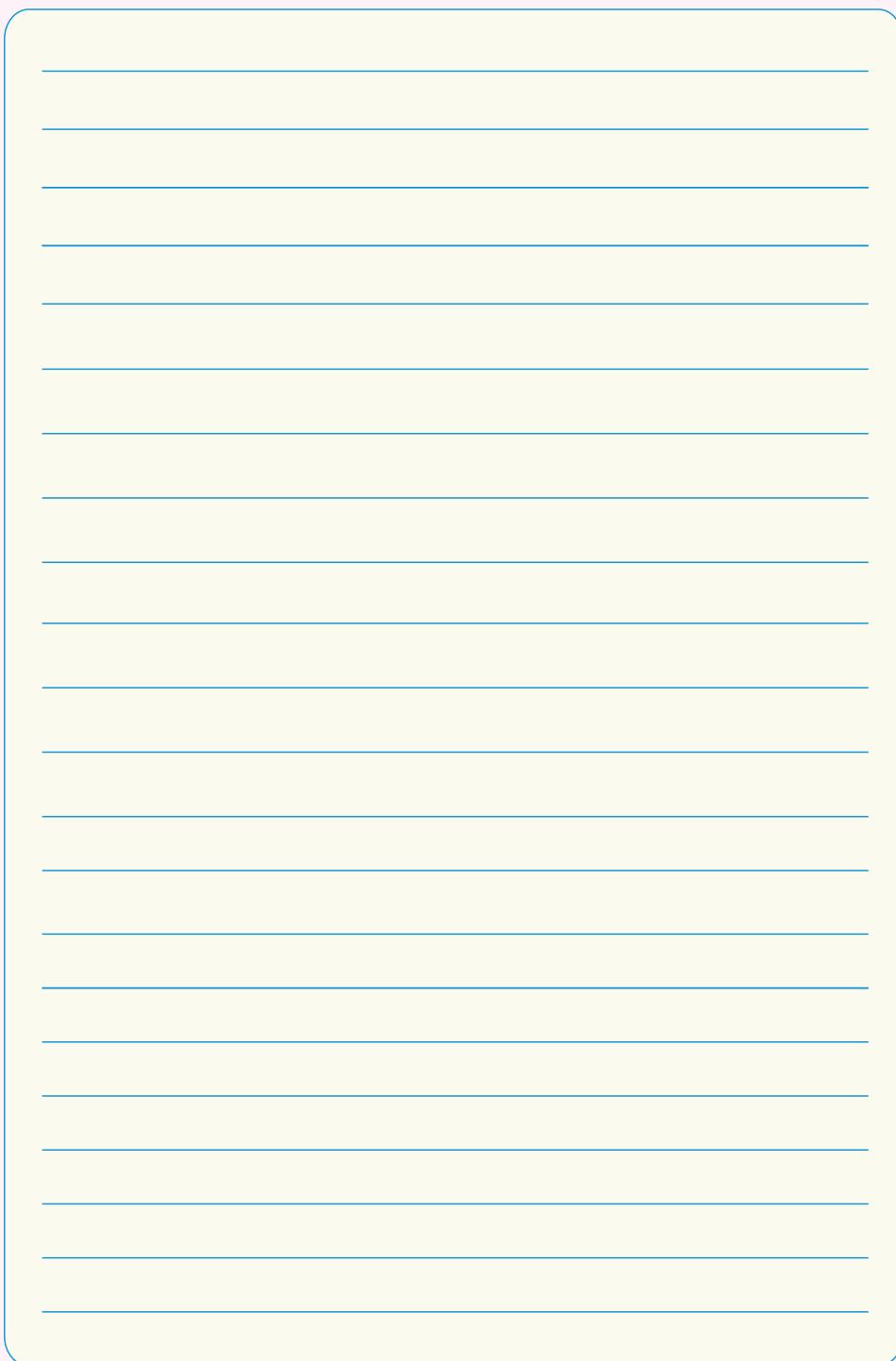
E Writing Connection

Write an explanation text from any topic given in the active conversation or any topic of your choice. Make sure you follow the structure of explanation text you have learnt in the building blocks. You should also follow the writing process (drafts, edit, revise and publish).

Draft 1 (Show this draft to your teacher for the feedback.)

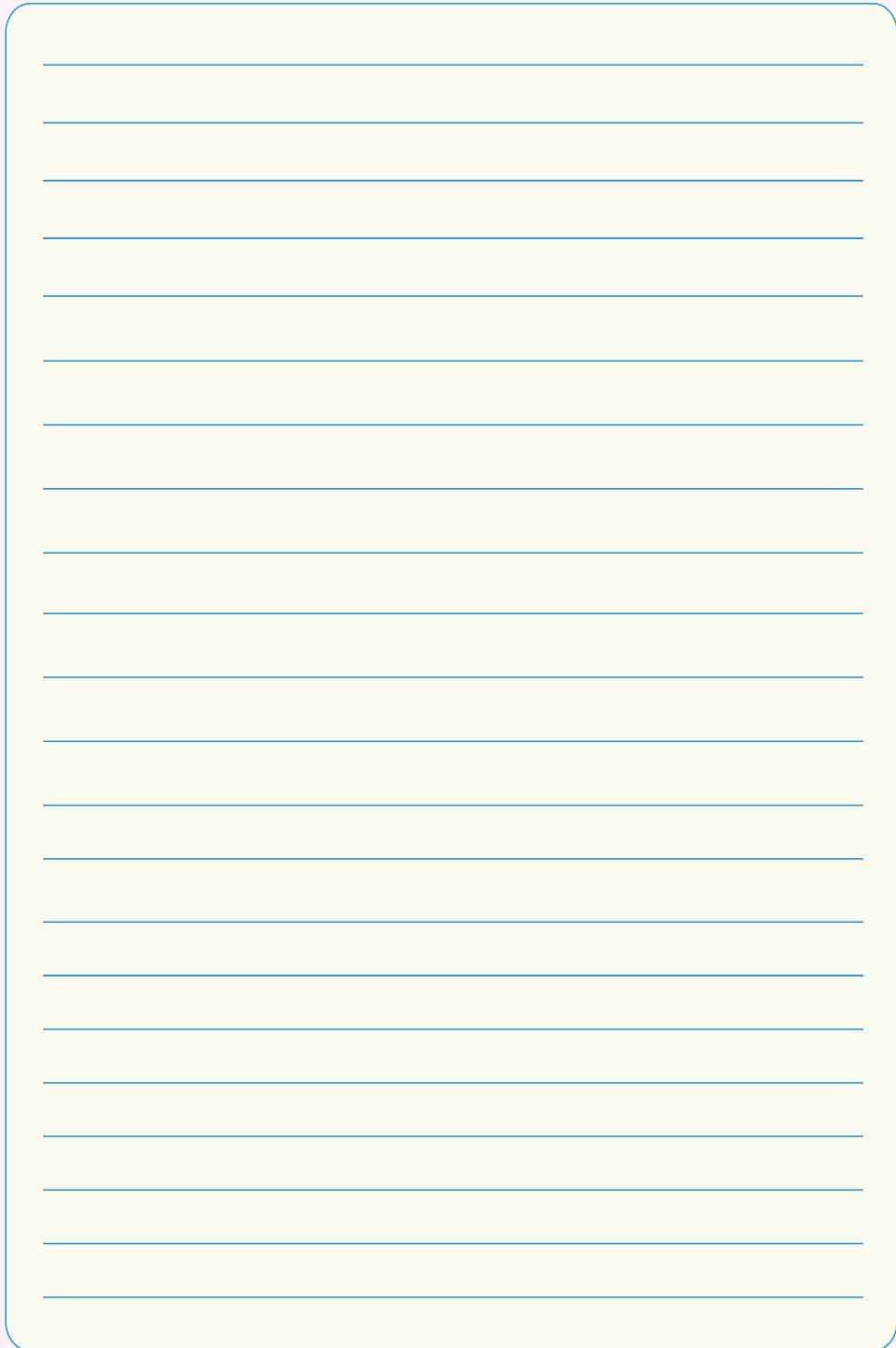


Draft 2 (Make changes according to the feedback given by your teacher.)



A large yellow rounded rectangle containing 20 horizontal blue lines for writing.

**Final Draft (Revise and publish – share with your teacher, friends,
and on your blog.)**



A large yellow rounded rectangle with a blue border, containing 25 horizontal blue lines for writing.

F Let's Create/Contribute

Create a video, PowerPoint presentation, poster or a pamphlet to educate people in your neighbourhood about the formation of tsunamis or earthquakes.

G

Formative Assessment

I can do this.

Complete these statements.

1. The most interesting thing I learnt in this chapter was _____
2. The part I enjoyed most was _____
3. I would like to find more about _____
4. The hardest part in this chapter was _____
5. I need to work harder at _____

Read the statements below and tick (✓) the option that is most applicable to you.

	Yes	Maybe	No	Not at all
The chapter was easy to understand.				
I know what an explanation text is.				
I know why explanation texts are written				
My plan to overcome the difficulties I faced in this chapter				

ENRICHMENT

1. Can Greed Ever be Satisfied?

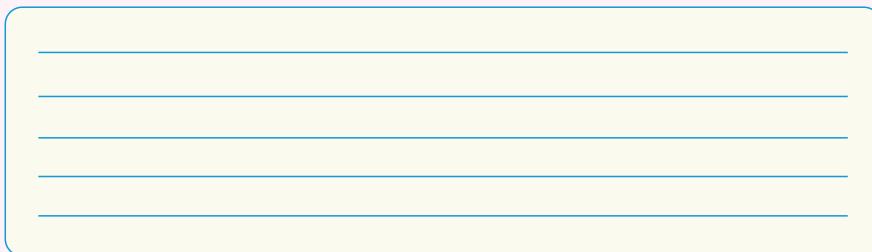


Why Do We Need To
Work Together?

A Pre-Reading Activities

Personal Connection

If you get three wishes from a magical creature, what will you wish for? Write down your wishes in the space given below and share with your teacher and classmates.



Genre Connection

Folklores or tales are traditional stories that are passed on from one generation to another. These stories teach lessons of life. Every culture around the world has a unique way of expressing traditions, beliefs and values through folklores. Folklores are a way of passing on tradition and culture from one generation to another. Folklores can be classified as fairy tales, legends, oral history, tall tales, and fables. The study of folklores is called folkloristic and people who study folklores are known as folklorists. Folklores usually have morals and lessons for life. English antiquarian, William Thoms first coined the word folklore and used it in a letter to the periodical "The Athenaeum". (Encyclopedia Britannica)

Famous folklores include: Grimm's fairy tales, The Arabian Nights, Aesop's Fables, Atlantis, etc.

B

Reading Activity

The Enchanted Fish

There once was a fisherman who lived with his wife in a small hut close by the seaside. The fisherman used to go fishing every day. One day, as he sat in his boat with his rod, looking at the sparkling waves and watching his line, all of a sudden his float was dragged away deep into the water. He quickly started to reel in his line and managed to pull out a huge fish. "Wow! This will feed us for days." Much to his surprise, the fish started to talk and said, "Pray, let me live! I am not a real fish; I am an enchanted prince. Put me in the water again, and let me go! Have mercy o' kind fisherman." The astonished fisherman quickly threw him back, exclaiming, "I don't want to hurt a talking fish! Go on! Go where you came from."

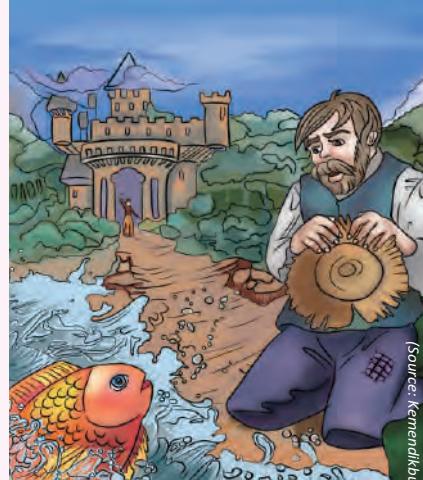


Figure E.1 The fisherman talking to the fish

When the fisherman went home to his wife, he told her everything that had happened and how, on hearing it speak, he had let it go again. "Didn't you ask it for anything?" said the wife. "No, I didn't, what should I have asked for?" replied the fisherman.

"I am surprised you don't realize what you should have asked for. We live very wretchedly here, in this nasty and dirty hut. We are poor and I am so miserable. You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage", said his wife.

The fisherman wasn't sure about this but he still went to the seashore, sat in his boat, went to the middle of the sea and said:

*"O enchanted beautiful fish!
Hear my plea!
My wife wants not what I want,
and she won't give up till she has her own will,
so come forth and help me!"*

The fish immediately came swimming to him, and said, *“Well, what is her will? How can I help your wife?”* *“Ah!”* said the fisherman, *“she says that when I had caught you, I ought to have asked you for something before I let you go. She does not like living in our little hut, and wants a snug little cottage.”* *“Go home, then,”* said the fish, *“She is already in the cottage!”* So the fisherman went home, and saw his wife standing at the door of a nice trim little cottage. *“Come in, come on in! Look at the beautiful cottage we have.”* Everything went fine for a while, and then one day the fisherman's wife said, *“Husband, there is not enough room for us in this cottage, go back to the fish and tell him to make me an emperor.”* *“Wife,”* said the fisherman, *“I don't want to go to him again. Perhaps he will be angry. We ought to be happy with what the fish has given us and not be greedy.”* *“Nonsense!”* said the wife; *“The fish will do it very willingly, I know. Go along and try!”* With a heavy heart the fisherman went to the middle of the sea and said:

*“O enchanted beautiful fish!
Hear my plea!
My wife wants not what I want,
and she won't give up till she has her own will,
so come forth and help me!”*

“What would she have now?” said the fish. *“Ah!”* said the fisherman, *“she wants to be an emperor.”* *“Go home,”* said the fish; *“She is an emperor already.”*

So he went home and he saw his wife sitting on a very lofty throne made of solid gold, with a great crown on her head full two yards high. And on each side of her stood her guards and attendants in a row. The fisherman went up to her and said, *“Wife, are you an emperor?”* *“Yes,”* said she, *“I am an emperor.”* *“Ah!”* said the man, as he gazed upon her, *“What a fine thing it is to be an emperor!”* *“Husband,”* said she, *“it is good to be an emperor.”* They were happy for a while.

Then a time came when she was not able to sleep all night for she was thinking what she should ask next. At last, as she was about to fall asleep, morning broke, and the sun rose. *“Ha!”* thought she, as she woke up and looked at it through the window, *“after all I cannot prevent the sun from rising.”* At this thought she was very angry, and wakened her husband, and said, *“Husband, go to the fish and tell him I must be Lord of the sun and the moon.”* The fisherman was half asleep, but the thought frightened him so much that he fell out of the bed. *“Alas, wife!”* said he, *“cannot you be happy with being such a powerful emperor?”*

"No," said she, "I am very uneasy as long as the sun and the moon rise without my permission. Go to the fish at once!" "I don't think this is a good idea," said the fisherman but his wife wouldn't listen to him. "Why don't you just go and ask the fish to make me the Lord of everything?" she said.

Then the man went shivering with fear. As he was going down to the shore a dreadful storm arose. The trees and the very rocks shook and the sky became black with stormy clouds. There were great black waves, swelling up like mountains with crowns of white foam upon their heads. Unfortunately, the fisherman did not have any choice, so he got onto his boat and rowed to the middle of the sea and cried out as loud as he could:

*"O enchanted beautiful fish!
Hear my plea!
My wife wants not what I want,
and she won't give up till she has her own will,
so come forth and help me!"*

"What does she want now?" said the fish. "I am truly ashamed of my wife's greed but I can't do anything. She wants to be Lord of the sun and the moon. "Go home," said the fish, "to your small hut." And it is said that they live there to this very day.

(Adapted from Grimm Brothers, 1812. "The fisherman and his wife")



Figure E.2 Fisherman and wife at their small hut



Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. Did the fisherman like asking the fish for wishes? How did he feel about it? Do you think he could have done something else instead of going back to the fish again and again?
2. The story doesn't reveal how the prince was turned into a fish. What do you think might have happened?
3. Do you think the prince will stay a fish forever?
4. What happened at the end of the story? Please describe.
5. Why did the fisherman's wife keep asking her husband to go back to the fish?
6. What do you think of the fisherman's wife? Do you feel sorry for her? Or do you feel angry with her? Discuss.
7. If you had a chance to rewrite the story, how would the story end? Write your ending of the story.
8. Imagine you are the fish in the story. Can you narrate the story from his point of view?
9. What lesson did you learn from this story?

Discussion Notes :

D Personal Journal Writing

The fisherman's wife didn't appreciate what she had. She was never grateful for what God had given her. As time passed, her greed surpassed all the limits. Instead of being greedy we should be content. The first step in achieving contentment is to be thankful or grateful. It is extremely important to be thankful to others and especially to God Almighty. What are the things you are grateful for? Take a moment to write them down and share your thoughts with your teacher and classmates.

I am Grateful to God for:

1. Giving me the chance to learn English Language.

2. ...

3. ...

4. ...

5. ...

6. ...

7. ...

8. ...

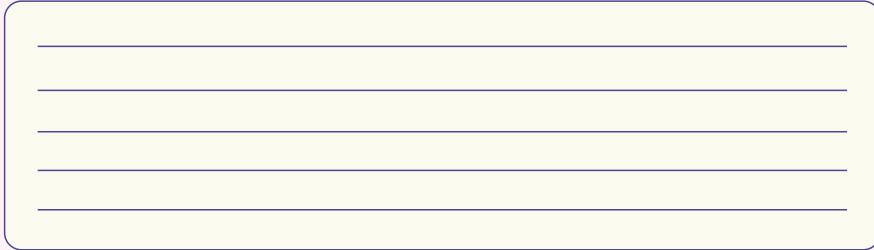
2. Bullying: A Cancer that Must be Eradicated



A Pre-Reading Activities

Personal Connection

Have you ever been bullied or have you ever witnessed someone being bullied? How did you feel? Can you express your feelings/opinions on the issue of bullying?



Genre Connection

Opinion column is a piece of writing that is mainly based on the opinion or viewpoint of the writer. Opinions are mostly subjective which means that they are not based on absolute facts but on emotions and interpretation of facts. Opinion pieces are usually published in magazines or newspapers as editorials or opinion editorials (Damer, 2008).

Famous opinion columnists are:

- Noam Chomsky
- Ben Tulfo
- Andrea Patrick
- Mike Carlton
- Rafique Zakaria
- Mitch Albom
- Gunawan Mohammad

B Reading Activity

Bullying: A cancer that must be eradicated

Note:

All names have been changed to protect the privacy of those involved, especially the victims.

A tragic end to an education that had barely begun – 13-year-old Kiki stopped schooling because her classmates used to make fun of her relentlessly. They had accidentally discovered her humble background, her father being a street vendor. In another case, 15-year-old Dinda could not take it anymore. She became depressed, left school and stayed at home because she was constantly teased by her classmates for failing in junior high school.

And in yet another, more recent case, some senior students of a junior high school took seven junior students, and subjected them to violent beatings. Sherry, one of the junior students, was rushed to hospital with bruises on his abdomen. He is extremely scared to go to school. Julie, a 10-year-old, fifth grade student, states that her first two years of elementary school were a traumatic experience. She sadly remembers being cruelly bullied by her male classmates



because she was overweight. They used to call her *Sumatran elephant*, *baboon*, *gentong* and many other names.

These are few cases out of hundreds of similar cases and the number is increasing over the time. In Indonesia, bullying exists in every form, from teasing to extreme abuse. Even though incidents of bullying are common, unfortunately it is not seen as a major problem. A recent survey conducted by the National Child Protection Commission has shown that more than half of bullying incidents go unreported due to the fact that it is considered normal in some parts of the society. Also the people who get bullied are either unwilling to report it because they feel it will “make a big deal”. Or worse, they are so scared that they don't trust anyone and do not want to share their plight with anyone (<http://www.asianewsnet.net/news-34263.html>). The issue of bullying has been a problem for years but recently it got limelight from news media when a few cases were reported.

Bullying affects the children both psychologically and physically. It is estimated that hundreds of children miss school every day due to the fear of being mistreated by other students and, in some extreme cases, they choose to home school, or in severe circumstances, they stop studying altogether (<http://www.bullyingstatistics.org/content/facts-on-bullying.html>).

Children should not be living in constant fear. They shouldn't be afraid. On the contrary, they should look forward to every day of school and enjoy school life. According to a research, bullying has always existed in Indonesian society, but it has come to surface due to the recent proliferation of media technologies (Craig, 2009). Since bullying is prevalent in our society, it is important that everyone should be made aware of this social evil. There should be campaigns to increase awareness. Everyone should be working together, against it, to stop it. It is distressing to see our children being isolated from society because they are treated badly. I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power. These children are our future and we should make every possible effort to stop bullying.

I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form, it means you are taking part in it, whether it is directly or indirectly, by being silent. The majority of people agree that we have to work together towards eliminating this problem.

Some people may consider taunting someone as funny, even though it is anything but funny to the person who is at the receiving end. Minor taunts can create a lot of pain and suffering. While it may seem innocent, the cumulative effect could be highly damaging. In addition to that, as the pain increases, each

instance cuts a little deeper which eventually becomes a sore.

It is highly possible that bullying might happen in your school, so it is the liability of every student to protect their classmates and try to stop bullying. If it doesn't work, then you should inform your teachers or parents.

Not many of us think of stopping it. As long as it doesn't happen to us, why should we get involved, why should we bother? But the time has come for us to be actively involved in eradicating bullying (Farrington, 1993).

So, next time, if you see someone getting bullied, would you try to stop it or let it happen? Remember, bullying is everyone's problem; therefore, everyone has to be the part of the solution.

C Post-Reading Activity

Discussion Questions

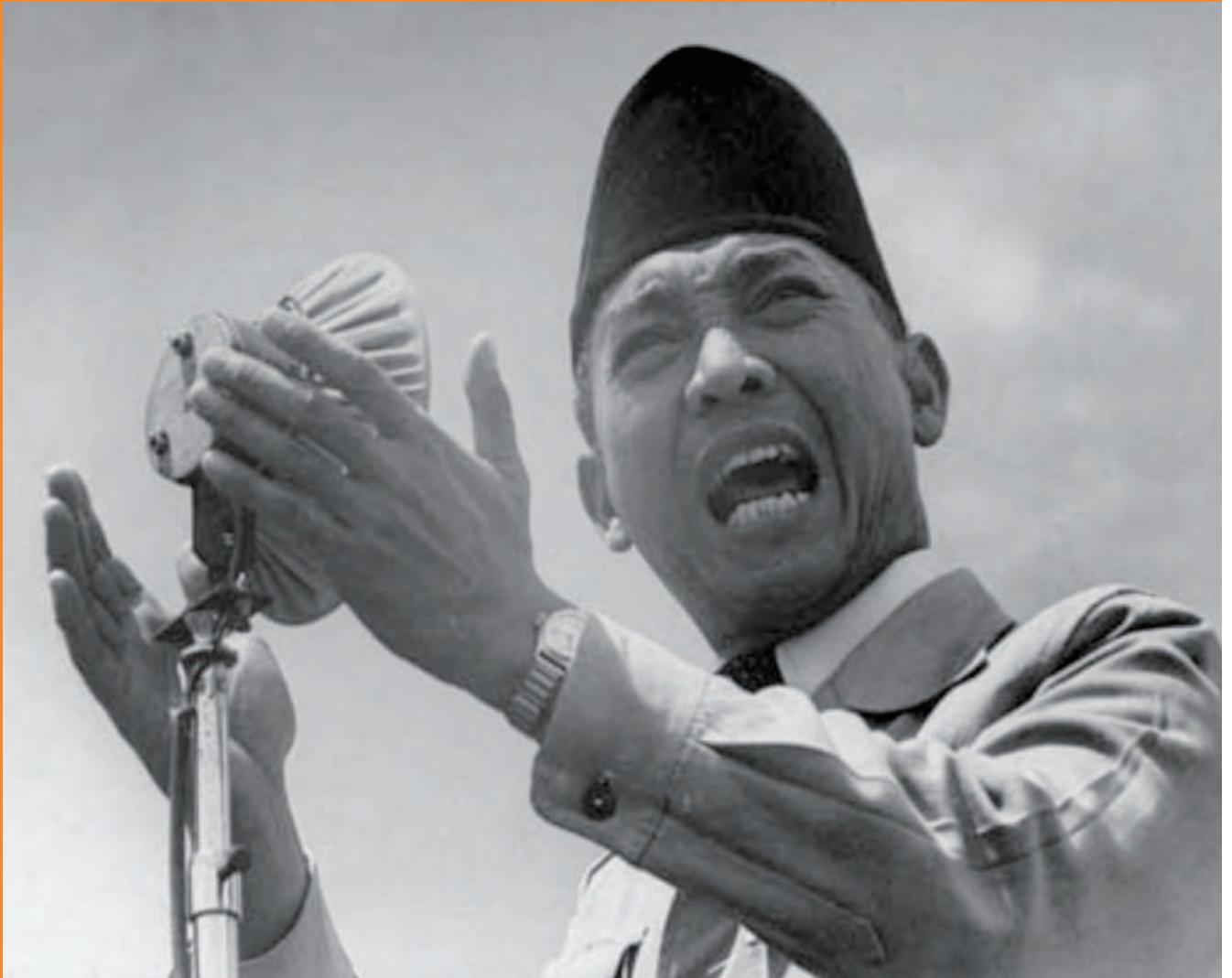
Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. Do you think bullying is a serious issue in your school? Give reasons to support your opinion.
2. Did this opinion article raise/change your awareness about bullying? Please explain.
3. Do you think it is necessary to educate people on the issue of bullying? Why? Give reasons to support your opinion.
4. Do you think bullying should be declared as a punishable crime? Give reasons to support your answer.
5. Discuss the article on bullying in a group. Does it change your perspective on bullying or not? Give reasons to support your answers.
6. Are you aware of cyber bullying? Do you think it is worse than physical bullying? Why? Support your opinion with examples.
7. What can young people like you do to prevent or stop bullying? List at least three things you and your friends can do to prevent or stop bullying.

D Personal Journal Writing

Place yourself in the shoes of a person who gets bullied every day at school. How would you feel? Write down your feelings and what you would do about it.

3. Hopes and Dreams!

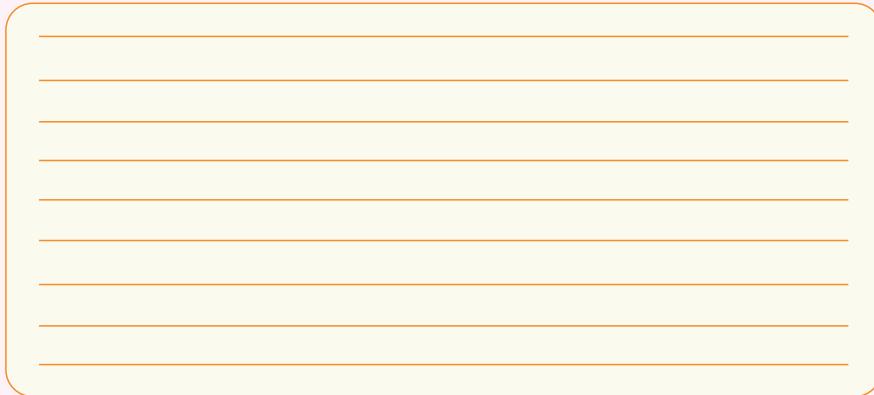


A Pre-Reading Activities

Personal Connection

What are your hopes and aspirations?

Write them down in the space provided and, if you want, you can share with your teacher and classmates.



Genre Connection

Speech or public speaking is defined as a formal discourse that is delivered to an audience to communicate and/or express ideas, opinions in a persuasive manner. The art of speaking in public originated from Greeks. Aristotle, Socrates and Plato were famous Greek orators (*Zakahi, 1988*). Some of the famous speeches of the 20th century:

- I have a dream by Martin Luther King.
- On Religious Beliefs by Mahatma Gandhi.
- Abolish Apartheid by Nelson Mandela.

B

Reading Activity

President Sukarno of Indonesia:

Speech at the Opening of the Bandung Conference, April 18, 1955

This twentieth century has been a period of terrific dynamism. Perhaps the last fifty years have seen more developments and more material progress than the previous five hundred years. Man has learned to control many of the scourges, which once threatened him. He has learned to consume distance. He has learned to project his voice and his picture across oceans and continents. He has learned how to make the desert bloom and the plants of the earth increase their bounty. He has learned how to release the immense forces locked in the smallest particles of matter.



(Source: destarifita.wordpress.com)
Picture E.3 Sukarno giving speech

But has man's political skill marched hand-in-hand with his technical and scientific skill? The answer is No! The political skill of man has been far outstripped by technical skill. The result of this is fear. And man gasps for safety and morality.

Perhaps now, more than at any other moment in the history of the world, society, government and statesmanship need to be based upon the highest code of morality and ethics. And in political terms, what is the highest code of morality? It is the subordination of everything to the well-being of mankind. But today, we are faced with a situation where the well being of mankind is not always the primary consideration. Many who are in places of high power think, rather, of controlling the world.

Yes, we are living in a world of fear. The life of man today is corroded and made bitter by fear. Fear of the future, fear of hydrogen bomb, fear of ideologies. Perhaps this fear is a greater danger than the danger itself, because it is fear which drives men to act foolishly, to act thoughtlessly, to act dangerously.

All of us, I am certain, are united by more important things than those which superficially divide us. We are united, for instance, by a common detestation of colonialism in whatever form it appears. We are united by a common detestation of racialism. And we are united by a common determination to preserve and stabilize peace in the world.

We are often told, "Colonialism is dead." Let us not be deceived or even soothed by that. I say to you, colonialism is not yet dead. How can we say it is dead, so long as vast areas of Asia and Africa are unfree.

And, I beg of you do not think of colonialism only in the classic form, which we of Indonesia, and our brothers in different parts of Asia and Africa, knew. Colonialism has also its modern dress, in the form of economic control, intellectual control, and actual physical control by a small but alien community within a nation. It is a skillful and determined enemy, and it appears in many guises. It does not give up its loot easily. Wherever, whenever and however it appears, colonialism is an evil thing, and one which must be eradicated from the earth

Source:

(Excerpt taken from Africa-Asia Speaks from Bandung, (Djakarta Indonesian Ministry of Foreign Affairs, 1955, 19-29)



(Source: destaarifta.wordpress.com)

Figure: E.4 Asia Africa Conference



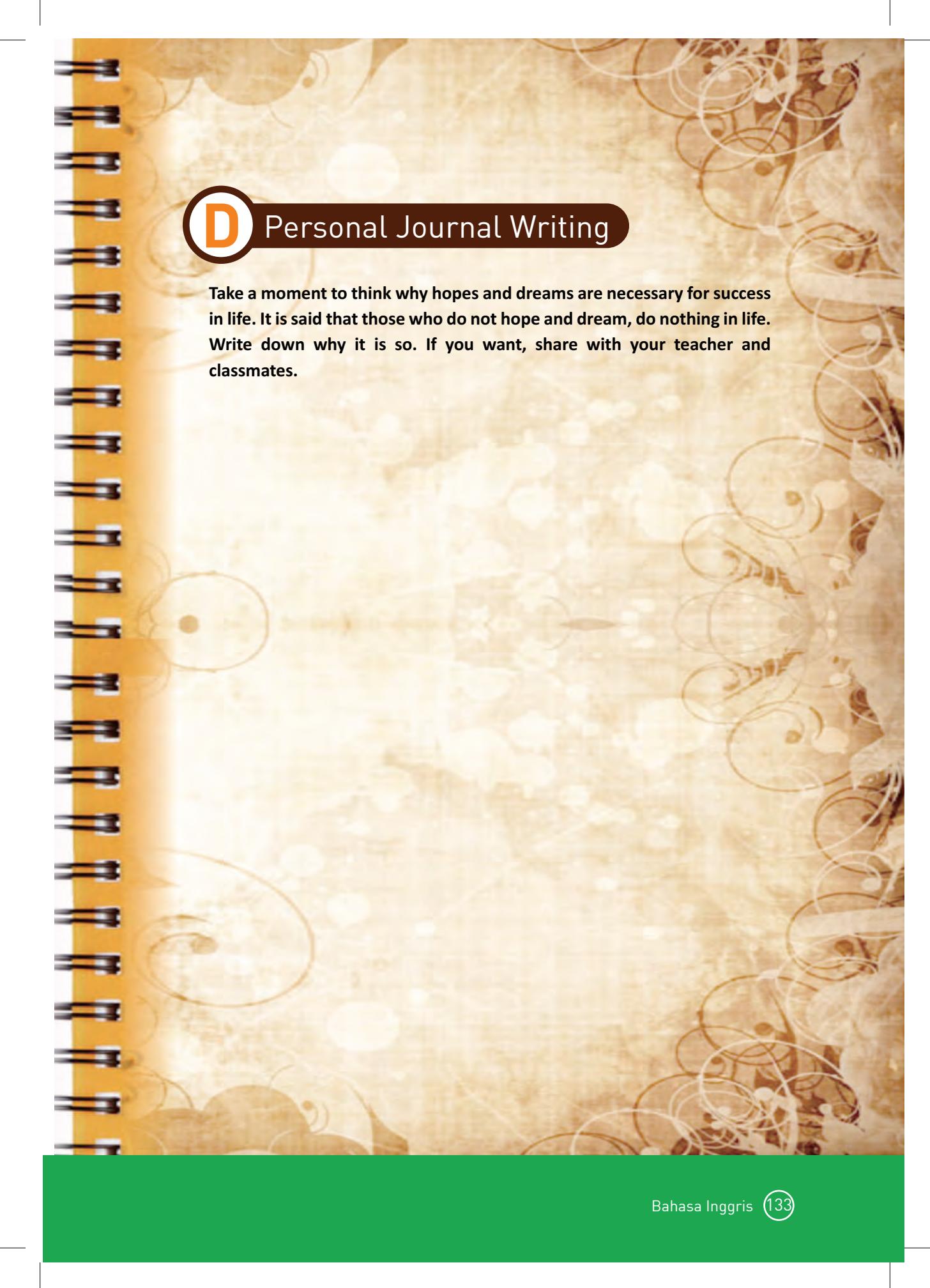
Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. Do you think politics has changed much since the time of President Sukarno?
2. Why did President Sukarno want everyone to be united?
3. What is the new kind of colonialism that President Sukarno is talking about? Does it still exist? If yes, please describe in what ways. Support your answers with examples.
4. From this article, can you figure out President Sukarno's hopes and dreams for the world? Explain.
5. What are your hopes and dreams for the world and especially for your country? Describe.
6. Do you think President Sukarno was able to realize his dreams and hopes? If yes, how?
7. According to President Sukarno, peace is very important. What do you think? Discuss.
8. If you were given a chance to give a speech in front of all the presidents and prime ministers of the world, what would you talk about? Discuss in details.

Discussion Notes :

The background of the page is a spiral-bound notebook with a light beige, textured cover. The cover is decorated with intricate, golden-brown swirls and floral patterns. The spiral binding is visible on the left side. A dark brown horizontal bar is positioned at the top, containing the section title. The text is in a clean, sans-serif font.

D Personal Journal Writing

Take a moment to think why hopes and dreams are necessary for success in life. It is said that those who do not hope and dream, do nothing in life. Write down why it is so. If you want, share with your teacher and classmates.

4. Vanity, what is thy price?



A Pre-Reading Activities

Personal Connection

Have you ever borrowed something and lost it? How did you try to find it? Write it down in the space provided and share with your teacher and classmates.

Genre Connection

A play is a form of literature, which is written by a playwright in the form of dialogues. These dialogues are then scripted for each character and are intended for theatrical performances. Plays are performed at different places from Broadway to local theatres. Plays are of different kinds, for example: comedy, farce, satire, tragedy, historical (Cohen, 2002). Some of the famous playwrights are:

- William Shakespeare
- George Bernard Shaw
- George Francis Abbott
- Tennessee Williams
- Arthur Miller
- W. S. Rendra
- Putu Wijaya

B

Reading Activity

Vanity and Pride



Figure: E.5 Monsieur Loisel talking to his wife

Narrator:

Madame Loisel was a pretty girl born into a poor family. She had no expectations and she felt so trapped by her situation that she married a little clerk in a government office. Her tastes were simple because she had never been able to afford any other, but she was as unhappy as though she had married beneath her status; for women have no caste or class, their beauty, grace, and charm serving them for birth or family. She suffered endlessly, feeling herself born for every delicacy and luxury. She suffered from the poorness of her house, from its bare walls, worn chairs, and ugly curtains.

Scene 1

MONSIEUR LOISEL: *Sweetheart, I have a surprise for you.*

MADAME LOISEL : *Really, what is the surprise?*

MONSIEUR LOISEL: *See for yourself.*

(He places the invitation on the table.)

Swiftly she tears open the envelop and draws out a printed card and reads out

**"The Minister and Madame Ramponneau
request the pleasure of the company of
Monsieur and Madame Loisel
at the Ministry on the evening of Monday, January the eighteenth."**

MONSIEUR LOISEL: *Isn't it wonderful?*

MADAME LOISEL : *What do you mean? What can I do with it?*

[She tosses the invitation onto the table.]

MADAME LOISEL : *I have nothing suitable to wear to this glamorous occasion.*

MONSIEUR LOISEL: *Why... Why, you can wear your theater gown, of course. It's really quite suitable.*

[Madame Loisel breaks into tears.]

MONSIEUR LOISEL: *What's the matter? Why are you crying?*

MADAME LOISEL : *I'll be humiliated in that old gown. It's so tattered and completely out of style. I can't go to the ball wearing that rag.*

[Monsieur Loisel paces and thinks.]

MONSIEUR LOISEL: *There must be a way! How much do you think a suitable gown would cost? Something very simple but elegant as well, of course.*

MADAME LOISEL : *I'm not too sure, but maybe 400 francs.*

MONSIEUR LOISEL: *I've been saving and I think I have just about 400 francs, you could take it to buy a gown.*

Scene 2:

MONSIEUR LOISEL: *You make any dress come to life, my dear. How ravishing you look!*

MADAME LOISEL : [Pouting and whining] *But I'll be disgraced!*

MONSIEUR LOISEL: *Disgraced? What can you possibly mean? You will be the most beautiful woman there!*

MADAME LOISEL : *You just don't understand! It's so annoying! I don't have a single piece of jewelry to wear with my gown.*

MONSIEUR LOISEL: *There is one thing, one possibility that you've forgotten.*

MADAME LOISEL : [sniffs.] *What's that?*

MONSIEUR LOISEL: *Your old classmate! Madame Jeanne Forestier! She is really well off. I'm sure she would be willing to lend you some of her jewelry!*

MADAME LOISEL : [Her sniffs turn into laughter and joy.] *Of course! I can borrow something suitable from Jeanne. Thank you, darling.*

NARRATOR:

Madame Loisel was absolutely smashing! She was prettier than any of the other women: elegant, graceful, smiling and wild with joy. Everyone noticed her, and her husband's boss seemed to want every dance with her!



(Source: Kemendikbud)

Figure: E.6 Dancing the ball room

Scene 3:

MADAME LOISEL : [Looking in mirror.]

Oh my God! Oh no, oh no. : I... I have... Oh my God, this can not happen!

MONSIEUR LOISEL: *What? What is it?*

MADAME LOISEL : *I have lost Madame Forestier's necklace!*

MONSIEUR LOISEL: *It can't be true! It's impossible!*

[They begin frantically searching through their coats and clothes, and on the floor.]

MADAME LOISEL : *Oh God, help us!*

MONSIEUR LOISEL: *It must be here somewhere. Necklaces don't just evaporate.*

[Madame Loisel begins weeping and sobbing as she searches.]

MONSIEUR LOISEL: *I shall go back on foot, over the entire route, to see whether or not I can find it.*

[He rushes out. Madame Loisel sinks into a chair, sobbing. After more than an hour he comes back.]

MADAME LOISEL : *Did you find it? Tell me! Did you?*

MONSIEUR LOISEL: *[Remains silent]*

MADAME LOISEL : *Did you find it or not?*

MONSIEUR LOISEL: *I am afraid not.*

Scene 4:

NARRATOR:

Madame Loisel didn't tell Madame Forestier that she lost her necklace and she chose to replace it. The replacement cost them everything. Madame Loisel came to know the ghastly life of abject poverty. Their previous life seemed downright luxurious compared to what they had now.

MONSIEUR LOISEL: *Matilda, my love. I have made the last payment on our debt. We have nothing left for ourselves, but at least we are free from the loan of 20,000 francs.*

MADAME LOISEL : *Free at last.*

MONSIEUR LOISEL: *Look! Isn't that Madame Forestier over there? You have not spoken to her since that day. Go talk to her.*

MADAME LOISEL : *Uh... Hello. Good day.*

MADAME FORESTIER: *You must have mistaken me for someone else. Excuse me please...*

MADAME LOISEL : *Jeanne, don't you recognize me? It's me, Matilda.*

MADAME FORESTIER: *Matilda? But it can't be. You look so worn and old.*

MADAME LOISEL : *No really, it's me. I've changed because I have had to endure ten hard years of manual labor, scrubbing floors and taking in laundry.*

MADAME FORESTIER: *My dear, what could have happened to make you do that?*

MADAME LOISEL : *It was your necklace, or rather my desire to be elegant, that caused this.*

MADAME FORESTIER: *But how is that possible? I have the necklace. I wore it to the theater just the other night.*

MADAME LOISEL : *The necklace you have is actually just a replacement. I'm afraid that I lost yours. We borrowed money to purchase a replacement and have spent the past ten years paying off the debt, but today, we have made the last payment.*

MADAME FORESTIER: *Ten years? Surely it could not have taken that long to pay off the amount needed to replace the necklace?*

MADAME LOISEL : *What do you mean?*

MADAME FORESTIER: *Mine was a fake; the replacement should have cost you nothing more than 500 francs. Oh, my poor, poor, dear Matilda.*



(Source: Kemendikbud)

Figure: E.7 Madame Loisel met Madame Forestier

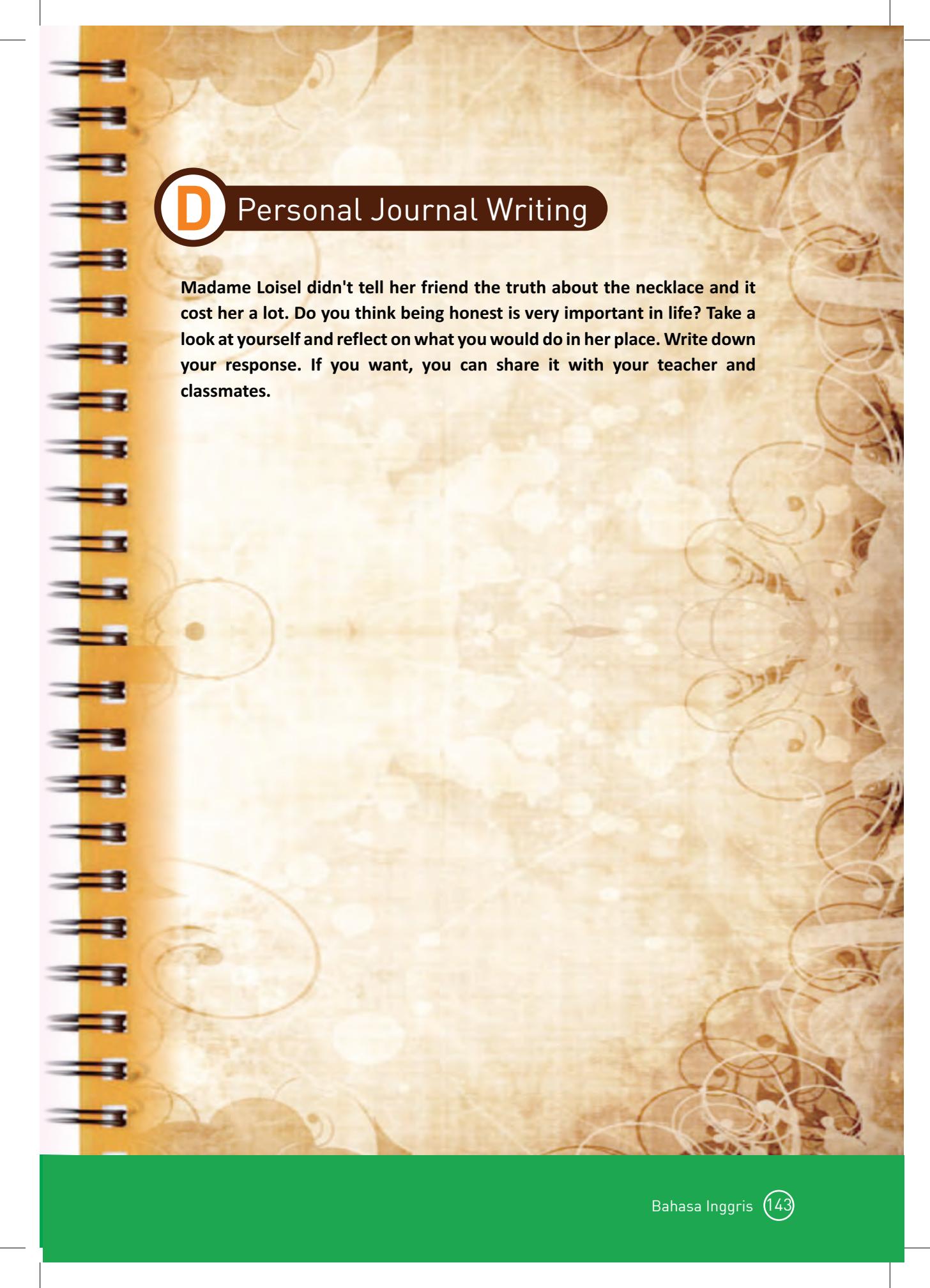


Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. What do you think of Madame Loisel? Do you know anyone who has the same personality as Madame Loisel? How are they alike? Please describe.
2. In the beginning of the play, Madame Loisel was very sad and unsatisfied. Why was she sad and unsatisfied? What did she want? Support your answer with examples from the play.
3. Why do you think Madame Loisel borrowed the necklace from her friend?
4. Do you think she had a good time at the ball? Support your answer with examples from the play.
5. Do you think Madame Loisel's longing for higher-class life ruined her? Support your answer with reasons.
6. What event brought about the beginning of a new life for Monsieur and Madame Loisel? Did this event change their life for better or worse? Give reasons to support your answer.
7. Why do you think they didn't tell Madame Forestier that they had lost the necklace? Give reasons to support your answer.
8. Did the ending of the play surprise you? What kind of ending did you expect? Explain.
9. What is the moral of the story? Discuss what you learned from this story.
10. If you had a chance to rewrite the story, how would the story end? Write a new ending for the story.

**D**

Personal Journal Writing

Madame Loisel didn't tell her friend the truth about the necklace and it cost her a lot. Do you think being honest is very important in life? Take a look at yourself and reflect on what you would do in her place. Write down your response. If you want, you can share it with your teacher and classmates.

5. Benefit of Doubt

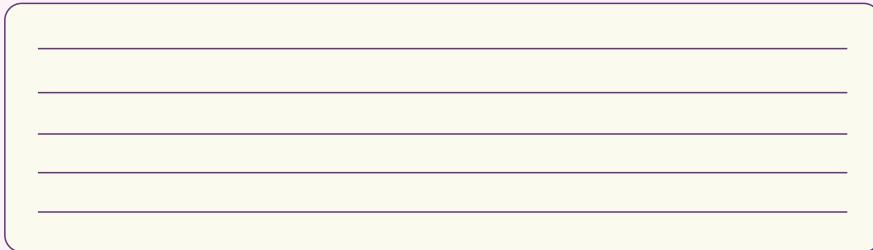


A

Pre-Reading Activities

Personal Connection

Have you ever faced a situation in which all odds were against you but you had unflinching faith in God and believed that everything will be resolved? Write about this situation and describe your feelings. If you want, you can share what you have written with your classmates and teacher.



Genre Connection

Personal letter is a type of letter which usually concerns with personal matters and is sent from one individual to another. Personal letters have been a popular form of communication between people for a long time. People used to take pride in writing letters as it was considered an art in itself. However due to recent technological advances, the art of letter writing has been replaced by emails and short messages (Bly, 2004).

Famous letter writers:

Raden Ajeng Kartini

Ernest Hemmingway

John Steinbeck

Georgia O' Keeffe

Juliette Adam

B

Reading Activity

Letter to GOD

Rancho's house – the lone house in the entire valley – was on the crown of a low hill. From the pinnacle of the hill, one could see the rapid flowing stream and next to it vast fields of ripe corn in between the red kidney bean flowers. Looking at it one could predict that it was going to be good harvest but it needed a rainfall, however brief.



Picture 5.1 (Source: Kemendikbud)

All through the morning, Rancho kept scanning the sky for signs of rainfall and he was quite confident that it would rain. *"You know, woman, now we are finally going to get some rain."* His wife, who was busy preparing food, replied: *"Yes, God willing."*

As soon as Rancho's family, his wife and sons, sat for dinner, just as he had predicted big drops of rain started falling. In the northeast, huge clouds were covering the sky like a blanket. The air had the smell of rain combined with the smell of fresh earth. The atmosphere at that time was absolutely heavenly. The boys left their food on pretext of getting one thing and another. All they wanted was to get wet and play in the rain.

Rancho was very happy as he looked at his field, *"Ah! Now my harvest is going to be wonderful."* He started dreaming about all the things he will be doing once he sells the crops. Suddenly heavy winds began to blow accompanied by big drops of rain, which looked like huge pearls of ice. *"Oh my God! This can't be happening,"* he thought. *"NO!! NO!! I will be destroyed. This is no rain, it is a hailstorm. I hope it will pass soon."* But in front of his family, he kept a strong front and said, *"I am sure it will pass soon, don't worry."*

Unfortunately it didn't. The hailstorm lasted the whole night. It destroyed the entire field of his precious crops. Everything looked so white as if someone had thrown sacks and sacks of pearls all over the place.

Rancho and his wife were worried to death. Everything they had was destroyed and they had no inkling as to what they will do.

The boys asked them, *“What are we going to do? Everything is destroyed. We don't even have few pieces of corn or beans. Does this mean we are going to die of hunger?”*

Rancho said, *“My sons, nobody dies of hunger. Always remember we have God. I am sure he will help us.”*

All through the night, Rancho kept on thinking how to ask for help from God. *“God knows everything but I think I should write to Him and ask directly what I want.”*

Rancho was thankful for the day his parents had sent him to school. Even though he wasn't interested in studies, he had grudgingly learnt to read and write. So he took out paper and a pen and started writing.

Rancho Lucas
The Violet Hill
Argentina

18th May 1999

Dear God

Hi,

I am writing this letter to you out of extreme urgency, otherwise I wouldn't have disturbed you. You know about the recent hailstorm in my place. Well, it has destroyed me. Everything in my farm was destroyed. My corn and kidney beans were almost ready and all it needed was a rainfall but instead of rainfall came a storm. If it had lasted for a short period it would have been OK, but unfortunately it lasted for an entire night. It has put me at a serious disadvantage, you see God, my sole source of income is that farm and now it is completely destroyed. Nothing is left. If I leave it like this, my family will die of hunger, since we will not have anything to eat. I can't sit still and do nothing about it. I need 100 pesos to buy the seeds and resow my field all over again and buy some food till the next harvest. So dear God, please help me. I know you will not disappoint me.

Sincerely Yours,
Rancho, the farmer

He put the letter inside an envelope and addressed it to "God, 7th Heaven" and placed a stamp on it and dropped it in the mailbox. The workers at the post office were preparing the letters to mail when they came across the letter addressed to God. The postman who came across this letter became curious because he had never seen a letter addressed to God. He wanted to open the letter but his job ethics stopped him from doing so. He decided to take the letter to the Postmaster. The Postmaster was a very nice and kind gentleman. He always helped people in any way he could. When the postman gave him the letter, he looked at it and said, "It takes a man with strong faith to start a communication with God. I wish I had such strong faith."

After much thought, he decided to read the letter and perhaps reply it. He opened Rancho's letter. Little did he know that replying the letter would need more than good intention, a pen and paper. Rancho needed a lot of money but the postmaster didn't have any. Since he had already decided to help Rancho, he decided to give part of his salary, and he asked his friends and co-workers to contribute. But it was impossible for him to collect 100 pesos. He was happy that at least 70 pesos were collected. So he put the money in an envelope and signed it as "God" and asked the postman to deliver it to Rancho's house.

When the postman arrived at Rancho's house and delivered the letter to him, Rancho was exhilarated beyond means. And he kept repeating Thank you God! Thank you God! I knew you wouldn't let me down.

Rancho had very strong faith in God. He was not surprised when he opened the envelope. But as he was counting the money, he became very angry. God couldn't have made a mistake in sending the money. So he took out paper and wrote to God again. Then he placed a stamp on it and put it in the mailbox. When the postman took the letter out, he immediately took it to the Postmaster. The Postmaster quickly opened the letter and everyone in the post office gathered around him wanting to know what Rancho wrote to God.

*Rancho Lucas
The Violet Hill
Argentina*

20th May 1999

Dear God

I am really grateful to you for sending the money. I knew you wouldn't let my family go hungry. Of the money you sent me, I only received 70 pesos. Please send me the rest. I really need the money. But, this time please, God don't send it through the mail, because the people working here in this post office are all a bunch of thieves.

Sincerely yours

Rancho, the farmer

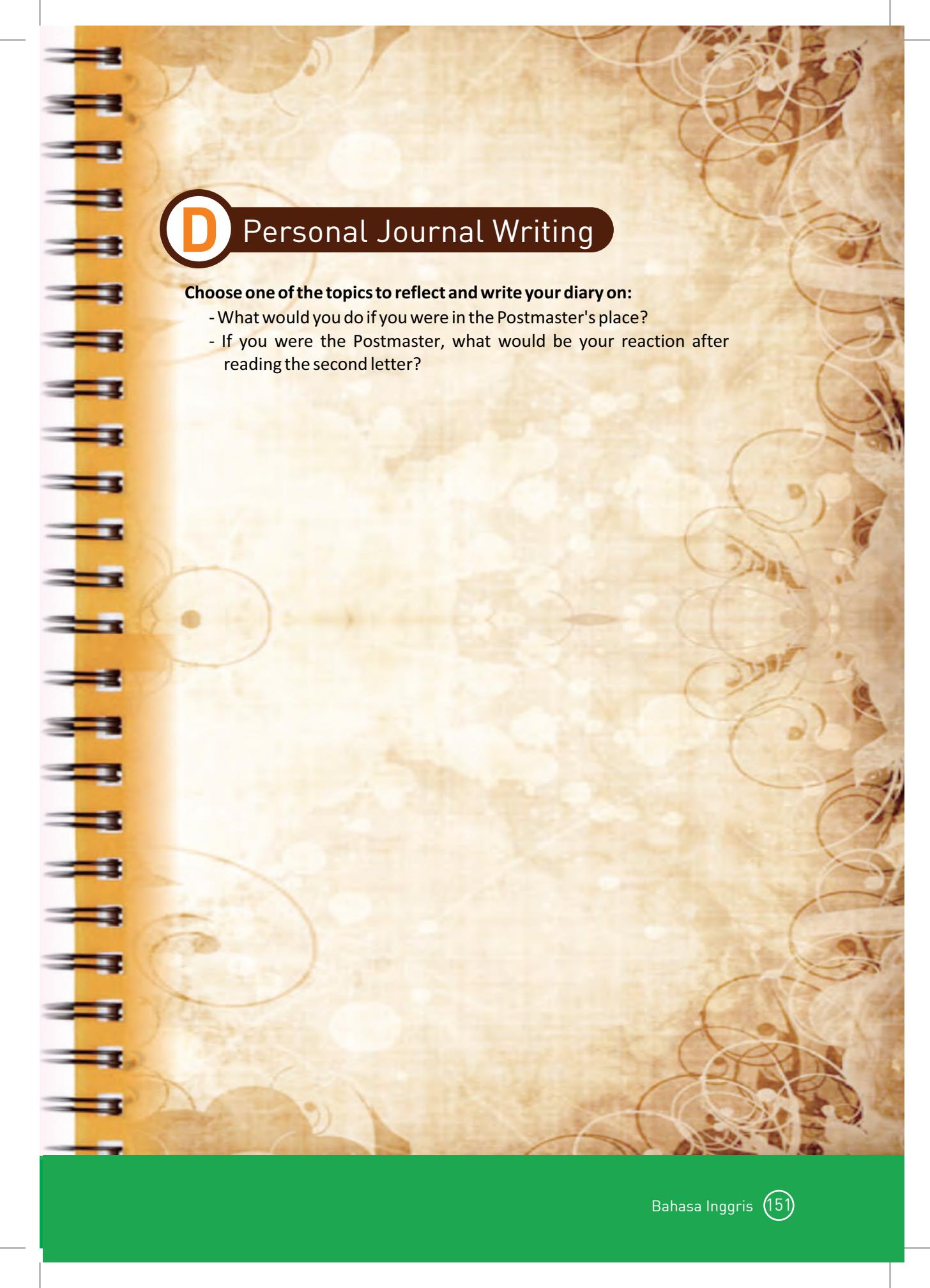
(Inspired from "Una carta a Dios" by Por Gregorio López y Fuente)

C Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. Do you think it is important to have faith? Why? Give reasons to support your answer.
2. Do you think it was justified on Rancho's part to consider the post office employees as a bunch of thieves? Discuss.
3. Do you think Rancho did the right thing by asking God for help? Discuss.
4. When people go through difficult times, they come out of difficult times stronger and more experienced. Do you think it is God's way of empowering people to fulfill the life's purpose on earth? Discuss and give reasons to support your answer.
5. What do you think of Rancho? Do you sympathize with him and his family? Discuss.
6. Did you anticipate that the story would end like this? What were your thoughts about the ending?
7. We always pray to God asking for His help. Describe a time when you asked God for something but he answered your prayer in a way you had not anticipated. How did you feel? Were you happy the way things turned out to be?
8. If you had a chance to rewrite the story, how would the story end? Write a new ending of the story.

The image shows a spiral-bound notebook with a decorative cover. The cover has a warm, golden-brown color with intricate, swirling patterns in a darker shade. The spiral binding is visible on the left side. The text is overlaid on the upper part of the cover.

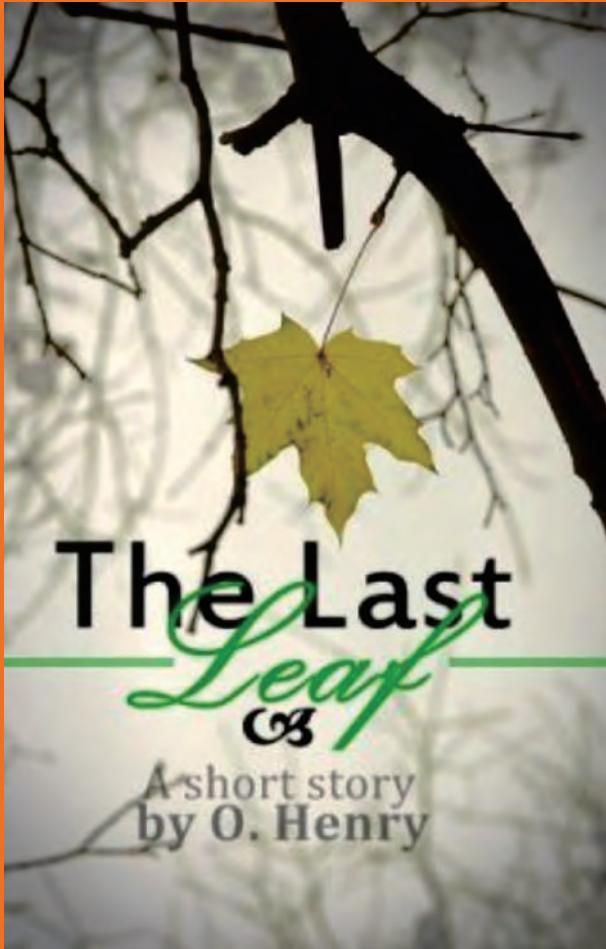
D

Personal Journal Writing

Choose one of the topics to reflect and write your diary on:

- What would you do if you were in the Postmaster's place?
- If you were the Postmaster, what would be your reaction after reading the second letter?

6. The Last Leaf



A Pre-Reading Activities

Personal Connection

Have you taken care of a very sick person? How was it like? Describe your experience.

Genre Connection

Short story is a form of literature that is written in narrative form. Short story came into existence in the 17th century, although its origins are in ancient story telling tradition. Short stories focus on a small number of characters with a self-contained incident that focuses on evoking a single effect. Short stories have all the elements, but to a lesser degree of a novel. Short stories can be funny, dramatic, romantic, tragicomic or satiric. There is no set length for short stories. Some of the examples of famous short stories are:

The Necklace by Guy De Maupassant

Diamond as Big as Ritz by F. Scott Fitzgerald

The Adventures of Sherlock Holmes by Sir Arthur Conan Doyle

The Country of the Blind by H. G. Wells

B Reading Activity

The Last Leaf

Many artists lived in Greenwich Village in New York City. Sue and Johnsy, two artists, also lived there in a studio apartment. Their rooms were at the top of an old building in Greenwich Village.

In November, it was very cold and with it a cold unseen stranger, whom the doctors called Pneumonia, stalked the city, touching one here and there with his icy fingers. The icy fingers of Pneumonia also touched Johnsy. She was very ill, lying in her bed and not moving at all. A doctor visited her every day but Johnsy was not getting better. One morning, the doctor spoke to Sue outside Johnsy's room.

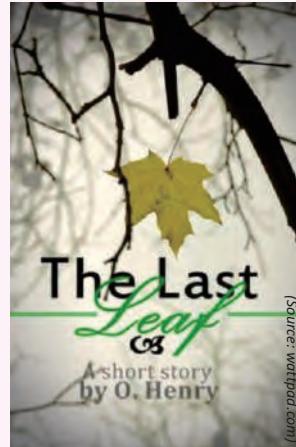


Figure: E.8 Cover of the last leaf

"I can't help her," the doctor said. "She is very sad and has no desire to live. Someone must make her happy again. What is she interested in?"

"She is an artist," Sue replied. "She wants to paint a picture of Bay of Naples."

"Painting!" said the doctor. "That won't help her!"

Sue was distressed by this news and didn't know what to do to help Johnsy. She went into the workroom and cried and then she swaggered into Johnsy's room with her drawing board, whistling ragtime. Johnsy lay silently in her bed with her face towards the window. Sue stopped whistling, thinking Johnsy was asleep.

Sue arranged her board and began drawing to illustrate a magazine story. As Sue was sketching a figure of a hero, an Idaho cowboy, she heard a low sound, several times repeated. She went quickly to the bedside.

Johnsy's eyes were open wide. She was looking out the window and counting – counting backwards.

"Twelve," she said, and a little later "eleven"; and then "ten," and "nine"; and then "eight" and "seven", almost together.

Sue looked out of the window wondering what was there to count. There was only a bare, dreary yard to be seen, and the blank side of the brick house

twenty feet away. An old, old ivy vine, gnarled and decayed at the roots, climbed half way up the brick wall. The cold breath of autumn had stricken its leaves from the vine until its skeleton branches clung, almost bare, to the crumbling bricks.

"What is it, dear?" asked Sue.

"Six," said Johnsy, in almost a whisper. "They're falling faster now. Three days ago there were almost a hundred. My head ached when I was counting them but now it's easy. There goes another one. There are only five left now."

"Five what, dear? Tell me."

"Leaves on the ivy vine. When the last one falls I must go, too. I've known that for three days. Didn't the doctor tell you?"

"Oh, I never heard of such nonsense," complained Sue, with magnificent scorn. "What have old ivy leaves to do with your getting well? Try to sleep," said Sue. "I must call Behrman up to be my model for the old hermit miner. I'll not be gone a minute. Don't try to move 'til I come back."

Old Behrman was a painter who lived on the ground floor of the same building. He was sixty years old and had always dreamed of painting a masterpiece, but unfortunately till now he was not able to fulfill his dream. Sue found Behrman in his dimly lighted apartment sitting in his chair. She told him of Johnsy's condition. Old Behrman, with his red eyes plainly streaming, shouted his contempt and derision for such idiotic imaginings.

Johnsy was sleeping when they went upstairs. Sue pulled the shade down to the windowsill, and motioned Behrman into the other room. In there they peered out the window fearfully at the ivy vine. Then they looked at each other for a moment without speaking. A persistent, cold rain was falling, mingled with snow. When Sue awoke from an hour's sleep the next morning, she found Johnsy with dull, wide-open eyes staring at the drawn green shade.

"Pull it up; I want to see," she ordered, in a whisper. Wearily Sue obeyed.

"It is the last one," said Johnsy. It will fall today, and I shall die at the same time."

"Dear, dear!" said Sue, leaning her worn face down to the pillow, "think of me, if you won't think of yourself. What would I do?" But Johnsy did not answer.

The leaf stayed on the vine all day. That night, there was more wind and rain.

When it was light enough, Johnsy commanded that the shade be raised. The ivy leaf was still there.

"I've been a foolish girl, Sue," said Johnsy. "I wanted to die but the last leaf stayed on the vine to teach me a lesson. Please bring me some soup now." "You know Sue, some day I hope to paint the Bay of Naples."

The doctor visited the girls in the afternoon. "Take good care of your friend," he said. "She is going to get well. Now I have to go downstairs. I have to visit Mr. Behrman. He has pneumonia too. I must send him to the hospital."

The next day, the doctor said to Sue: "She's out of danger. You won. Nutrition and care now - that's all." And that afternoon Sue came to the bed where Johnsy lay, contentedly knitting a woolen shoulder scarf. "I have something to tell you, dear," she said. "Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. The janitor found him the morning of the first day in his room downstairs helpless with pain. His shoes and clothing were wet through and icy cold. They couldn't imagine where he had been on such a dreadful night. And then they found a lantern, still lighted, and a ladder that had been dragged from its place, and some scattered brushes, and a palette with green and yellow colors mixed on it, and - look out the window, dear, at the last ivy leaf on the wall. Didn't you wonder why it never fluttered or moved when the wind blew? Ah, darling, it's Behrman's masterpiece - he painted it there the night that the last leaf fell."

(Adapted from The Last Leaf by O. Henry, 1907)

DID YOU
KNOW



**Greenwich is
pronounced as
Grennitch**



Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

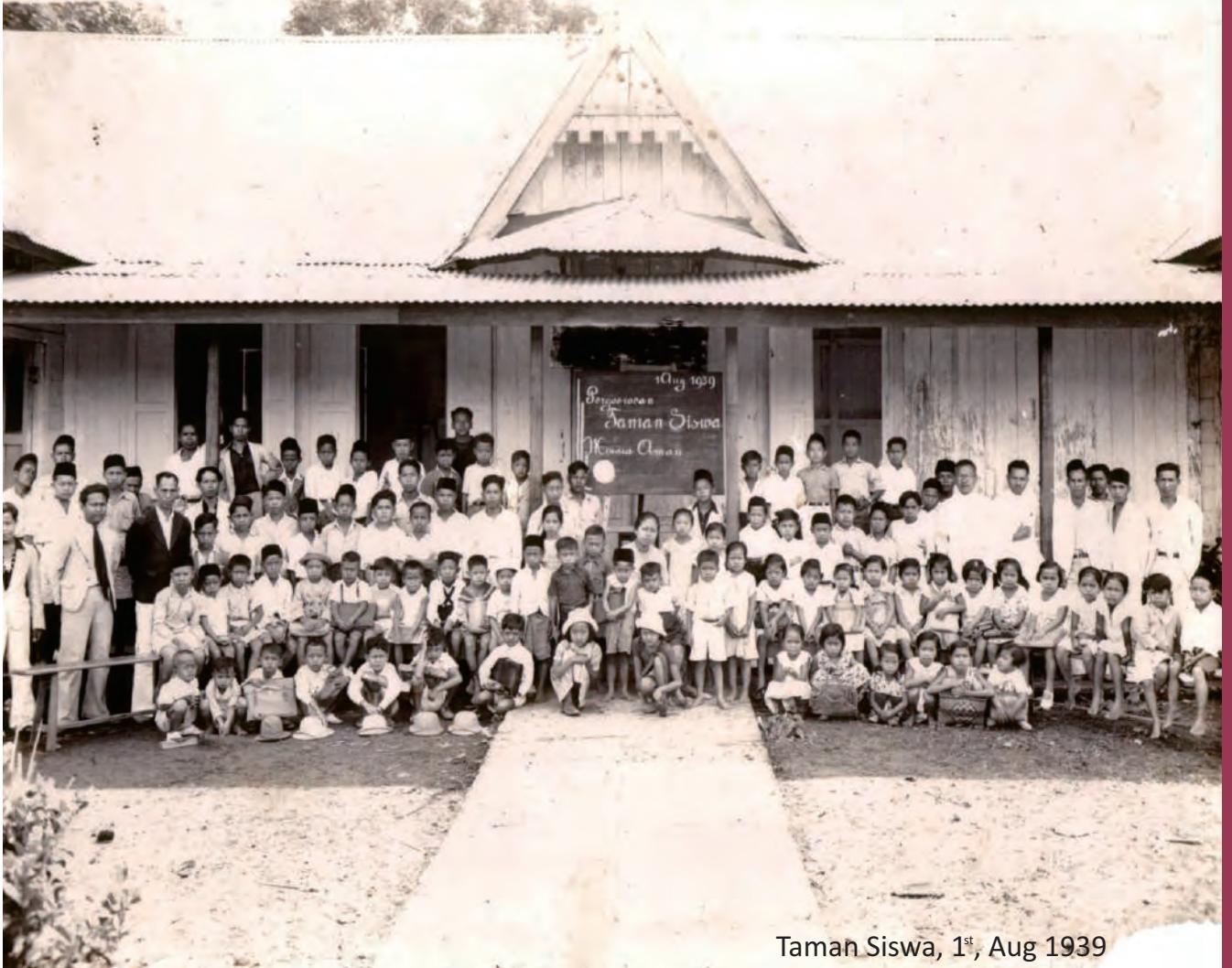
1. The story is based on multiple themes like love, sacrifice, hope, belief and pessimism. Which one do you think is more obvious in the story? Why? Give evidence to support your answer.
2. Why does Sue call “the last leaf” as Behrman's masterpiece? Do you think it was a masterpiece?
3. Were you surprised at the ending of the story? Did you think it would end differently? Why?
4. Painting the picture on the wall resulted in Mr. Behrman's death. Do you think he would still have painted the leaf if he had known that it would result in his death? Discuss and give reasons to support your answer.
5. If you were in Sue's shoes, how would you have reacted to Johnsy's irrational thoughts? Describe.
6. Why do you think Mr. Behrman made such a sacrifice? Discuss.
7. What would you have done if you were in Mr. Behrman's place? Discuss.
8. What is the greatest sacrifice you have ever made for your family or friends? Describe.
9. Describe Mr. Behrman's personality based on the story.
10. Why do you think Johnsy never noticed that the last leaf never fluttered or moved even though it was raining heavily?

Discussion Notes:

D Personal Journal Writing

Place yourself in the shoes of a person who gets bullied every day at school. How would you feel? Write down your feelings and what would you do about it.

7. Father of Indonesian Education



Taman Siswa, 1st, Aug 1939

Picture 9.1 Source: lebongtercinta.wordpress

A Pre-Reading Activities

Personal Connection

Imagine 30 years from now someone will write a biography about you. What would you want the world to know about you? Focus on what you would do for people and your country.

Genre Connection

Biography is a subgenre of narrative nonfiction/historical nonfiction. Sometimes it is also called biographical recount. A biography presents the facts about an individual's life and makes an attempt to interpret those facts, explaining the person's feelings and motivations.

The earliest biographers were Plutarch and Cornelius Nepos. Plutarch wrote *Parallel Lives* and Cornelius Nepos wrote *Vitae Imperator* (lives of commanders). Harold Bloom, the known critic has claimed *Life of Samuel Johnson* by James Boswell as the greatest biography written in the English Language (Oates, 1986).

B

Reading Activity

Life and Times of Ki Hajar Dewantara

(Raden Mas Suwardi Suryaningrat)

The development of good character should be the heart and soul of education, and should dominate the spirit of teaching. This was the philosophy of the “Father of Education” in Indonesia, Ki Hajar Dewantara. The reason, he said, was that teaching and character building are like two sides of a coin and cannot, and should not be separated.

Education, by definition, means guiding student lives in a strong foundation of good character, so that they would be civilized humans of highest moral fibre, thus laying the foundation of a great nation without distinction of religion, ethnicity, customs, economic and social status.

Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for the rights of Indonesians during the Dutch and Japanese colonial eras (www.tokoindonesia.com).

He was born into an aristocratic family that granted him the privilege of free access to education of his choice. He got his primary education from ELS (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but, due to health reasons, he couldn't finish it. He started writing for newspapers and eventually all his writings were focused on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of *Budi Utomo* and the Indiesche Party, which were both important in the early development of the *pergerakan*, the “movement” that grew up with an ascent of Indonesian national political consciousness (www.indonotes.wordpress.com).



Figure E.9 Ki Hajar Dewantara (Source: Kemendikbud)

He was exiled between 1913 and 1919, following the publication of two of his articles: “*Als ik eens Nederlander*” (If I were a Dutchman) and “*Eén voor allen en allen voor één*” (One for all and all for one). He used his time in exile to learn more about education and obtained a Europeesche certificate (www.tokoindonesia.com).

Following his return, he focused more on cultural and educational efforts paving the way to develop educational concepts in Indonesia. He believed that education is very important and the most important means of freeing Indonesians from the clutches of colonization. He played a leading role in establishing “*National Onderwijs Instituut Taman Siswa*” in 1922. This institution was established to educate native Indonesians during colonial times. This institution was based on these principles:

1. *Ing Ngarsa Sung Tuladha* (the one in front sets examples).
2. *Ing Madya Mangun Karsa* (the one in the middle builds the spirit and encouragement).
3. *Tut Wuri Handayani* (the one at the back gives support) (indonotes.wordpress.com).

As Ki Hajar believed that character was not merely a theoretical concept, but a practical and living concept, he embodied his vision in his school, Taman Siswa. The central goals of Taman Siswa emphasized character building, including traits such as patriotism and love for the nation, and a sense of national identity. His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character. He continued writing but his writings took a turn from politics to education. These writings later laid the foundation of Indonesian education. Froebel, Montessori and Tagore influenced his educational principles and, in Taman Siswa, he drew some inspiration from Tagore's Shantiniketan (asrirahayudamai.wordpress.com).

After independence, he was given the office of Minister of Education and Culture. For his efforts in pioneering education for the masses, he was officially declared Father of Indonesian Education and his birthday is celebrated as the National Education Day. His portrait was on the 20,000 rupiah note till 2002. He was officially confirmed as a National Hero of Indonesia by the 2nd President of Indonesia on 28th November 1959 (Tokohindonesia.com).

Ki Hajar Dewantara passed away on 26th April 1952 at the age of 69 years. His wife donated all Ki Hajar's belongings to Dewantara Kirti Griya Museum, Yogyakarta. He was a great man who spent his whole life serving his people and country.

C Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. Why do we need biographies? What is their purpose?
2. What information can we find about a person by reading a biography? Discuss.
3. From Ki Hajar Dewantara's biography, how would you describe him?
4. Can you find any similarities between Ki Hajar Dewantara and yourself? Describe.
5. Responsibility is being accountable to God and to others as you do your duties or obligations in a faithful way. Do you think Ki Hajar Dewantara was a responsible person? How did he show it? Discuss.
6. Think of an example of task or event in your life that required responsibility. Were you responsible in fulfilling this duty or obligation? Share your example.
7. Do you think there were some significant events that changed Ki Hajar Dewantara's life? How did those events shape or change him? Discuss.
8. What kind of impact did Ki Hajar Dewantara have on people? Discuss.
9. Ki Hajar Dewantara has had a great impact on the Indonesian struggle for freedom, and especially education. Discuss with your peers what may have been different if he had not been there.
10. Ki Hajar made a lot of sacrifices for his country. If you were in his place, what would you do? Describe.
11. What did you know about Ki Hajar Dewantara prior to reading his short biography? Did you learn anything new about him? Did anything you read changed your opinion about him?

Discussion Notes :

D Personal Journal Writing

Place yourself in the shoes of a person who gets bullied every day at school. How would you feel? Write down your feelings and what would you do about it.

References

- Arrington, David P. 1993. *Understanding and Preventing Bullying*. In : M.Tonry (ed) *Crime and Justice (Volume 17)*. Chicago: University of Chicago Press.
- Cohen, Robert. (2002). *Theatre Brief Version 6th Edition*, University of California.
- Craig, Wendy, Fisch Harel. Yossi A. 2009. *Cross-National Profile of Bullying And Victimization Among Adolescents In 40 Countries*. International Journal of Public Health Volume 54, Issue 2 Supplement, pp 216-224.
- Damer, T. Edward 2008. *Attacking Faulty Reasoning: A Practical Guide to Fallacy-free Arguments*. Cengage Learning.
- Decree of the President of the Republic of Indonesia* No. 305 of 1959, dated 28th November 1959.
- Emi, Emillia. 2012. *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*. Bandung: Rizi Press, Indonesia.
- Safra E, Jacob. 1998. *Short Story in e.a., The New Encyclopaedia Britannica, 15th edition*. Chicago: Micropaedia Volume 10.
- Gerald J. Alred, et al. 2006. *Handbook of Technical Writing*. Bedford/St. Martin's.
- Houston, Stephen D. 2004. *The First Writing: Script Invention as History and Process*. Cambridge University Press.
- Lee, Hermione. 2009. *Biography: A Very Short Introduction*, Oxford: Oxford University Press.
- Mitchell, Larkin. 1999. *Earliest Egyptian Glyphs*. *Archaeology*. Archaeological Institute of America: Volume 52 Number 2, March/ April.
- North. J. D. 1988. *Chaucer's Universe*. Oxford: Clarendon.
- Oates, Stephen B. 1986. *Biography as High Adventure*, Massachusetts University of Massachusetts Press.
- Peter T, Daniels. 1996. *The Study of Writing Systems, in The World's Writing Systems*. Ed Bright and Daniels. Oxford: Oxford University Press.
- Reuters 2007. *Indonesia Losing Crops, Fish Stocks to Global Warming*. Planet Ark.
- Rosinsky M, Natalie. 2008. *Write Your Own Biography*. Minneapolis, USA: Compass Point Books.
- Richter, Charles F. 1935, *An Instrumental Earthquake Magnitude Scale*, Bulletin of Seismological Society of America Vol. 25 No. 1.
- Simon & Schuster. 2002. *Handbook for Writers*. Ed. Lynn Quitman Troyka, NJ: Upper Saddle River, Prentice Hall.
- Zakahi, Walter. 1988. *Communication Education*. West Virginia: Speech Communication Press.

Internet Reference:

Greenpeace.org. 2007. *How The Palm Oil Industry is Cooking The Climate*.

<http://www.bullyingstatistics.org/content/facts-on-bullying.html>/retrieved 31st october 2013.

<https://www2.bc.edu/~ebel/Richter1935.pdf>/retrieved 7th november 2013.

<http://indonotes.wordpress.com/tag/ki-hajar-dewantara/>retrieved on 25th october 2013.

<http://asrirahayudamai.wordpress.com/2013/04/24/biografi-singkat-ki-hajar-dewantara-bapak-pendidikan/>retrieved 25th october 2013.

<http://www.tokohindonesia.com/biografi/article/295-pahlawan/1502-bapak-pendidikan-nasional>, retrieved on 25th October 2013.

<http://www.asianewsnet.net/news-34263.html>.

Busyteachers.org 2012.

Profil Penulis

Nama : Mahrukh Bashir, M.Ed.
Telp Kantor/HP :
E-mail : Mahrukhbasheer@gmail.com
Akun Facebook :
Alamat Kantor : #35 Jl Garuda Ujung, Cinere
Bidang Keahlian : Education



Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. 2010- till date: Curriculum Advisor/ Language Teacher, Lazuardi GIS, Depok, Indonesia
2. 2008 – 2010: Assistant to the Director for Cambridge Programs Unit, IUM Education Sdn, Bhd. KL, Malaysia, Depok.
3. 2007 – 2008: Academic Supervisor/Head of English Language Department, Kibeida International Schools, Khartoum, Malaysia
4. 2003 – 2006: Teacher/Counsellor, Department of Languages, IUM Education, Sdn.Bhd. KL, Malaysia.

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S2: Education/Guidance & Counselling/International Islamic University, Malaysia (December 2003 – August 2006)
2. S1: Human Sciences/Mass Communications Honors/International Islamic University, Malaysia (1994 – 1999)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

Tidak ada.

Informasi Lain dari Penulis

Born in Kashmir, India. Married and has a child. Currently stays in Depok. Initiator of Design for Change in Indonesia (Taman Gagasan Anak), TED-Ed Innovative Educator, Google Educator. Has been a speaker at various seminars on Education, Use of Technology in Education and Use TED-Ed Resources in Education.

Profil Penelaah

Nama Lengkap : Helena Indyah Ratna Agustien
Telp Kantor/HP : 024.8508010 / 0821 3657 8888
E-mail : hagustien@yahoo.com /Helena.agustien@gmail.com
Akun Facebook : helena.agustien
Alamat Kantor : FBS-Gedung B 8, Kampus Sekaran, Gunung Pati Semarang 50229
Bidang Keahlian : Applied linguistics

Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. Dosen jurusan bahasa Inggris, FBS, Unnes
2. Language specialist, SEAMEO-RELC, Singapore (2008-2011)

Riwayat Pendidikan Tinggi dan Tahun Belajar:

- S3, Macquarie University , Applied Linguistics (1994-1997)
S2, Macquarie University, Applied Linguistics (1991-1993)

S1, IKIP Malang, Pendidikan Bhs. Inggris (1977-1979)
D3, IKIP Jakarta, Pendidikan Bhs. Inggris (1974-1976)

■ **Judul Buku yang Pernah Ditelaah (10 Tahun Terakhir):**

2007-2014, Reviewer Jurnal Internasional AsiaTEFL, Seoul, Korea
2007-sekarang, Editor Jurnal Language Circle, Unnes, Semarang
2007-sekarang, Editor Kehormatan Jurnal CELT, Universitas Katolik Soegijapranata, Semarang
2008-sekarang, Reviewer Jurnal Internasional RELC, Singapura
2008-sekarang, Reviewer Jurnal Nasional TEFLIN, UM, Malang
2010-2011, Chief Editor Jurnal Internasional RELC, Singapura
2013, Menelaah /Menguji Naskah Desertasi Doktor National Australia University
2014, Penelaahan Buku Ajar Bahasa Inggris SMA Kurikulum, 2013
2015-sekarang, Anggota Board of Editors Jurnal Internasional AsiaTEFL, Seoul, Korea
2015-2016, Penelaahan Buku Ajar Bahasa Inggris SMA Kurikulum, 2013
2016, Reviewer Jurnal PAROLE, Universitas Diponegoro, Semarang

Nama Lengkap : Prof. Emi Emilia, M.Ed., Ph.D.
Telp Kantor/HP : 021 4706287/081321913193
E-mail : emi.emilia.upi@gmail.com/ emi.emilia@kemdikbud.go.id
Alamat Kantor : Jalan Anyar, Komplek IPSC, Sentul, Bogor.
Bidang Keahlian : Pendidikan bahasa dan literasi (Language and Literacy Education)

■ **Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:**

1. 1989-sekarang: Dosen Pendidikan Bahasa Inggris UPI, Bandung.
2. 2015-sekarang: Kepala Pusat Strategi dan Diplomasi Kebahasaan Badan Pengembangan dan Pembinaan Bahasa, Kemendikbud

■ **Riwayat Pendidikan Tinggi dan Tahun Belajar:**

1. S3: Faculty of Education/Language, Literacy, and Arts Education Department/ Language and Literacy Education/Melbourne University (2002- 2005)
2. S2: School of Education/Language and Literacy Education/Deakin University, Australia (1995-1996)
3. S1: Fakultas Pendidikan Bahasa Dan Seni/Pendidikan Bahasa Inggris Universitas Pendidikan Indonesia (1985 – 1989)

■ **Judul Buku yang Pernah Ditelaah (10 Tahun Terakhir):**

1. 2010-2011: Writing 1 (Modul UT)
2. 2013: Buku Teks Untuk Pelajaran Bahasa Inggris (When English Rings The Bell, Kelas 7, 8 dan kelas 11). Kemdikbud.
3. 2014: Translation (Modul UT)

■ **Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):**

2015: *Systemic Fuctional Liguistic Genre Pedagogy dan Pemberdayaan Guru dan Siswa*. Penelitian Unggulan Universitas, Direktorat Jenderal Pendidikan Tinggi. Kemenristek Dikti

2015: *Pelatihan Menulis Artikel Jurnal Internasional bagi Dosen*. Pengabdian kepada masyarakat Berbasis Hasil Penelitian. Program pengembangan dosen Universitas Pendidikan Indonesia.

2013-2014. *Implementasi dan Pengembangan Pengajaran Berbasis Teks dan Peningkatan Kemampuan Berpikir Kritis dan Berbahasa Mahasiswa Pendidikan Bahasa Inggris*. Hibah penelitian dari Dirjen Dikti Melalui Program Desentralisasi UPI.

2012: Program vVisiting Scholar di University of Technology Sydney. Dana dari Asosiasi Internasional Linguistik Sistemik Fungsional.

2011: Pelatihan Pengajaran Berbasis Teks bagi Pengawas Bahasa Inggris. Pengabdian kepada Masyarakat Berdasarkan Hasil Penelitian. Program Pengembangan dosen UPI.

2011: Kemampuan Mahasiswa dalam Note-Taking dan Interpreting. Hibah Bersaing, Dirjen Dikti Kementerian Pendidikan Nasional (Anggota).

2010: Lesson Study dan Pemahaman Guru Mengenai Pendekatan Berbasis Genre dalam Pengajaran Bahasa Inggris. Program Lesson Study, Universitas Pendidikan Indonesia.

2010: Implementasi Pendekatan Berbasis Teks dalam Pengajaran Bahasa Inggris di Indonesia. Penelitian Kerja Sama dengan Sydney University. Program Pengembangan Dosen Universitas Pendidikan Indonesia,

2009-2010: Analisis Kemampuan Mahasiswa dalam Menulis Skripsi Berbahasa Inggris Berbasis Teori Linguistik Sistemik Fungsional. Hibah Bersaing, Dirjen DIKTI, Kementerian Pendidikan Nasional.

2009 (Nov)-2010 (Feb): Teaching Writing: Developing Critical Learners. Program Academic Recharging B. Dirjen DIKTI. Mendiknas.

2007: Language and literacy Education in Primary and Secondary Schools in Australia. Penelitian Postdoctoral. Program Endeavour. Department of Education, Science and Technology, Australia.

■ Profil Editor

Nama Lengkap : Drs. Padji Mangunsudarmo, MA
Telp Kantor/HP : 022-5403518 / 0812-8302-856
E-mail : mangunsudarmo@gmail.com
Akun Facebook : padji.mangunsudarmo@facebook.com
Alamat Kantor : Jl. Permai 28 No. 100, Margahayu Permai,
bandung
Bidang Keahlian : Bahasa Inggris

■ Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. 2004 – Sekarang: Editor Penerbit Yrama Widya

■ Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S2: English Language Teaching/Thames Valley University, London, UK/1994-1995
2. S1: FKSS-IKIP Yogyakarta/Jurusan Bahasa & Sastra Inggris/1973-1979

■ **Judul Buku yang Pernah Diedit (10 Tahun Terakhir):**

1. Bahasa Inggris untuk SMA/MA KI.X, Otong Setiawan D., Bandung, Irama Widya 2015.
2. Bahasa Inggris untuk SMA KI.XI, Otong Setiawan D., Bandung, Irama Widya 2015.
3. Bahasa Inggris untuk SMA KI.XII, Otong Setiawan D., Bandung, Irama Widya 2015.
4. Bahasa dan Sastra Inggris untuk SMA/MA KI.X, Otong Setiawan D,
5. Bandung 2015
6. Bahasa dan Sastra Inggris untuk SMA/MA KI.XI, Otong Setiawan D,
7. Bandung 2015

■ **Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):**

Tidak ada

■ Profil Ilustrator

Nama Lengkap : Yunika Rotua Lumbantoruan S.Des
Telp. Kantor/HP : 0812 8675 8427
E-mail : yunika.rotua@gmail.com
Akun Facebook : Yunika Rotua Lumbantoruan
Alamat Kantor : Jl. Cempaka Putih Barat no.12, Jakarta 10520
Bidang Keahlian : Ilustrasi & Desain Grafis

■ **Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:**

2015 – Sekarang : Desainer Grafis PT. Jurnalindo Aksara Grafika (Bisnis Indonesia)

■ **Riwayat Pendidikan Tinggi dan Tahun Belajar:**

S1: Desain Komunikasi Visual Sekolah Tinggi Media Komunikasi Trisakti (2009 – 2013)

■ **Karya/Pameran/Eksibisi dan Tahun Pelaksanaan (10 tahun terakhir):**

-

■ **Buku yang Pernah dibuat Ilustrasi dan Tahun Pelaksanaan (10 tahun terakhir):**

Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas XI, Kemdikbud (2013)

**JANGANKAN PERNAH MENGGUNAKAN NARKOBA.
BAHKAN UNTUK MENGENALNYA PUN JANGAN.**



Bahasa Inggris

Buku teks Bahasa Inggris Kelas XI bertujuan untuk meningkatkan pemahaman dan kemampuan siswa dalam menggunakan Bahasa Inggris. Fokus pembahasan buku ini adalah peningkatan keterampilan terhadap fiksi maupun nonfiksi, seperti keterampilan menulis undangan, menulis lagu dan puisi, laporan, teks eksposisi, serta menanyakan dan mengungkapkan pendapat.

Buku ini memperkenalkan berbagai jenis teks dengan tema yang berbeda-beda sebagai sarana untuk mengaitkan konsep yang dipelajari dengan konteks sehingga siswa dapat mengembangkan keterampilan berbahasa, keterampilan berpikir kritis, serta keterampilan abad ke-21 yang meliputi kreativitas, kemampuan bekerja sama dan berkolaborasi, keterampilan komunikasi dan media literasi. Kegiatan-kegiatan pada buku ini bertujuan memunculkan dan memperkuat daya kreatif dan imajinatif dalam diri siswa.

HET	ZONA 1	ZONA 2	ZONA 3	ZONA 4	ZONA 5
	Rp12.500	Rp13.000	Rp13.500	Rp14.600	Rp18.700

ISBN:

978-602-427-106-0 (Jilid Lengkap)

978-602-427-108-4 (Jilid 2)

