



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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EDISI REVISI 2017

Bahasa Inggris



Talking about Self

Complimenting and Showing Care

Expressing Intention

Describing People

Congratulating Others

Visiting Ecotourism Destination

Giving Announcement

Visiting Niagara Falls

Describing Historical Places

SMA/MA/
SMK/MAK

KELAS

X



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PREFACE

Pesatnya perkembangan teknologi informasi dan komunikasi pada Abad 21 telah memosisikan bahasa Inggris sebagai salah satu bahasa utama dalam komunikasi antar bangsa dan pergaulan dunia. Kurikulum 2013 yang dirancang untuk menyongsong model pembelajaran Abad 21 menyadari pentingnya lulusan sekolah menengah atas menguasai bahasa Inggris untuk menyampaikan gagasan melebihi batas negara Indonesia serta untuk menyerap gagasan dari luar yang dapat dimanfaatkan untuk kemaslahatan bangsa dan negara.

Sejalan dengan peran tersebut, buku Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X ini bertujuan untuk membangun sikap, pengetahuan, dan keterampilan berkomunikasi siswa melalui pengalaman pembelajaran yang berbentuk beragam kegiatan berkomunikasi aktif, baik melalui kegiatan berbahasa Inggris yang bersifat reseptif maupun produktif. Hanya dengan terlibat aktif dalam kegiatan berkomunikasi, siswa dapat membangun sikap, pengetahuan, dan keterampilan berkomunikasi. Buku ini diharapkan mampu merealisasikan implementasi Kurikulum 2013 di dalam kelas bahasa Inggris karena isi dan pengalaman belajar yang dikembangkan dalam buku ini telah diupayakan agar dapat membantu siswa mencapai empat kompetensi inti (KI) dalam Kurikulum 2013.

Penyajian isi dan pengalaman belajar dalam buku ini merujuk pada pendekatan pembelajaran bahasa berbasis teks, baik lisan maupun tulis, dengan menggunakan bahasa Inggris sebagai sarana berkomunikasi. Dengan memahami fungsi sosial, struktur teks, dan fitur kebahasaan berbagai teks seperti yang diamanahkan oleh Standar Isi dalam Kurikulum 2013, siswa diharapkan mampu mengungkapkan gagasan, baik secara lisan maupun tulis, dengan mengikuti kaidah dan langkah retorika yang sesuai. Di samping itu, isi dan pengalaman belajar pada setiap bab dalam buku ini pada umumnya disusun dengan mengikuti tahapan yang sesuai dengan prinsip dasar belajar bahasa asing, yaitu tahap penyajian atau pemodelan (*presentation*), tahap pelatihan (*practice*), dan tahap penggunaan (*production*).

Ragam teks dalam buku ini disesuaikan dengan amanat kompetensi dasar dalam Kurikulum 2013 untuk Kelas X, yang meliputi teks fungsional pendek; esei berbentuk *recount*, *narrative*, dan *descriptive*; serta teks berbentuk percakapan (*interactional texts*) yang mencerminkan berbagai tindak tutur. Beragam teks tersebut disajikan melalui tema-tema yang berkaitan dengan fenomena alam dan sosial di Indonesia, yang dimaksudkan untuk mengembangkan karakter penting seperti kecintaan pada alam Indonesia dan sikap menjaganya, serta mengembangkan karakter mengasahi sesama sebagai dasar terbentuknya perilaku sosial yang positif. Namun, untuk menambah wawasan pengetahuan siswa, beberapa teks juga mengambil tema yang lebih global.

Buku ini mendorong penggunaan belajar berkelompok dalam berbagai bentuk, dengan tujuan agar siswa banyak berinteraksi, sehingga terbangun kemampuan berkomunikasi dan bekerja dalam tim. Dengan demikian, siswa berlatih untuk berpartisipasi dalam menyampaikan gagasan dan pemikirannya berkaitan dengan jenis teks yang sedang dipelajari, yang pada akhirnya dapat mengembangkan keberanian siswa dalam mengemukakan ide atau gagasan. Buku ini menjabarkan usaha minimal yang harus dilakukan siswa untuk mencapai kompetensi yang diharapkan. Dengan kata lain, siswa diajak untuk menjadi berani mencari sumber belajar lain yang tersedia dan yang terbentang luas di sekitarnya. Peran guru dalam meningkatkan dan menyesuaikan daya serap siswa dengan ketersediaan kegiatan pada buku ini sangatlah penting. Guru diharapkan dapat memperkaya isi buku ini dengan kreasi dan kreativitasnya dalam bentuk kegiatan-kegiatan lain yang sesuai dan relevan yang bersumber dari lingkungan sosial dan alam terdekat dengan konteks mengajar.

Buku ini perlu terus diperbaiki dan disempurnakan. Oleh karena itu, kami mengharapkan saran, masukan, dan kritik dari para pembaca untuk perbaikan dan penyempurnaan buku ini pada edisi berikutnya. Atas kontribusi tersebut, kami menyampaikan terima kasih. Akhirnya, kami berharap buku ini dapat memberikan manfaat dalam usaha bangsa dan negara Indonesia membangun peradaban baru dan mempersiapkan generasi emas pada masa seratus tahun Indonesia Merdeka.

Tim Penulis

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CONTENT MAPPING

Chapter	KD	Social Function	Text Structure	Language Feature	Topic-Related Activities	Skill Focus
1 Talking about Self	3.1 4.1	Introducing and mentioning identity to develop interactional communication with others	Transactional text: Opening; exchange (talking about identity); closing	- Vocabulary: name, family relationship, jobs, friends. - Grammar: Pronouns	- Introducing oneself, parents, friends - Writing an e-mail	Listening, Reading Speaking Writing
2 Congratulating and Complimenting Others	3.2 4.2	Congratulating and complimenting to develop interactional communication with others	Transactional text: Opening; exchange (congratulating and complimenting); closing	- Vocabulary: words related to adjectives and the topic, congratulating and complementing expressions - Grammar: simple past, present perfect, present perfect continuous; singular-plural	- Using different ways of developing interaction with teachers, friends, family members, especially, by congratulating and complimenting others	Reading Speaking Writing
3 Expressing Intentions	3.3 4.3	Telling and asking about intentions of doing something to develop interactional communication with others	Transactional text: Opening; exchange (talking about intentions); closing	- Vocabulary: names of recreational facilities, holiday and school activities. - Grammar: would like, be going to	- Talking about intentions of doing weekend/holiday/school activities and school projects	Speaking Reading writing
4 Which One is Your Best Get-away?	3.4 4.4.1 4.4.2	Describing or presenting information about a particular place and a historical building	Descriptive text (identification, description)	- Vocabulary: words related to ecotourism destinations and historical building - Grammar: noun phrases (structure of modification)	- Understanding descriptions of ecotourism destinations and historical building and describing them.	Speaking Reading writing

Chapter	KD	Social Function	Text Structure	Language Feature	Topic-Related Activities	Skill Focus
5 Let's Visit Niagara Falls	3.4 4.4.1 4.4.2	Describing or presenting information about a particular place	Descriptive text (identification, description)	- Vocabulary: words related to recreational places - Grammar: adjectives and adverbs (quite, very, extremely); verbs to describe; passive voice	- Understanding descriptions of recreational places and describing them	Reading Speaking Writing
6 Giving Announcement	3.5 4.5.1 4.5.2	Giving information to public	Opening; contents of announcement; closing	- Vocabulary: topic-related words - Derivatives: nouns from verbs	- Understanding and giving announcements	Listening Reading Speaking Writing
7 My Idol	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Recount text (Opening; events; closing)	- Vocabulary: words related to meeting an idol - Grammar: simple past (was/were); adjectives	- Recounting an experience of meeting an idol/favorite singer	Reading Speaking Writing
8 The Battle of Surabaya	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Recount text (Opening; events; closing)	- Vocabulary: words related to past events - Grammar: Simple past (was/were)	- Recounting a historical event, The Battle of Surabaya	Reading Speaking Writing
9 B.J. Habibie	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Recount text (Opening; events; closing)	- Vocabulary: topic-related words - Grammar: simple past; adverbs (three years later, in May 1963, on 21 May, immediately, initially)	- Retelling about past events related to the life of prominent figures, e.g., B.J. Habibie	Reading Speaking Writing
10 Cut Nyak Dien	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Recount text (Opening; events; closing)	- Vocabulary: topic-related words - Grammar: simple past; adverbial clauses; adverbial phrases;	- Retelling about past events related to the life of prominent figures, e.g., Cut Nyak Dien	Reading Speaking Writing

Chapter	KD	Social Function	Text Structure	Language Feature	Topic-Related Activities	Skill Focus
				adverbs (finally, some time later, two years later, on November 1908)		
11 Issumboshi	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values (folktales)	Narrative text (orientation, complication, resolution)	<ul style="list-style-type: none"> - Vocabulary: topic-related words - Grammar: reported speech (indirect speech) vs direct speech 	- Telling about folktales (e.g., Issumboshi) to entertain	Listening Reading Speaking Writing
12 Malin Kundang	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values (folktales)	Narrative text (orientation, complication, resolution)	<ul style="list-style-type: none"> - Vocabulary related to character and characterization as well as settings. - Grammar: simple past; adverb of time (clauses) 	- Telling about folktales (e.g., Malin Kundang) to entertain	Listening Reading Speaking Writing
13 The Wright Brothers	3.6 4.6	Talking about past events to develop interactional communication with others	Opening; exchange (talking about past events); closing	<ul style="list-style-type: none"> - Vocabulary: words related to Wright's experiences - Grammar: simple past and present perfect 	- Talking about the life of The Wright Brothers	Reading Speaking Writing
14 Strong Wind	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values	Narrative text (orientation, complication, resolution)	<ul style="list-style-type: none"> - Vocabulary: words related to characters and characterization as well as settings. - Grammar: simple past; past continuous; adverbs (e.g., once, one day, ever since that day) 	- Telling about folktales (e.g., Strong Wind) to entertain	Listening Reading Speaking Writing
15 You've Got a Friend	3.9 4.9	Entertaining, introducing moral values, and appreciating cultural values through songs	Structure of songs	<ul style="list-style-type: none"> - Vocabulary: words related to friendship - Grammar: adverb clauses (if, when) 	- Discussing the moral and cultural values of songs, e.g., You've Got a Friend	Reading Writing Speaking

Chapter 1

Talking about Self



Source: Dokumen Kemdikbud
Picture 1.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 1, siswa diharapkan mampu:

1. Mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkait dengan jati diri, dan hubungan keluarga sesuai dengan konteks penggunaan.
2. Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks yang tepat sesuai konteks penggunaan.
3. Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan unsur bahasa (pronoun, subjective, objective, possessive) yang tepat sesuai konteks penggunaan .



WARMER: CHINESE WHISPER

Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.



Source: <http://cache.media.education.gouv.fr>
Picture 1.2

Discuss with your classmates what characters your group needs in order to do the activity successfully and to become the winner.



VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work with your classmate's. The first one has been done for you.

pen pal (<i>noun</i>)	kereta komuter
sound (<i>verb</i>)	sangat menyukai
run (<i>transitive verb</i>)	jauh
(be) into (<i>preposition</i>)	nampaknya
attend (school, college) (<i>verb</i>)	sahabat pena
distant (<i>adjective</i>)	bahasa pertama
commuter train (<i>noun</i>)	bersekolah/kuliah
magnificent (<i>adjective</i>)	luar biasa
mother tongue (<i>noun</i>)	mengelola
half sister/brother (<i>noun</i>)	saudara tiri



PRONUNCIATION PRACTICE

Listen to your teacher reading aloud these words. Repeat after him/her.

pen pal	: / pen pæl /
sound	: / saʊnd /
run	: / rʌn /
(be) into	: / ɪntu /
attend	: / ətend /
distant	: / dɪstənt /
commuter train	: / kəmjuətə treɪn /
magnificent	: / məɡnɪfɪs ə nt /
mother tongue	: / mʌðər tʌŋ /
half sister/brother	: / hʌf sistər / brʌðər /



READING

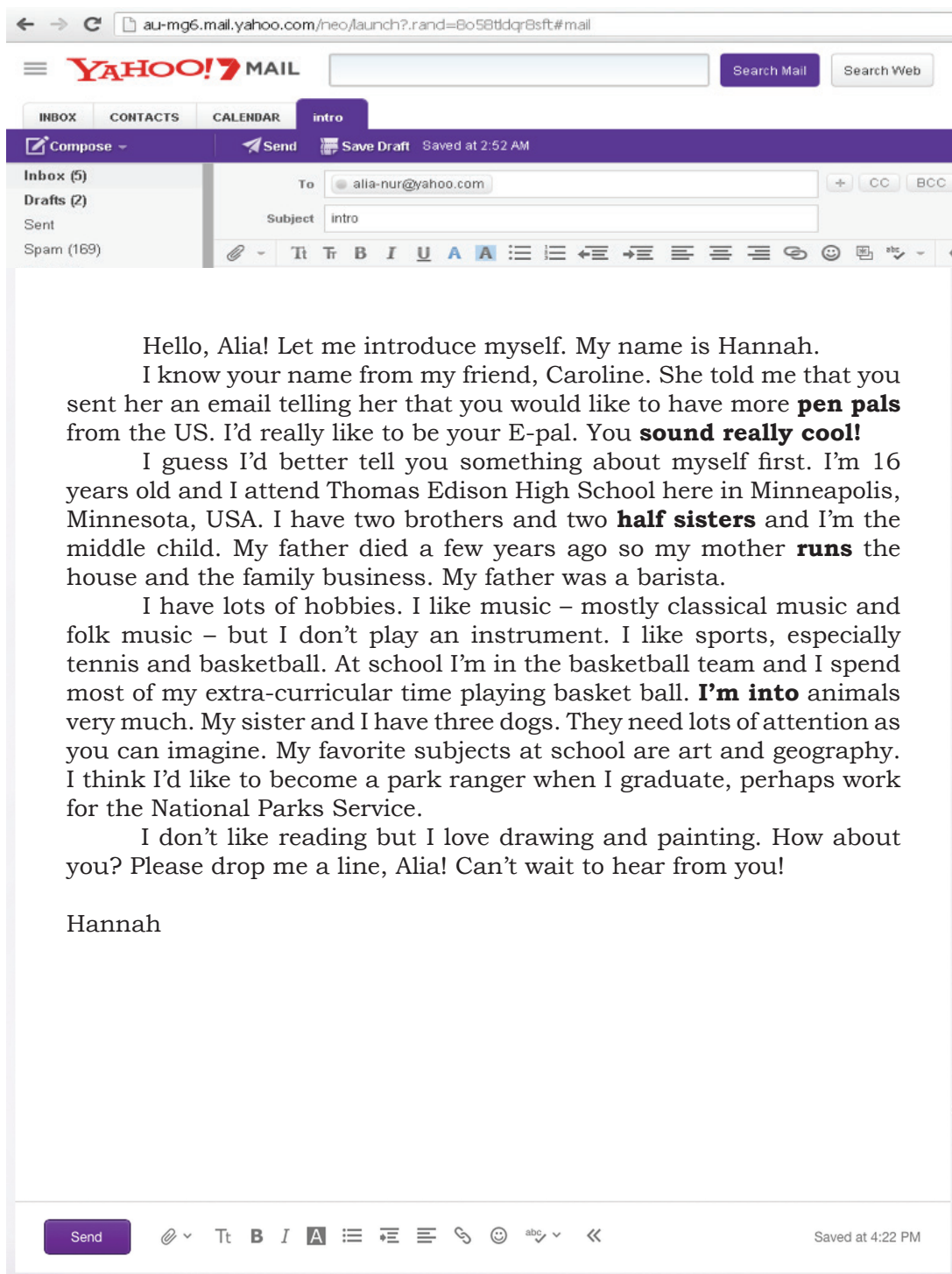
Task 1: Jigsaw

Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read Text 1; students identified as B, read Text 2.



Source: www.images.solopos.com/siswa-sma-perpustakaan.jpg
Picture 1.3

Text 1: An email from Hannah



Text 2:

A letter from Saidah

Assalamu'alaikum Alia,

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

I'm a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I **attend** an Islamic boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. My younger brother is an elementary school student.

My favorite subjects are social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our **mother tongue**.

As for hobbies, **I'm really into** songs and music. My favorite boy band is One Direction. My favorite Malay singer is, of course, Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise.

I'm really into books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books.

I'd really love to come to Indonesia some day, especially to the magnificent Raja Ampat in Papua. What about you, do you want to visit my country?

Wassalam.

Cheers,
Saidah

Task 2:

After reading the text, in the chart below, identify the main idea of each paragraphs, and then write the most important details in your own words. Students identified as A, refer to Text 1; students identified as B, refer to Text 2.

Text 1

Paragraph	Main Idea	Details
1	Hannah introduces herself.	<ul style="list-style-type: none">- Hannah knew Alia from Caroline.- Caroline told Hannah that Alia wanted to have pen pals from USA.
2		
3		
4		
5		

Text 2

Paragraph	Main Idea	Details
1	Saidah was happy to receive Alia's letter.	Saidah wants to be Alia's pen friend.
2		
3		
4		
5		
6		



Source: Dokumen Kemdikbud
Picture 1.4

Task 3:

Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.

COMPREHENSION QUESTIONS I

Answer the following questions briefly.

1. How does Hannah contact Alia? Is there anybody introducing Hannah to Alia?
2. Does Hannah want to be Alia's friend?
3. Where does Hannah study?
4. Tell me about Hannah's family!
5. What are Hannah's hobbies?
6. Does she like animals? What animals does she have?
7. What profession would she like to have after graduating from her school?
8. Have you ever written an email to a penpal? When?

COMPREHENSION QUESTIONS II

Answer the following questions briefly.

1. Does Saidah want to be Alia's friend?
2. Where is she from?
3. Where does Saidah study?
4. Tell me about Saidah's family!
5. What are Saidah's hobbies?
6. Does she have favorite singers? (If yes, who are they?)
7. Does she like reading books? Which authors does she like?
8. What profession would she like to have later?
9. Is she interested in visiting Indonesia? How does she know indonesia?
10. Have you ever written a letter to get a pen pal? When?



VOCABULARY EXERCISES

Complete the following sentences using the words in the box. Remember to use the correct forms of verbs.

E-pal	sound
half sister	(be) into
mother tongue	attend
slip back	magnificent
run	

1. Saidah has many favorite writers and books. She frequently saves her pocket money to buy best seller books. She _____ really _____ reading.
2. In the next letter to Caroline, Alia wrote: "I like scuba diving. So if some day you visit Indonesia, I will take you to go scuba diving in Bunaken National Marine Park. The place is amazingly beautiful. Doesn't that _____ cool?"
3. Hannah and her brothers learn how to manage their store every day. Later they want to _____ their own business.
4. In her letter, Alia often introduces the beauty of Indonesia to her _____. In her emails, she describes many magnificent cultural events and amazing nature that can only be found in Indonesia.
5. Alia in her letter wrote that her _____ is Batakese, but she can also speak other languages, like Madurese, Indonesian, and English.
6. Unlike Saidah who _____ books, Hannah are more _____ animals. She has 3 dogs that need a lot of attention.
7. Alia, Hanna, and Saidah become good friends. They hope that someday they can _____ a traditional or modern music concert together.
8. Hannah told Alia that she was very happy when she got a _____, a baby girl from her mother's second marriage.
9. Alia has many _____, those with whom she makes friends by writing them emails. They live in other countries, so she never meets them.
10. Alia likes to try to speak in English with her classmates, but just like Saidah, she also sometimes _____ into Indonesian.



TEXT STRUCTURE

THINK-PAIR-SHARE

Task 1:

Individually, complete the following chart to find out the structure of the email or the letter on page 4 and 5, depending on which text you have read.

Parts of the Letter/ Email	Purposes	Details
Opening	To start the communication	
Contents		
Closing		

Task 2:

Work in pairs (Students A and B) to discuss the text structure, and then share this with the class. Use the following prompts to help:

Identify the structure of the organisation of the letter.

- What details can you find in the opening?
- What's the purpose of telling the contents?
- What details can you find in the contents?
- What's the purpose of writing the closing?
- What details can you find in the closing?



GRAMMAR REVIEW

Pronouns

In self introduction and also in other communication activities, pronouns are frequently used to prevent unimportant repetition. Pronoun is a word that takes the place of a noun, such as: *I, you, me, it, they, we, she, him, us.*

Read the following sentences:

Alia wants to have many pen pals because Alia likes making friends. Alia's pen pals come from many parts of the world. Caroline introduces Alia to Hannah. Now, Hannah becomes Alia's pen pals. Hannah likes Alia a lot.

Task 2:

The word Alia is repeated too often and that makes the sentences not interesting. To make the sentences better we can replace Alia with pronouns: *delete the sentences with be (am, is, are, was, were). Remember to use the correct forms.*

***Alia** wants to have many pen pals because **she** likes making friends. **Her** pen pals come from many parts of the world. Caroline introduces **her** to Hannah. Now Hannah becomes Alia's pen pals. Hannah likes **her** a lot.*

There are several types of pronouns: *subjective, objective, possessive adjectives, and possessive pronouns.* Read the following table and the following explanation.

Subjective	Objective	Possessive adjective	Possessive pronoun
I	Me	my	mine
you	You	your	yours
he	Him	his	his
she	Her	her	hers
we	Us	our	ours
they	Them	their	theirs
it	It	its	its

1. **Subjective pronouns** are the subjects of a sentence:

I	You	He	She
It	We	They	

Read the following sentences. Pay attention to the underlined words as examples of subjective pronouns.

- a. I have three dogs.
- b. You like to have many pen pals.
- c. He studies in an elementary school.
- d. She will get married.
- e. We love Indonesia
- f. They need attention
- g. It barks when it is happy.


2. **Objective pronouns** are the objects of a sentence:

me	him	her	it
us	them	you	

Read the following sentences. Pay attention to the underlined words as examples of objective pronouns.

- a. I know Caroline. She introduced me to you via e-mail.
- b. My brother is an elementary school student. Sometimes I accompany him to go to school.
- c. My sister is a good student. Her campus gave her scholarship.
- d. We love animals. Last week our neighbour gave us a funny kitten.
- e. They run the family business seriously. Customers like them very much.
- f. The fur of the cat is soft. We like to stroke it.

3. **Possessive adjectives** are words that indicate possession. Possessive adjectives are used with nouns.

my	
your	
her	
his	
our	
their	
its	

+ noun

Read the following sentences. Pay attention to the underlined words as examples of possessive adjectives. The possessive adjectives modify the nouns to show possession. The words in *italics* are the noun.

- I have a pen pal. My *pen pal* is very kind.
- You have three dogs. Your *dogs* need a lot of attention.
- He studies in an elementary school. His *school* is not far.
- She loves reading books. Her *books* are in that cupboard.
- We run the business together. Our *business* is good.
- They frequently come here. This park is their *favorite* place.
- The kitten is funny. Its *tail* moves fast when it's happy.

4. **Possessive pronouns** also show possession but possessive pronouns are not followed by nouns.

Read the following sentences. Pay attention to the underlined words

mine	yours	his
her	ours	their

as examples of possessive pronouns.

- This is my book. This book is mine.
- These are your dog. These dogs are yours.
- His school is far from here. His is far.
- Her book is interesting. Hers is interesting.
- Their family business is good. Theirs is good.
- Our plan has many alternatives. Ours has many alternatives.

EXERCISES

I. Read the emails in the reading section again. Underline all pronouns that you can find.

II. Fill in the blanks with the right words.

A. Subjective Pronouns:

1. ____ (Me/I) come to Yogyakarta every month.
2. ____ (His/He) spends the weekend playing guitar.
3. ____ (They/Them) told me that they sent e-mail to each other every day.
4. ____ (we/ours) plan to visit Thailand next year.
5. ____ (We/It) can climb Bromo Mountain together on July.

B. Objective Pronouns:

1. I am going to introduce ____ (she/her) to one of my pen pals in Malaysia.
2. Lolita told ____ (we/me) that she wanted to send a birthday gift to her pen pal in Papua.
3. My friends and I have regular meetings with pen pal seeker group. You can join ____ (it/its) anytime.
4. He told me that he had many e-pals but he is no longer keep in touch with ____ (theirs/them)
5. It is obvious that Marina desperately wants to visit Malang very soon. She talked about ____ (them/it) frequently these days.

C. Possessive Adjectives:

1. I am going to wash _____ hand. (my/me)
2. Do you like _____ pen pals? (you/your)
3. _____ hobby is reading the biography of famous people. (He / His).
4. She is sixteen and _____ school is in Minneapolis (her/she)
5. They run their family business themselves because _____ father died last year. (they/their)

D. Possessive Pronouns:

1. He is very diligent and loves reading. He always brings book in ____ (he/his) bag.
2. ____ (Mine/My) little brother studies in a state vocational school in my region.
3. Alice told her pen pal that she admired JK. Rowling and collected ____ (her/his) novels.
4. My pen pals have the same interest with me, which is about writing. We sometimes send ____ (their/our) piece of writings and I often give comments on ____ (it/theirs).
5. He told me about his family and I told ____ (my/mine) too.

E. Mixed (Pronouns and Possesive Adjectives):

1. Sofia told ____ (I/me) that you would like to have more pen pals from Netherlands.
2. I have several pen pals from UK. I write to ____ (they/them) via email every week.
3. Alia often tells Hannah about her rehearsal. ____ (She/Her) joins a choir club in her school.
4. As for hobbies, we are really into sport and music. So, we can share ____ (my/our) experience about football players and songs.
5. My friends and I often spend long holiday in our hometowns. ____ (They/We) keep in touch via e-mail and WhatsApp.
6. The cat licks ____ (its/it) fur many times, and it seems to enjoy doing ____ (its, it).
7. Hannah said, "This is my favorite book and I want to give it to ____ (yours/you). Now it's ____ (yours/you)."
8. Alia was sobbing when ____ (she/her) read this line in the novel ____ (she/her) got from Saidah: They know the land is not ____ (they/theirs) anymore. The landlord told ____ (they/them) to leave the land. The two brothers said to themselves, "We will work very hard to collect money. Someday ____ (we/us) will return to buy his land, and it (its/it) will become ____ (our/ours) forever."
9. The teacher tells ____ (we/us) to make friends with students

from English speaking countries so that _____ (we/us) can improve our English.

10. Alia's brother wanted to have pen pals too. Alia introduced _____ (he/him/his) to Hannah's and Saidah's brothers. Now, they have become good friends. Sometimes Alia writes about _____ (theirs/them) in _____ (hers/her) letter to Hannah and Saidah.



SPEAKING

Task 1: Guessing Games - Who Am I?

You'll play a kind of guessing game 'Who Am I?'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.

Questions to ask:

-Does it relate to a family relationship?
-Am I female?
-Am I a mother?

- Does it relate to a profession?
- Do I work in a hospital?
- Am I a medical doctor?

-Does it relate to a hobby?
-Am I an outdoor activity?
-Am I related to music? etc.

Words to be written on post-it:

brother, sister, father, mother, teacher, medical doctor, barista, engineer, footballer, author, computer programmer, police officer, musician, painting, reading, singing, hiking, going shopping, outdoor guide

Task 2: Introduction Game - Party Time

A. Look at the picture.

- What do you think they are doing?
- Where does it take place?
- Why do you think so?

Check your answer with your friends.



Source: <http://www.spazioblendtower.it/spazioblend-tower-sala-eventi/>
Picture 1.5

The following is an example of a conversation between Edo and Slamet who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialog silently first. Pay attention to how to introduce self. Discuss the expressions used with your classmate sitting next to you. Then act out pretending to be Edo and Slamet who introduce themselves to each other.

1. Hello, I am Edo. May I know your name please?

2. Sure, I am Slamet. I am from Jepara. What about you?

3. I am from Raja Ampat. I work in a tourism resort

4. I work for a furniture company. have you heard about ukir Jepara?

5. Yes, and I want to know more about that

6. It's a specific carving pattern created in Jepara.

Source: Dokumen Kemdikbud
Picture 1.5

B. Imagine that you and your classmates are all invited to a party and become the guests there. Think about and use new identities. For instance, you can pretend to become

your favorite football player, singer, or scientist, etc. The new identities make you unfamiliar with each other because that is the first time you meet. Talk to each other and introduce yourself: tell about your family, your profession, and your hobbies. You can use the following questions:

May I know your name please?
Can you tell me what your profession is? Or,
What do you do?
What're your hobbies?
Do you like painting?
Do you like music?

C. Think of other questions. You may also introduce your friends who also use new identities to other guests. Introduce yourself or your friends to at least two people.



WRITING

Responding to an email/a letter

Imagine that you're Alia. Write an email or a letter responding to the email or letter you've read and discussed. Use the following questions to guide you.

1. What do you write to start your response to an email/a letter?
2. What details do you write in your email/letter? (How old are you? Where do you attend senior high school? What are your hobbies? How many siblings do you have? Etc.)
3. What do you write to end your letter/email?
4. Before you send your email/letter, read through your email/letter to find any content, grammar, vocabulary, grammar, spelling, or punctuation errors and correct them if any.



1. Can you write a letter?
2. Do you know how to describe yourself? or an email?
3. Can you write or talk about yourself?

[illegible]

**“ Accept responsibility
for your life.
Know that it is you who
will get you where you want
to go, no one else.**

Les Brown

Chapter 2

Congratulating and Complimenting Others



Source: Dokumen Kemdikbud
Picture 2.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 2, siswa diharapkan mampu:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi ucapan selamat dan pujian bersayap serta responnya.
2. Merespon ucapan selamat dan pujian bersayap dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaan.
3. Memberikan ucapan selamat dan pujian bersayap dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaan.



WARMER

Describing and Guessing

Do this game in groups. Your teacher will tell you how to play this guessing game. You have to guess what words that your teacher has described.

For example:

‘A person who serves passengers in a flight.’ He/She is a ‘flight attendant.’

After you know how to play the game, your teacher will ask you to make groups of three to play the game. The group who can guess more words will be the winner.



VOCABULARY BUILDER

Write down the English words for the following Indonesian words. Compare your work to your classmate's.

ce _ _ _ _ _ (<i>verb</i>)	= merayakan
_ _ _ _ _ ve _ _ _ _ (<i>noun</i>)	= prestasi / pencapaian
_ _ _ _ t (<i>noun</i>)	= rok
_ _ _ _ u _ _ (<i>noun</i>)	= blus, kemeja wanita
_ er _ _ _ _ _ (<i>adjective</i>)	= [informal] sangat bagus
_ _ nt _ _ _ (<i>noun</i>)	= isi
en _ _ _ _ _ nt (<i>noun</i>)	= penyemangat
_ pp _ _ _ _ _ (<i>noun</i>)	= penampakan, penampilan
app _ _ _ _ _ (<i>noun</i>)	= penghargaan
_ _ _ _ _ us (<i>adjective</i>)	= [informal] indah, atraktif



PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

skirt	: /skɜːrt /
celebrate	: / 'seləbreɪt /
achievement	: / ə'tʃiːvmənt /
blouse	: / blaʊs /
terrific	: / tə'rɪfɪk /
content	: / 'kɒntent /
encouragement	: / ɪn'kʌrɪdʒmənt /
appearance	: / ə'pɪərəns /
appreciation	: / ə'prɪʃiəɪʃ ə n /
gorgeous	: / 'ɡɔːdʒəs /

“ The biggest risk is not taking any risk. In a world that’s changing really quickly the only strategy that is guaranteed to fail is not taking risks. ”

Mark Zuckerberg



READING

Task 1:

Read text 1 carefully. Pay attention to the expressions used to congratulate people (in this case, Alif). Pay attention also to the responses.

Text 1

After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

- Samuel : Alif, congratulations. You deserved it, Man.
Alif : Thank you very much. This is because you always help me.
Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.
Alif : *(replies with a happy tone)* Thank you. I cannot forget your collaboration with me, and I will still need your help.

Other friends shake his hands and congratulate him too.

- Deni : That's wonderful, Alif.
Alif : Oh, thanks.
Santi : Good for you. Good luck.
Alif : Thank you very much.
Bejo : Well done.
Alif : Thank you for saying so.
Ivan : That was great. You must be very proud of your achievement.
Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

His staff also congratulate him.

- Eny : Please accept my warmest congratulations, Sir.
Alif : It's very kind of you to say so. Thank you.

Bintari : I must congratulate you on your success.
Alif : Thank you very much for saying so.

They all celebrate Alif's success by having lunch together in a simple food stall next to their office. Every body is happy.

Task 2:

Answer the following questions.

1. Why do all of those people congratulate Alif?
2. What expressions do they use to congratulate Alif?
3. How does Alif respond to their congratulating expressions?
4. What is the social purpose of congratulating people?
5. When do we congratulate people?
6. What are the expressions commonly used to congratulate people?

Task 3:

Read the dialog silently. Pay attention to the expression used to congratulate people. Discuss the meaning with your classmate. After that read aloud the dialog in pairs. One of you become Cita, the other becomes Ditto. Then, discuss the answer to the questions.

Text 2

Cita has won the first winner of the story telling competition in her school. Her best friend congratulated her.

Ditto : Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well.
Cita : Thanks, Ditto.
Ditto : I heard that you will be the representative of our school in the story telling competition of our regency. Is it true?
Cita : Yes, you're right.
Ditto : I hope you will win as well in the next competition.
Cita : I hope so. But I'm nervous.
Ditto : Don't worry, you're a very good story teller. Good luck.
Cita : Thanks. I'll do my best. Wish me luck.

Task 4

Answer the following questions:

1. What good news about Dita does Ditto know?
2. What does Ditto say to Dita related to the news?
3. What do the expressions mean?
4. What is Ditto's purpose of saying that to Dita?
5. How does Dita respond to what Ditto says?
6. When do you think you will say 'congratulations' to other people?

Task 5:

Complete the following table with the expressions of congratulations and the responses you find in the preceding dialogs. The first row is done for you.

Congratulating Expressions	Responses
Congratulations! You deserved it, Man.	Thank you very much. Your support means a lot.

In congratulating, people may make more than one move, for example, “Congratulations! You deserved it, Man.” Similarly, in responding to congratulating expressions, people do not only make one move, like “Thank you very much.” Usually they also say something else such as “This is because you’re always with me”.



VOCABULARY EXERCISES

Task 1:

Complete the blanks in the following dialogs using the words in the box. As an example see number 1. The answer for number 1 is *wonderful*.

good luck
it's good
wonderful
congratulations
new hair cut

what's new
thanks a lot
popular business
I'm glad you think so
mentioning



Source: Dokumen Kemdikbud
Picture 2.2

1.Dina : Hi, Yuni. What's your daughter doing these days?

Yuni : Oh, she's in college.
In fact, she plans to graduate this June.

Dina : That's _____!
(1) You must be very proud of her.



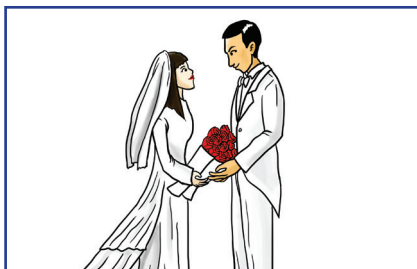
Source: Dokumen Kemdikbud
Picture 2.3

2. **Fuad** : Hi Abdel.
 _____? (2)
Abdel : Oh, I'm going to take
 the driving test
 tomorrow.
Fuad : That's great, Abdel
 _____! (3)



Source: Dokumen Kemdikbud
Picture 2.4

3. **Tuti** : How is your business,
 Ria?
Ria : _____ (4) I've sold
 100 items these two
 days.
Tuti : Congratulations!
 That's a
 _____ (5)
 right now.
Ria : _____ (6).



Source: Dokumen Kemdikbud
Picture 2.5

4. **Rudi** : You look gorgeous
 in this wedding dress!
 _____ (7).
Ian : Thank you very
 much, _____
 (8) so.



Source: Dokumen Kemdikbud
Picture 2.6

5. **Ihsan** : You look so cute in
 the _____
 (9)
Ali : Oh, thanks for
 _____ (10)
 that. By the way,
 congratulations for
 the 1st prize.
 Great job, Man!
Ihsan : Thanks.

Task 2:

Complete the following conversations with your own words.

Conversation 1

- Rani : Hi, Anisa.
Anisa : Hi, you look great in that pink head scarf. What a nice scarf!
Rani : _____ (1) to say that.
Anisa : I've never seen you in that hat. Where did you buy it?
Rani : My mom bought it for me when she went to the market.
Anisa : I see.
Rani : Look. The teacher is coming!
Anisa : Pak Sultoni.
Mr. Sultoni : Hi, how are you?
Rani : We're good. Thanks.
Anisa : Excellent.
Rani : _____ (2) hair cut, Pak Sultoni.
Anisa : Yes, you're looking good with your hair style.
Mr. Sultoni : Thanks a lot. Rani, I heard you won the Math Olympiad. Is it true?
Rani : Yes, I won the second prize last week.
Anisa : _____ (3)
Mr. Sultoni : _____ (4) to hear that.
Rani : Thank you very much for saying so.

Conversation 2

- Rudi : Hi Ben. How are you?
Ben : Hi, you look great in that black jacket.
Rudi : _____ (1) saying so.
Ben : I've never seen you in that outfit. Is it new?
Rudi : My sister bought it for me when she went to Singapore.
Ben : Oh, I see.
Rudi : Look. What a nice new hair style! Where did you have a haircut? I like it a lot.
Ben : _____ (2) think so. My brother did it.
I can ask him to do yours if you want to.
Rudi : Yes, please. Look! Andi is coming.
Ben : Hi Andi, I heard you won the Speech Contest last month. Congratulations! _____ (3)
Rudi : Fantastic! It's a great job, bro!
Andi : Oh, thanks. It's _____ (4) actually.

Please note that at the end of the word ‘congratulation’ there must be an ‘s’ attached to it. So, never say ‘congratulation’ without an ‘s’. You must say, “Congratulations.”



SPEAKING

Let’s play rock, paper, and scissors.

Work in pairs. Play scissors, rock, and paper. The winner chooses for himself/herself a situation. The partner makes an expression of congratulations. For example, the winner chooses situation 5. He/She says, “I just bought a new bag.” The partner says, “Congratulations. Your new bag is gorgeous.” Then develop, a conversation based on that. After that, start all over again by doing the scissors, rock, and paper again, and so forth. Continue doing that with all the situations provided in the table below.

1. haircut	2. jacket	3. speech contest
4. got driver’s licence	5. new bag	6. math Olympiad
7. best student	8. writing competition	9. new baby
10. new house	11. graduation	12. getting married
13. new job	14. successful business	15. new book
16. talented singer	17. best model	18. drawing competition
19. create new robots	20. best writer	21. best teacher



WRITING

Write down the inside parts of the congratulation cards based on the cover. Two cards have been done for you as examples. Write at least two sentences.

1

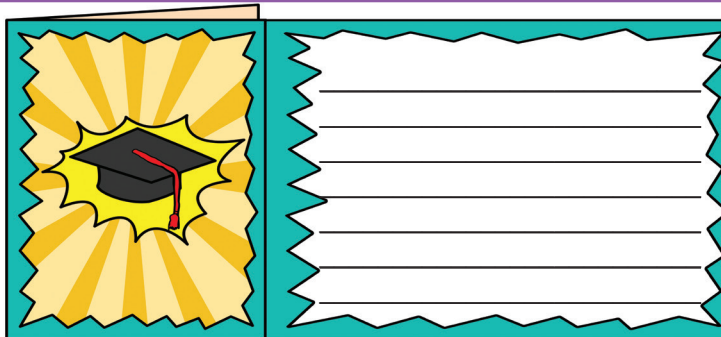
Tomy has just been promoted to be the branch manager of Jepara Ukir Company in London.



Source: Dokumen Kemdikbud
Picture 2.7

2

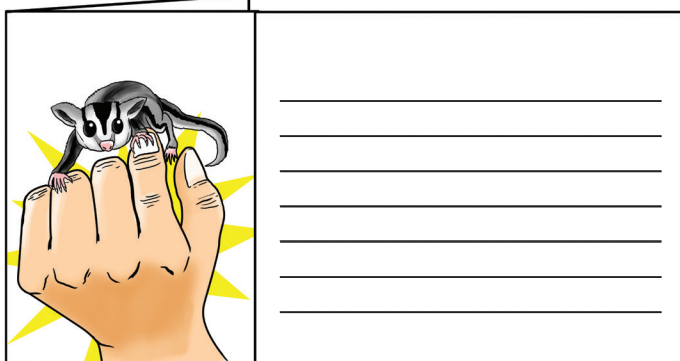
Your sister has graduated from a culinary arts program in Padang, West Sumatra. She wants to be the best chef and plans to open her own restaurant.



Source: Dokumen Kemdikbud
Picture 2.8

3

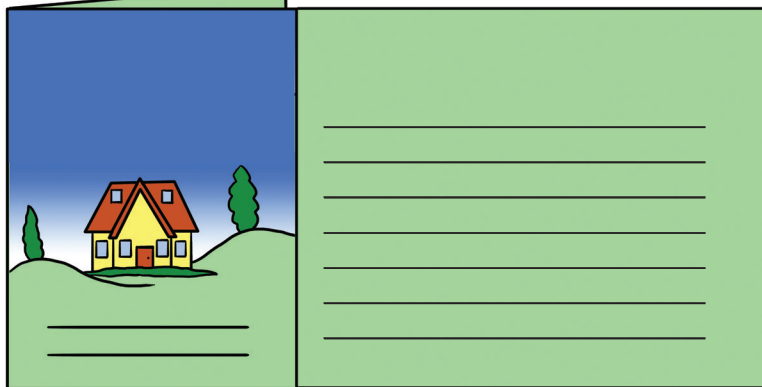
Santi has got a sugar glider from her parents. Her parents are happy because she has been brave enough to donate her blood to PMI (the Indonesia Red Cross).



Source: Dokumen Kemdikbud
Picture 2.9

4

Your uncle and aunt have moved to their new house. The house has a large garden so that they can enjoy gardening on the weekends.



Source: Dokumen Kemdikbud
Picture 2.10

5

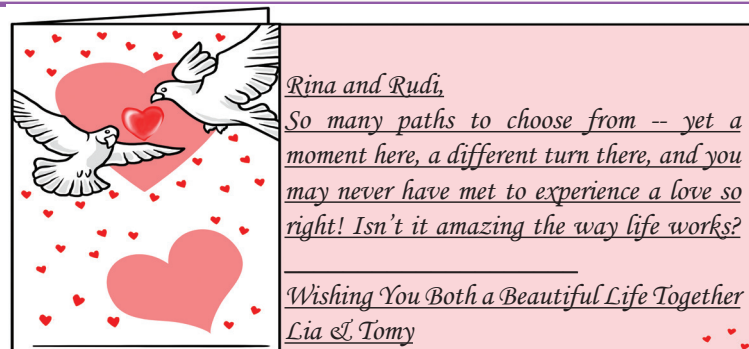
Your next door neighbor, who has been married for 10 years, has got a cute baby girl.



Source: Dokumen Kemdikbud
Picture 2.11

6

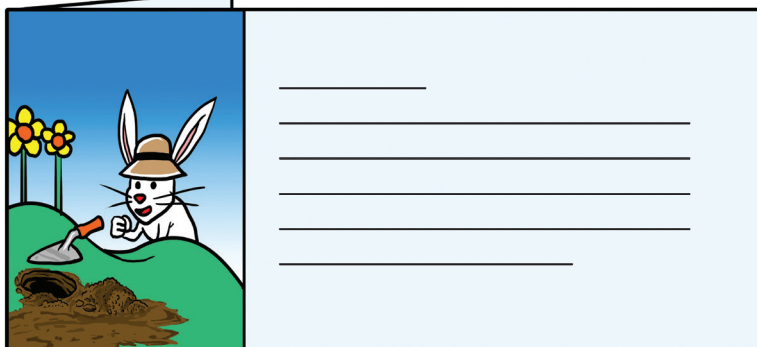
Your aunt has got married to a man she loves. They met when they were involved in a medical mission in the Middle East.



Source: Dokumen Kemdikbud
Picture 2.12

7

Your friend has got an opportunity to be an interpreter in an international conference on inter religion dialogue to create and preserve peace and harmony.



Source: Dokumen Kemdikbud
Picture 2.13



DIALOG: COMPLIMENTING

Task 1:

Read the dialog silently and carefully. Pay attention to the complimenting expressions and the responses.

Rahmi : Hello. How are things going on, Sinta?

Sinta : Hi. Good, and you?

Rahmi : I'm feeling great today. How was your weekend with your family in Batu?

Sinta : Excellent! We had a lovely time there. You should have gone there with us.

Rahmi : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.

Sinta : Thanks a lot. My sister bought it for me last month.

Rahmi : Wow! That's wonderful.

Sinta : Oh, Rahmi, can I ask you something?

Rahmi : Oh, sure. Please.

Sinta : Have you finished writing the book we discussed two months ago?

Rahmi : Yes. Come to my room. Look at this. What do you think?

Sinta : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.

Rahmi : Thanks a lot. You've inspired me to do this.

Sinta : Your publisher should send it to all bookstores here.
 Rahmi : Yes, you're right. The publisher will do it for me.
 Sinta : Well, that's great. I am proud of you, Rahmi. By the way,
 I've got to go now. Have a nice day!
 Rahmi : You, too.

Task 2:

Read aloud the dialog with a classmate. Pay attention to the complimenting expressions and the responses too.



Source: Dokumen Kemdikbud
 Picture 2.14

Task 3: Read the following notes about complementing expressions. After that perform the dialogs in the following that with your classmates.

Notes:

COMPLIMENTING

Compliment is an expression to appreciate or praise other people. Compliment is useful to give encouragement so that people will keep on doing their best and even improve their performance.

When to express compliment:

- On daily basis,
- When someone has done his/her best,
- When you visit someone's house for the first time,
- If you notice something new about someone's appearance.

Can you think of other situations when you need to compliment?



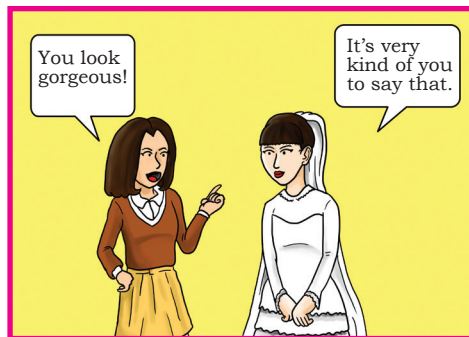
Source: Dokumen Kemdikbud
Picture 2.15



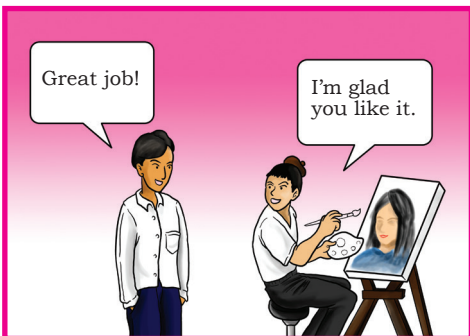
Source: Dokumen Kemdikbud
Picture 2.16



Source: Dokumen Kemdikbud
Picture 2.17



Source: Dokumen Kemdikbud
Picture 2.18



Source: Dokumen Kemdikbud
Picture 2.19

Task 4:

Work in pairs and practice complimenting and responding to the compliments. One of you become A and the other becomes B.



Source: Dokumen Kemdikbud
Picture 2.20

- A1.** Riza is working really hard. Ami compliments Riza. Riza responds to the compliment happily.
- A2.** Firda is showing a very nice drawing. Fadhil compliments Firda. Firda responds to the compliment.

- B1.** Wayan is wearing a new pair of shoes. Angelina compliments Wayan. Wayan responds to the compliment.
- B2.** Zainab looks beautiful in her new skirt. Raymond compliments Siti. Siti responds to the compliment.



SPEAKING

Task 1:

Let's play rock-paper-scissors.

Work in pairs. Play scissors, rock, and paper. The winner chooses a situation from which he/she creates an expression of compliment. The partner responds to the expression. After that, do the scissors, rock, and paper again. Continue doing that with all the situations provided below.

Compliments
Situation 1 You see your friend with her new haircut.
Situation 2 Your sister drives very well.
Situation 3 Your best friend handled a problem successfully.

Situation 4

You visit your friend's house for the first time.

Situation 5

Your classmate submitted her project on time.

Situation 6

Your sister's team won a game.

Situation 7

Your brother has just bought a new, smart robot.

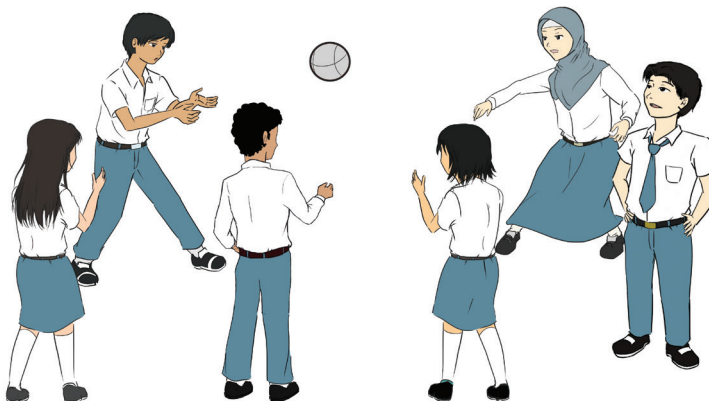
Situation 8

Your friend has a new T-shirt.

Task 2:

Let's play ball throwing.

- Your teacher will tell you how to do ball throwing activity in groups.
- In turns, give a compliment to your classmates and respond to that nicely.



Source: Dokumen Kemdikbud
Picture 2.21



POINTS TO PONDER

Have you ever given any compliments to someone? Who is he/she? Why did you compliment him/her? How did your friend feel when you complimented him/her? How did your compliment make him/her feel?



REFLECTION

At the end of this chapter, ask yourself the following questions to see how well you have learned.

1. Do you know how to congratulate people and when do you need to do that?
2. Do you also know how to compliment people, and when do you need to do that?

If your answer is 'no' to one of these questions, read this chapter and do the activities again. Don't hesitate to see your teacher or classmates and discuss with them how to make you understand and be able to use the expression better.

“ *The only thing that stands between you and your dream is the will to try and the belief that it is actually possible.*

Joel Brown

Chapter 3

What are You Going to Do Today?



Source: Dokumen Kemdikbud
Picture 3.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 3, siswa diharapkan mampu:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu sesuai dengan konteks.
2. Menyatakan secara lisan dan tulis niat melakukan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.
3. Menanyakan secara lisan dan tulis niat melakukan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.



WARMER

Look at the pictures below. Do you know these places? Why do you think people visit these places? What can they do there? Which one do you prefer to visit? Why? Share it with your friends.



Source: www.tipsberwisatamurah.com/wp-content/uploads/2013/07/Wisata-Tereksotis-di-Bali-Pantai-Kuta.jpg

Picture 3.2

Beach



Source: www.ancol.com/pload/photo/2012/12/08/ed5547c2f9f5402566ecdbff78e846da.JPG

Picture 3.3

Amusement park



Source: http://gambar-rumah.com/attachments/jakarta-barat/269561d1354773609-sewa-harian-condominium-mal-taman-anggrek-2br-ff-lux-6893829009_b1fa6ddb67_b.jpg

Picture 3.4

Mall



Source: <http://wildan220688.files.wordpress.com/2012/10/01-gunung-semeru.jpg>

Picture 3.5

Mountain



VOCABULARY BUILDER

Look at the pictures in the warmer section again. Make a list of any words (nouns or verbs) that are related to the pictures. The words that you find should start with letters A to Z.

A: _____
B: _____
C: _____
D: _____
E: _____
F: Ferris wheel (big wheel)
G: _____
H: _____
I: _____
J: _____
K: _____
L: _____
M: _____

N: _____
O: _____
P: _____
Q: _____
R: _____
S: _____
T: _____
U: _____
V: _____
W: _____
X: _____
Y: _____
Z: _____



DIALOG: EXPRESSING INTENTION

Task 1:

Read aloud the following conversation. Take turns with your classmates doing the roles. Then, answer the questions following that.

A. A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans. Pay attention to the pronunciation and intonation of the dialog below.

Riri : It will be a long weekend soon. Do you have any plans?

Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.

Bayu : Stay at home? Well, you could do something more interesting!

Santi : So, what about you Bayu? Do you have any plans?

Bayu : Definitely! **My dad and I are going to** go fishing.

Santi : Fishing? Are you going to go fishing in the river near your house?

Bayu : No. We plan to go fishing in a lake near my uncle's house. **Would you like** to come with us?

Santi : Fishing? That sounds great. But I would rather stay at home than go fishing.

Bayu : What about you, Riri? **What would you like** to do on the long weekend?

Riri : I have made a plan with my mother about what to do on this long weekend. We **are going to** practice baking cookies.

Santi : That sounds like a very good plan!

Bayu : **Are you going to** bake choco chips cookies like the last time?

Riri : Well, yes. That is my favorite. But we will also try to make ginger cookies.

Santi : Lucky you. Your mom is a real baker, isn't she?

Bayu : Ha ha, ha. Do you still want to stay home alone?

Riri : Or, **would you like** to join me to learn baking cookies? You can come to my house.

Bayu : It's a good idea! Or will you go fishing with me and my dad?

Santi : I think I **would like** to bake cookies with Riri. Thanks for inviting me, Riri.

Riri : No problem. I will tell you the time on Friday.

Santi : Thanks a lot. I can't wait to join you.

Bayu : Have a nice long weekend, everyone.

Riri, Santi : You too.

B. Answer the comprehension questions below based on the dialog.

1. What are Bayu, Riri, and Santi discussing?
2. Who already have the plan for the weekend?
3. What are their plans?
4. Who doesn't have the plan? What does s/he finally decide to do on weekend?
5. What do the sentences typed in bold express?
6. When do people use those expressions?

Task 2:

Later, Riri, Bayu, and Santi talk again about the plan. This time they want to do something together. Continue the conversation based on the given hint.

Riri : Let's do something together this long weekend.

Santi : It's a great idea! What about _____?

Bayu : Or we could _____?

Riri : _____

Santi : _____

Bayu : _____

Riri : We will _____

Santi : _____

Bayu : I would rather _____

Riri : _____

Santi : _____

Bayu : _____

Riri : _____

Santi : So, we are going to _____

Bayu : _____

Task 3:

What do you need to consider before visiting a place? Destination? Budget? Safety? Usefulness? Time? Discuss with your friends.



VOCABULARY EXERCISES

Use the words you have listed in **Vocabulary Builder** to make sentences. You may use more than one word. See number 1 and 2 as the examples.

1. *I would like to save money to buy new shoes in a department store.*
2. *I am going to ride the Ferris wheel in the amusement park.*
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



GRAMMAR REVIEW

Using I WOULD LIKE TO and I AM GOING TO

Task 1:

Look at the excerpt from the dialog below. Pay attention to the bold-typed expressions.

Santi : So, what about you, Bayu? Do you have any plans?

Bayu : Definitely! **My dad and I are going to go fishing.** We plan to go fishing in a lake near my uncle's house. Would you like to come with us?

Santi : I don't really like fishing. **I would rather** stay at home than go fishing. What about you, Riri? **What would you like to do** on the long weekend?

- Riri : I have made a plan with my mother about what to do on this long weekend. **We are going to practice baking cookies.**
- Bayu : **Are you going to bake choco chips cookies** like the other day?
- Riri : Well, yes. That is my favorite. But **we are going to** try to make ginger cookies too.
- Riri : Oh, **would you like to join me to learn baking cookies?** You can come to my house.
- Bayu : It's a good idea! Or **will you go fishing** with me and my dad?
- Santi : Uhm, not fishing I guess. But I think **I would like to bake cookies** with Riri. Thanks for asking me to join you Riri.

Task 2:

Read the previous dialogs again. Identify the bold-typed expressions and fill in the table below with the question and statement forms of the expressions.

See the example.	Statement form	Question form
be going to + simple verb	1. My dad and I are going to go fishing	1.
would like + simple verb		

Note :

In daily life, it is common for us to tell other people about our intention or plan to do something in the future. We also frequently ask them, or they ask us about about that. For telling our intention or plan, we can use *be going to + simple form of the verb* and *would like to +simple form of the verb*, and we use the statement form. For asking, we use the question form. Read again the dialog among Riri, Bayu, and Santi in this chapter to see how the expressions are used in conversations.



SPEAKING

Task 1:

Make up short dialogs for the following situations. Read the answer of number 1 as an example.

1. You plan to do the Biology project at the library after school. You ask your classmate, Rina, to do it together with you.

A : I am going to do my biology project at the library after school. Rina, are you going to do that today, too?

B : Yes. I am going to do it today. The sooner we finish it the better. We can go to the library together.

2. You plan to go to the movie this weekend. You ask several friends to go with you. Two of your friends definitely agree with you, but the other two cannot make up their minds. Use the expressions in the previous section in the conversation.

3. School holiday is coming soon. You plan to go to your grandma's house in the country. You want to find out what your friend is planning. Use the expressions in the previous section in the conversation.

4. It will be the school's anniversary next month. You and your classmates are discussing the plan for the class performance. One of them seems to disagree with the idea because he thinks that it will need a lot of money. Use the expressions in the previous section in the conversation.

5. A friend is absent because she/he is sick. You and your classmates plan to visit her/him this afternoon. However, one of them makes an excuse for not going. Use the expressions in the previous section in the conversation.

Task 2:

Act out one of the dialogs for the class.

Task 3:

Make formal speech and perform it in front of the class. Follow the steps given.

1. First, imagine that you are running for the president of the student organization.
2. You are preparing a campaign for the president of the student organization.
3. List the promises you will make during the speech. For example:

If I am elected as the president of the student organization, I will support sport competition in our school. We are going to have more regular practices of sports like soccer and badminton so that we can win in competitions. I would also like to etc.

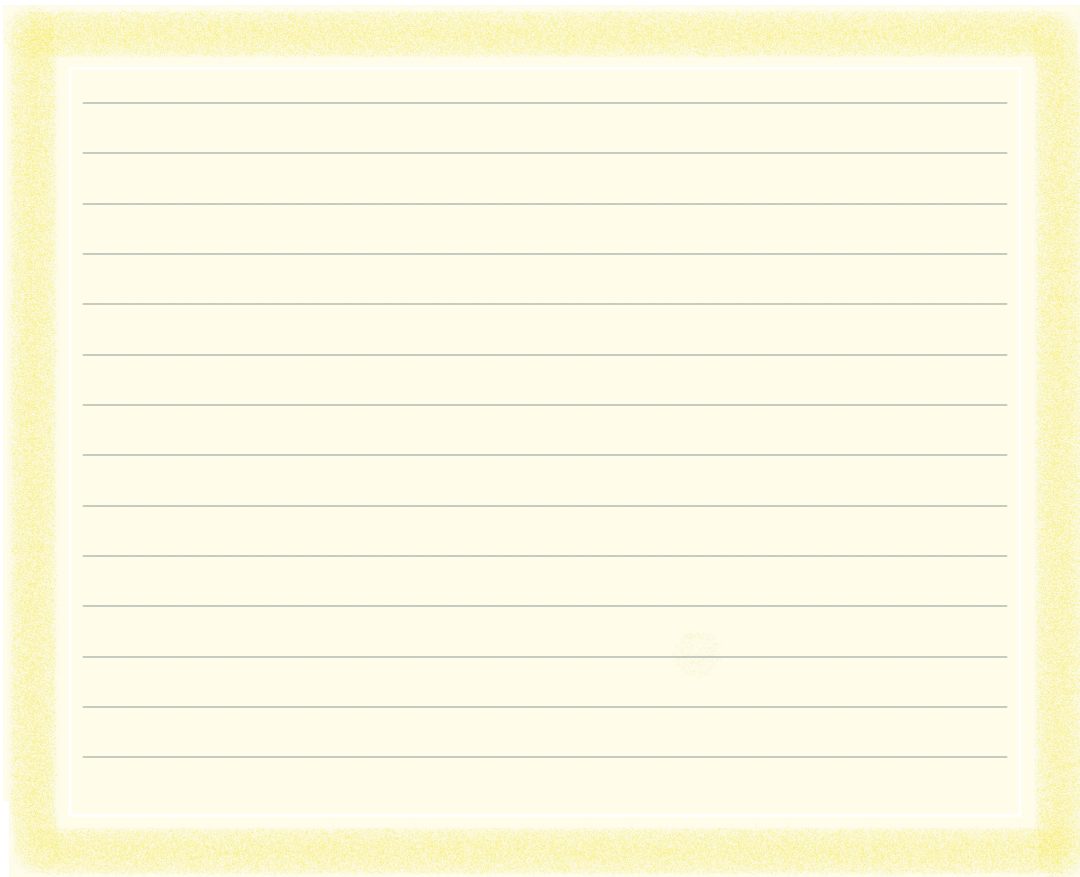
4. Present your speech in front of the class.

**WRITING**

Write a paragraph about your holiday plan. Use *I would like to ...* and *I am going to.....* in your paragraph. Use the given questions to guide you.

Holiday plan

1. Where would you like to go on holiday? Would you like to go somewhere interesting or stay at home?
2. If you are spending your holiday away from home, where would you like to go?
3. If you stay at home, what do you plan to do?



REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process has been.

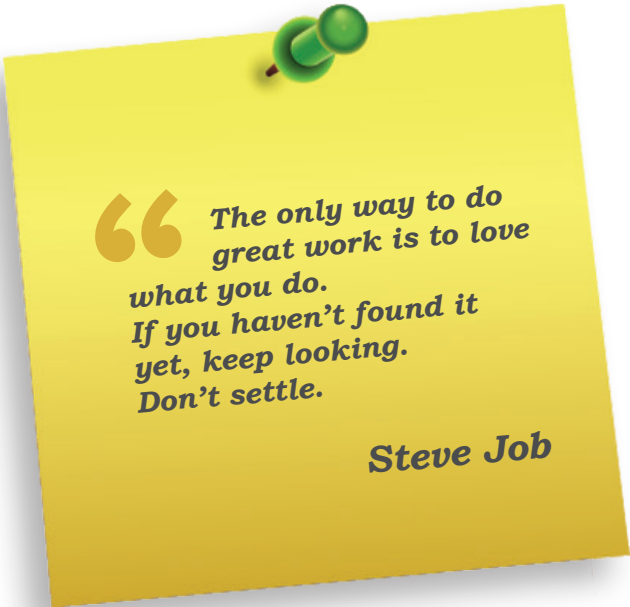
1. Are you able to identify the forms and uses of “would like to” and “be going to”?
2. Can you make statements or questions using “would like to” and “be going to”?
3. Do you know when to use the expressions?

If you answer ‘**no**’ to one of those questions, see your teacher and discuss with him/her how to make you able to express your intention in spoken and written forms.



FURTHER ACTIVITIES

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.



Chapter 4

Which One is Your Best Getaway?



Source: Document Kemdikbud's
Picture 4.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 4, siswa diharapkan mampu:

1. Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunaan.
2. Menjelaskan isi deskripsi lisan dan tulis tentang tempat wisata dan bangunan bersejarah dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks deskriptif sesuai konteks penggunaan.
3. Mendeskripsikan secara lisan dan tulis tempat wisata atau bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi secara benar sesuai konteks penggunaan.



WARMER

Task 1: Let's play odd man out game.

Below are lists of words related to tourist destinations. Let's play odd man out game. Play this game in groups of four. Find the word that does not belong to the same category as the other words in the same group. That word is the odd word (the odd man). Cross out or circle the word and explain your reason. Look at the example. Compete with other groups to finish this game.

outdoor camping ground ~~air conditioner~~ sleeping bag

1 wave trees sandy breeze	2 savannah botanical garden wood jungle	3 canopy leafy green blue
4 cool hot cold fresh	5 coral clear sofa fish	6 dirty nice clean comfortable
7 ship boat raft canoe	8 fall down rock splash waterfall	9 valley amusement park hot spring crater
10 sunny wet warm hot	11 terrible amazing awesome marvelous	12 impressive interesting boring unforgettable



VOCABULARY BUILDER

Read the text about Tanjung Puting National Park. After you read it, scan the text quickly to find the English equivalents for the Indonesian words below. You are given the dashes and some letters of the English words as the clues. Each dash represents a letter. After you find the words, compare your answer to your friends.

___t___ (noun)	ekoturisme
___tin___ (noun)	tujuan
___ ___la (noun)	tanjung
un___ (adjective)	tidak seperti
s___ (noun)	hidung (binatang)
___mo___ (adjective)	sangat besar
es___ (verb)	mendirikan
h___ (noun)	pusat/inti
___ss___ (adjective)	mengesankan
ex-___ (adjective)	bekas tangkapan
___tion (noun)	pelestarian
___z___ (adjective)	mengagumkan



PRONUNCIATION PRACTICE

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

destination	: / ,destɪ'neɪʃ ə n /
peninsula	: / pɪ'nɪnsjələ /
unlike	: / ʌn'laɪk /
snout	: / snəʊt /
enormous	: / ɪ'nɔːməs /
establish	: / ɪ'stæblɪʃ /
heart	: / hɑːrt /
impressive	: / ɪm'presɪv /
ex-captive	: / eks 'kæptɪv /
preservation	: / ,prezə'veɪʃ ə n /
amazing	: / ə'meɪzɪŋ /



READING

Task 1:

Now, read text 1 carefully. What do you think about the place described below?

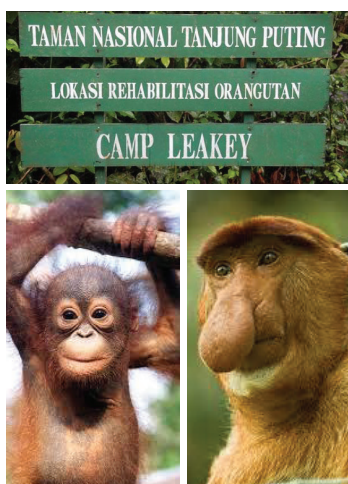
Text 1

TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.



Source: <http://orangutanexplore.com>
Picture 4.2

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The

monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Puting National Park. What about you?

Text sources: (1) <https://www.lonelyplanet.com/indonesia/tanjung-puting-national-park/sights/natural-parks-forests/tanjung-puting-national-park> (2) www.Indonesian.travel.com; (3) [www. Exploguide.com](http://www.Exploguide.com)

Task 2:

Answer the following questions briefly.

1. Based on the text, can you guess what ecotourism is? Give some examples of other ecotourism destinations.
2. As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?
3. How is the park different from the parks in cities?
4. How is Camp Leakey related to Tanjung Puting National Park?
5. What does the word *ex-captive* tell you about the orangutans in Camp Leakey, which is a rehabilitation site for orangutans?
6. How can people reach Camp Leakey?
7. What is special about the means of transportation to Camp Leakey.
8. What can tourists enjoy during their trip to Camp Leakey?
9. What do you think is the most interesting scene in Tanjung Puting National Park?
10. How important is the research by Dr. Birute Galdikas?
11. What is the author's purpose in writing this text?
12. How is each paragraph related to each other?
13. What is the most dominant tense used in this text?

Task 3 :

Tourists probably bring food and snacks in paper or plastic packages when they visit Tanjung Puting National Park. What should they do with the wastes? If you were also a tourist, what would you do?

Task 4:

Rearrange the place of the main ideas in the right column to match it with the purpose of each paragraph.

Parts of the Text	Purpose	Main Idea
Paragraph 1	Opening statement to introduce the subject	a. Orangutan is the main reason why people come to Tanjung Puting National Park.
Paragraph 2	Supporting paragraph that describes the subject	b. Camp Leakey is where we can see orangutans.
Paragraph 3	Supporting paragraph that describes the subject	c. People from foreign countries come because of its exotic nature.
Paragraph 4	Supporting paragraph that describes the subject	d. Tanjung Puting National Park is an internationally famous ecotourism destination because of its amazing nature.
Paragraph 5	Supporting paragraph that describes the subject	e. To go to Camp Leakey we should take perahu klotok down the Sekonyer river.
Paragraph 6	Concluding paragraph that indicates the end of the text	f. The travelling by perahu klotok gives interesting experience.

A descriptive text describes a particular object like a place, thing, or person. What is the author's purpose in writing a description? The author wants to describe the particular object by describing its or his/her specific features to help readers visualize what a person, an animal, a park, or a thing is like.

How is a descriptive text constructed? It starts with an opening paragraph. In the paragraph there is a topic sentence that introduces the object going to be described. A series of paragraphs follow the opening to describe the parts or the features or the specific characteristics of the subject.



VOCABULARY EXERCISES

Complete the following sentences using the words in the box.

amazing	unlike	destination	impressive
center	establish	rehabilitation	
snout	enormous	ex-captive	peninsula

1. The tourist had never seen such a big monkey. When he saw an orangutan swinging on trees for the first time, he shouted, "Wow, that's _____."
2. _____ other types of monkeys, *proboscis* monkeys are unique because of their big noses.
3. Bali has been the most popular tourist _____ for years, but Indonesia has many other beautiful places to offer to international visitors.
4. Visitors of the jungle will not forget the _____ nights in the boats where they can enjoy the dark night sky decorated with millions of bright stars that they cannot enjoy in big cities.
5. If only the national park were located in the _____ of the city, I would be able to inhale fresh air and observe the primates' interesting behavior every day.
6. The local government needs to _____ an information center to attract more tourists to visit Indonesia.
7. Located at the _____ of the jungle you can see a rehabilitation center for ex-captive animals. The location makes it easy to reach from all directions.
8. When people hear the words Tanjung Kodok, they may associate the name with a _____ like Tanjung Puting National Park.
9. _____ orangutans may not be afraid of meeting with humans because they used to live with them as illegal pets.
10. I always appreciate the strength ants have because although they are very small they can carry _____ load of food.
11. Their unusually large _____ differentiates proboscis monkeys from other monkeys.
12. We may not keep endangered animals that are protected by the law as our pet. If we have one, we should send it to _____ site where it can live in a more natural habitat.



VOCABULARY BUILDER

Rearrange the letters on the left to get the right words for the definitions on the right. Use the first letter as the clue. After you get the words, read text 2 and check whether the meaning of the words suits the context of the sentences.

- e tipmoe : a perfect example
 m oleumaus : a special building made to hold the dead body of an important person or the dead bodies of a family
 i alndi : decorated with designs of wood, metal, etc. that are set into the surface (berhiaskan)
 i ctnirtae : having a lot of different parts and small details that fit together
 s rdelen : thin or narrow
 o aalogtnc : having eight angles and eight sides
 be ardndeo : to make something/somebody look more attractive by decorating it or them with something
 h osue (verb) : provide space for something
 f asel : not real
 t mob : a large grave, especially one built of stone above or below the ground
 t inge : a small amount of color
 m icalastlyje : in impressive way because of size or beauty
 b tkreanhtiga: impressive
 r maesin : the body of a dead person or animal



PRONUNCIATION PRACTICE

Listen to your teacher reading aloud the following words. Repeat after him/her.

- epitome : / ɪˈpɪtəmi /
 mausoleum : / ˌmɔːsəˈliːəm /
 inlaid : / ˌɪnˈleɪd /
 intricate : / ˈɪntrɪkət /
 slender : / ˈslendər /
 octagonal : / ɒkˈtæɡən əl /
 be adorned : / əˈdɔːrɪn /
 house (verb) : / haʊs /

false	: / fəʊls /
tomb	: / tu:m /
majestically	: / mə'dʒestɪk kli /
tinge	: / tɪndʒ /
breathtaking	: / 'breθ,teɪkɪŋ /
remains	: / rɪ'meɪnz /



READING

Task 1:

Read the following text carefully. While reading, think about the similarity or difference between the following text with the previous one about Tanjung Puting National Park.

Text 2



Taken from: <http://www.santabanta.com/photos/tajmahal/9012035.htm>
Picture 4.3

Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name “Taj Mahal” was derived from the name of Shah Jahan’s wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a

height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.

Sources:

<http://www.history.com/topics/taj-mahal>

<http://www.tushky.com/blog/taj-mahal-in-agra/>

Task 2

Answer the following questions briefly.

1. What is Taj Mahal actually?
2. What impression do you get when you read the word *majestically*?
3. Why did the king construct Taj Mahal?
4. What does the phrase 'the crown of the palace' imply?
5. Read the third line of paragraph two. What impression did you get after reading the description?
6. How are the materials and architectural design of Taj Mahal?
7. What do all the materials and the architecture indicate?
8. Where was the queen actually buried?
9. When do you think is the best time to see Taj Mahal? Why do think so?
10. What do you think about the inclusion of Taj Mahal as one of the Seven Wonders of the World?
11. What is the writer's purpose in writing the essay?
12. How does the writer organize his idea?
13. What reaction from readers does the writer expect?
14. Read text 1 again. Find out the similarities between text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal).

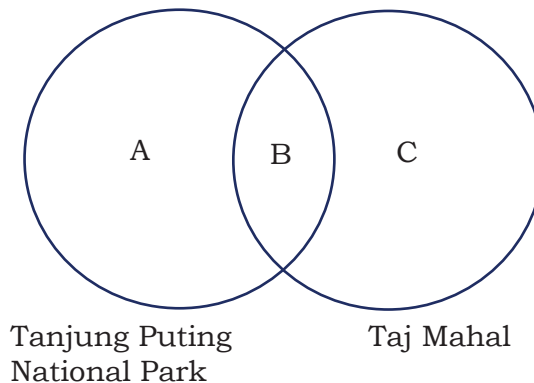
TASK 3

After reading text 2 (Taj Mahal), identify the main idea of the paragraphs. Pay attention to how the ideas in the text are organized.

Part of Text	Purpose	Main Idea
Paragraph 1	Opening statement to introduce the object	
Paragraph 2	Supporting paragraph that describes the object	
Paragraph 3	Supporting paragraph that describes the object	

TASK 4

Using the following Venn diagram, try to find the similarities and differences between text 1 and text 2. In what way are they similar or different? Write the similarity in the shared area [B] and the differences in the separate areas [A] or [C].

**VOCABULARY EXERCISES**

Fill in the blanks with the right word from the list below.

majestically	breathtaking	tomb	false	
house	adorns	octagonal	tinge	slender
intricate	inlaid	mausoleum	epitome	

1. The very intricate designs of the white marble palace shows an _____ of the professional work and expertise of a dedicated architect to his/her work.
2. The walls of the building are _____ with beautiful carving and precious stones.
3. That the towers are _____ and not big makes them the right decoration that _____ the domes, and the combination of which makes the complex look amazingly beautiful.
4. The white marble palace, bathed in the moon rays, reflects back the rays that give the _____ of bluish color.
5. The different appearance of the Taj in the morning, during daytime and evening is just _____. Words cannot describe the beauty sufficiently.
6. The room which has 8 sides is called _____ chamber. This is the room that _____ the remains of the queen.
7. However, the _____ in the chamber is a _____ one because the remains of the queen was buried below at the garden level.
8. What is your opinion if a millionaire in this country builds a luxurious _____ to house the remains of his dead family?
9. The four minarets at the four corner surround the palace _____, making the palace look symmetrically beautiful.



GRAMMAR REVIEW

Nouns and Adjectives

When describing, writers use many noun phrases in trying to make readers get the mental picture of what is being described. As you know, noun is a thing, a place, or a person, an animal, while adjective is a word that describes a noun. *An adjective that describes a noun is called a **modifier**. A noun that goes with a modifier is called a **noun phrase**.* Observe where the position of the modifier is.

For example:

adjectives	nouns	noun phrases
beautiful	bird	beautiful bird
unique	monkey	unique monkey
enormous	nose	enormous nose

white	marble	white marble
intricate	design	intricate design
precious	stones	precious stones

Task 1:

Study the following sentences. Identify the noun phrase by circling the adjectives and underlining the noun. Draw an arrow to show how the adjectives modify the nouns. Number 1 is done for you as an example.

1. Taj Mahal offers spectacular view.
2. Tanjung Puting National Park offers an impressive experience.
3. The traveling in the boat offers another unforgettable experience.
4. At night, you can enjoy the clear sky and the bright stars.
5. Local people call proboscis monkeys Bekantan.
6. Fruits are orangutans' favorite food.
7. Keeping orangutans as our pet is an illegal act.
8. In the rehabilitation site, ex-captive orangutans learn to live a natural life.
9. In a real jungle, we can see many incredible animals.
10. Imagine yourself to be in the jungle and meet these special animals in their original habitat.
11. The gigantic trees in the forest indicate that the forest is well preserved.
12. The slender minarets make the palace beautiful.
13. The remains were kept in the octagonal chamber.
14. Her actual remains lie below, at garden level.

Task 2:

Make noun phrases. The words on the left columns are adjectives and the words on the right column are nouns. Combine them to make noun phrases. See number 1 as an example.

attractive
memorable
fresh
deep
clear
gigantic
quiet
relaxing

lake
waterfall
atmosphere
trees
people
air
situation
water

friendly
intricate
beautiful
breathtaking
large
various
spectacular
misty

journey
dome
cave
flora and fauna
stones
souvenirs
view

- | | | |
|-----|-------------|-------|
| 1. | spectacular | view |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |
| 10. | _____ | _____ |
| 11. | _____ | _____ |
| 12. | _____ | _____ |
| 13. | _____ | _____ |

Task 3:

From the previous task, you have reviewed noun phrases made by combining adjectives and nouns, such as *pristine jungle*, *beautiful garden*, *precious stones*, *expensive marble*, etc. Those kinds of adjectives are called opinion adjectives because the adjectives tell about our opinion about something. If we want to give more information, we can add more modifiers to the thing (noun) we describe. For instance, in addition to the opinion adjectives, we can also inform people about the size, and the color, the age, and nationality of the thing (noun). Look at the following examples. Pay attention to the order of the modifiers. Where is the position of the opinion adjectives?

Example:

a beautiful old tree → opinion age noun
a beautiful reddish leaf → opinion color noun
a beautiful Indonesian island → opinion nationality noun

The following is the common word order of adjectives before a noun.

Opinion	Size	Age	Color	Nationality	Materials	Noun
impressive	large	old	purple	Chinese	ceramic	vase
beautiful	little	young	dark	Indonesian	-	girl

However, it is very rare to find noun phrases with more than 3 modifiers like the examples in the table above.

Now, read the phrases below. Identify the modifiers. See number 1 as an example.

- | | | | | |
|---------------------------------|---|-------------|--------------|-------------|
| 1. large black stones | → | <u>size</u> | <u>color</u> | <u>noun</u> |
| 2. a shallow small lake | → | _____ | _____ | _____ |
| 3. cold tiny droplets | → | _____ | _____ | _____ |
| 4. sweet yellow corns | → | _____ | _____ | _____ |
| 5. powerful small ants | → | _____ | _____ | _____ |
| 6. beautiful white palace | → | _____ | _____ | _____ |
| 7. a unique golden monkey | → | _____ | _____ | _____ |
| 8. favorite slender minarets | → | _____ | _____ | _____ |
| 9. an enormous reddish snout | → | _____ | _____ | _____ |
| 10. misty grey morning | → | _____ | _____ | _____ |
| 11. an octagonal marble chamber | → | _____ | _____ | _____ |
| 12. four smaller domes | → | _____ | _____ | _____ |
| 13. breathtaking blue view | → | _____ | _____ | _____ |

Task 4 Identifying noun phrases

Try to find as least 10 (ten) noun phrases from the reading text about Tanjung Puting National Park and Taj Mahal and discuss the meaning of the phrases.

Example:

internationally famous ecotourism destinations



WRITING

Task 1: Editing - Pair Work

Read the following description about a tourist destination carefully. The writer forgot to edit her draft. Can you find the errors in the text and help her edit the text?

For example, read carefully the fifth sentence in the following text. Can you find the errors in the sentence? Yes, *waterfal* and a *bowl giant*. The first error should be written *waterfall* because it was misspelled, and a *bowl giant* should be written *giant bowl* (remember how to make noun phrase). Now try to find the other errors and try to correct them.

If you go to Batu city in East Java, do not forget to visit Cuban Rondo. Cuban Rondo is a must-see waterfall because of its spectacular scenery. The first amazing natural charm to enjoy is the huge greenish rock. The gigantic rock and its vegetation that surrounds the waterfal soar high into the sky. The top of the rock bends inward so that when we stand close to the waterfal, we will feel as if we were inside of a gigantic cave or a Bowl Giant. The greatness of the nature will make you feel very small and price God. The second scenery to enjoy is the charm of the waterfall itself. From the top of the soaring rock, huge amount of water continuously falls down, splash on the large black stones at the bottom of the waterfall, and forms a shallow small lake and stream. The water in the lake and stream crystal clear and icy cold. The wind that blow the falling water and the splash produce millions of tiny droplets of water. The wind can blow your boat. The droplets covers the small



lake and visitors in mist. Yes, you will get wet. But you can go to the mall. When the sunlight shine through the cold tiny droplets, you will see rainbows on the earth, not in the sky, that seems close enough to you the senery is breathtaking. End the trip with something that can warm you up. In the rest area, you can buy roasted sweet corns. If that is not enough, you can also buy drinks hot delicious and meatball soup hot. When you go home, leave nothing in the area but your footsteps and bring home only your memory unforgettabel about the beautiful Cuban Rondo Waterfall.

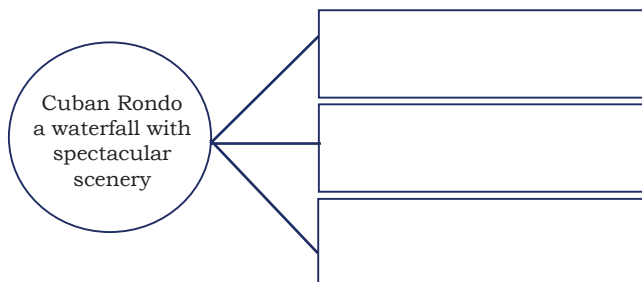
Source: <http://nugrohorino81.student.ummm.ac.id/2012/08/02/kabupaten-malang/>
Picture 4.4

Guiding questions for editing:

1. Does the writer use indentation? What should she do?
2. Does the writer use correct paragraphing?
3. Is there any sentence that begins the description by introducing the object to be described?
4. If you want to divide the text into some paragraphs, how will you do it?
5. Does each paragraph start with a sentence that introduces the object to be described?
6. Are there any irrelevant sentences? Can you help the writer find out if any?
7. Are there any misspelled words? Can you help her find out if any and correct them?
8. Does the writer use correct grammar in all of her sentences? Help her check the following things:
 - a. whether the verbs in the sentences agree with the subjects,
 - b. whether the modifiers in the noun phrases are well sequenced.
9. Does she begin all sentences with capital letters? Check the sentences and correct any mistakes you find.
10. Does she end all sentences with full stops? Correct them if she does not.

Task 2 – Rewriting description Pairwork

A word web help writers organize their ideas. Now, make a word web of the text about Cuban Rondo and include the details. Now, based on the word web that you've made, write a description about Cuban Rondo. You may also use your imagination to develop the text. To enrich your vocabulary, you can try to use the words found in reading text 1 and 2. You can also use the organization of ideas of text 1 and 2. Do this in pairs.



Task 3 – Writing a descriptive essay

Think of a place you like to visit or a favorite place that you have visited several times. This can be tourism object or your favorite part of your house, or school, a park, or a traditional market in your hometown. Describe what is special about the place. Make a word web to help you get and organize ideas.

Using your word web, write an essay about that place. Include an introductory paragraph, two body paragraphs that contain the supporting details, and a concluding paragraph (read again task 4 for text 1).

After you finish writing, ask yourself the questions used in the editing section (writing-task 1).



SPEAKING

Describing - role play

Have you ever visited a waterfall, natural park, or other natural tourism objects, or interesting buildings, monuments, museum, temples, etc.? Describe what make the place interesting.

Pretend as if you were a guide describing the special peculiarities of the tourism object. You can also pretend to be a tourist guide for Tanjung Puting National Park or Taj Mahal. In that case, make a word web about Tanjung Puting National Park, or Taj Mahal, or your own favorite place. Based on the word web, take turns with your classmate describing the place.



REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

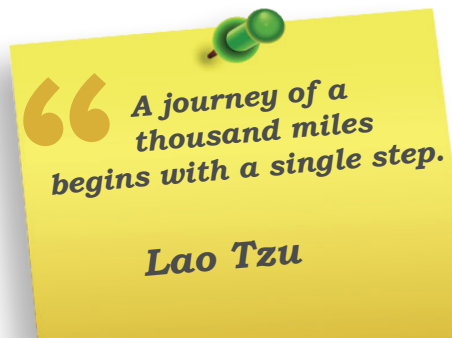
1. Can you do all the exercises in this chapter?

2. Which part is still difficult to do? What is your plan to make you better at doing that?
3. Do you remember the meaning of the new words found in this chapter?
4. What is your plan to make you retain the words and the meaning more firmly in your mind?
5. Do you know what the communicative purpose of a descriptive essay is?
6. When do people use this type of text?
7. What are the characteristics of a descriptive text?



FURTHER ACTIVITIES

Noun phrase (NP) is an important element in giving people a lot of information. That is why it is important that you learn to create noun phrases. To do that you will need to read a lot of texts, such as science texts, that often use noun phrases. Find a biology text and identify the noun phrases used. Share what you have with your classmates.



Chapter 5

Let's Visit Niagara Falls



Source: Dokumen Kemdikbud
Picture 5.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 5, siswa diharapkan mampu:

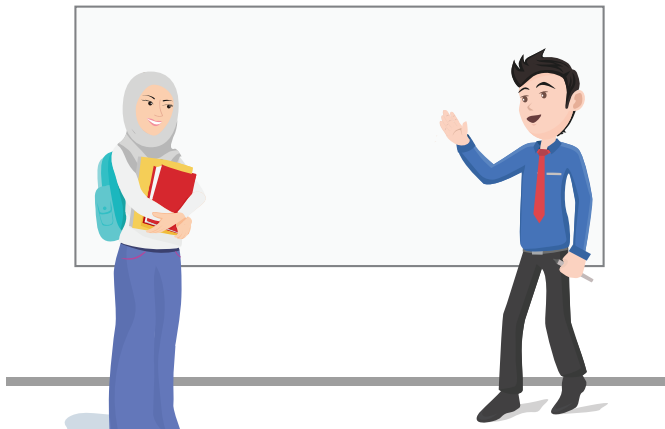
1. Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunaan,
2. Menjelaskan isi deskripsi lisan dan tulis tentang tempat wisata dan bangunan bersejarah dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks deskriptif sesuai konteks penggunaan.
3. Mendeskripsikan secara lisan dan tulis tempat wisata atau bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi secara benar sesuai konteks penggunaan.



WARMER

Draw and Guess

Your teacher will divide the class into two big groups and show you how to play **Draw and Guess**. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.



Source: Dokumen Kemdikbud
Picture 5.2



VOCABULARY BUILDER

Read the text about Visiting Niagara Falls. After you read it, scan the text quickly to find the English equivalents for the Indonesian words below. You are given the dashes and some letters of the English words as the clues. Each dash represents a letter. After you find the words, compare your answer to your friends'.

c r _ _ _ (<i>verb</i>)	melewati/melintasi
g o _ _ _ (<i>noun</i>)	jurang
a t t r _ _ _ _ _ (<i>noun</i>)	pertunjukan
p o _ _ _ _ _ (<i>adjective</i>)	menghantam
s o _ _ _ _ _ (<i>adjective</i>)	terendam
w a t _ _ _ _ _ (<i>adjective</i>)	anti air
i l l _ _ _ _ _ _ (<i>adjective</i>)	berkilauan

c h _ _ _ (noun)	pesona
m i _ _ (noun)	kabut
s c _ _ _ _ (adjective)	indah
e x h _ _ _ _ _ _ _ _ (adjective)	mendebarkan
p l _ _ _ _ (verb)	tercebur
s a n _ _ _ _ _ (noun)	penangkaran
p r e _ _ _ _ _ _ _ (noun)	pelestarian
d u _ _ (adverb)	petang



PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

niagara	: / naɪ,æɡərə /
gorge	: / ɡɔːrdʒ /
veil	: / veɪl /
bridal	: / 'braɪdl /
cave	: / keɪv /
hurricane	: / 'hʌrɪkən /
illuminated	: / ɪ'luːmɪneɪtəd /
scenic	: / 'siːnɪk /
boat	: / bəʊt /
exhilarating	: / ɪɡ'zɪləreɪtɪŋ /
plunge over	: / plʌndʒ 'oʊvər /
sanctuary	: / 'sæŋktʃuəri /
apparatus	: / ,æpə'reɪtəs /
entrance	: / 'entrəns /



READING

VISITING NIAGARA FALLS



Source: Dokumen Kemdikbud
Picture 5.3

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is ***Cave of the Winds***. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is ***Maid of the Mist Boat Tour***. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is ***Niagara Adventure Theater***. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is ***Niagara's Wax Museum of History***. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

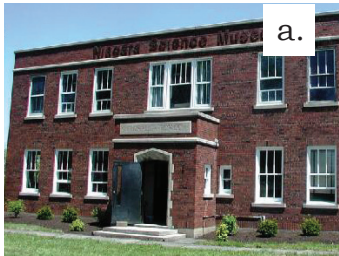
Finally, people can also enjoy ***Rainbow Air Helicopter Tours*** above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

(Adapted from: http://en.wikipedia.org/wiki/Niagara_Falls and <http://www.niagara-usa.com/things-do/attractions/falls-region>)

Task 1:

Match paragraphs 2-7 above with pictures a-f as follows. Paragraph 4 is done for you as an example.



a.

source: www.niagara-usa.com
Picture 5.4



b.

source: www.niagara-usa.com
Picture 5.5



c.

source: www.niagara-usa.com
Picture 5.6



d.

source: www.niagara-usa.com
Picture 5.7



e.

source: www.niagara-usa.com
things-do/attractions/falls-region)
Picture 5.8



f.

source: www.niagara-usa.com
Picture 5.9

Paragraph 2_____

Paragraph 3_____

Paragraph 4_c_____

Paragraph 5_____

Paragraph 6_____

Paragraph 7_____

Task 2:

COMPREHENSION QUESTIONS

Answer the following questions by referring to the text 'Visiting Niagara Falls.'

1. Where is Niagara Falls located?
2. Mention the three waterfalls that form the Niagara Falls.
3. What can people enjoy in the Cave of the Winds?
4. Can people ride on the Maid of the Mist Boat Tour in January?
5. Where can people watch a film of the thundering falls with completely different background?
6. Can the tourists enjoy the film in their own language?
7. What is kept in Niagara Science Museum?
8. What is shown in Niagara's Wax Museum of History?
9. Where can people see the story of how electricity was made?
10. Is it possible for people to have Rainbow Air Helicopter Tours at night?

- 11 If you had an opportunity to visit Niagara Falls, which attraction would you visit first? Why?
12. Can you find a place of similar beauty to Niagara Falls in your area? Tell your classmates about the place.

POINTS TO PONDER

Discuss with your classmates what benefits people can get from the magnificent waterfalls that God has created.

Task 3:

Read again text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal) in chapter 4. Compare those texts with the text about Niagara Falls. Find the similarities among those three texts.



VOCABULARY EXERCISES

Complete the following sentences using the words in the box. Remember to use the correct forms.

cross	gorge	attractions
pounding	soaked	waterproof
illuminated	charm	mist
scenic	exhilarating	plunge
sanctuary	preservation	dusk

1. Waves are _____ against the pier. You can hear the sound very clearly.
2. In the morning, the small town is covered in _____.
3. Explore Cheddar _____ through photos in the internet. They inspire you to come and visit.
4. Her shoes got _____ as she walked through the wet grass.
5. Don't forget to bring your _____ jacket. It's dark outside, it's likely going to rain.
6. Somerset _____ help her forget her complicated problems.
7. Christiano Ronaldo came to Bali to campaign for the _____ of the environment.

8. The street lights go on at _____. Without the lights, car drivers cannot see the traffic in front of them.
9. Look at that side. An _____ sign flashed on and off.
10. This is a region of _____ beauty. All areas are covered with trees; clean water flows uninterrupted, and fresh air fills the sky.
11. I remember having an _____ walk to Mount Bromo two years ago.
12. The Rainbow bridge _____ Niagara river.
13. On her last vacation, her car swerved and _____ off the cliff.
14. The _____ of the nature reminds him of God's greatness.
15. Tropical forest in Borneo is the largest wildlife _____ in Indonesia.



GRAMMAR REVIEW

PASSIVE VOICE

	Subject	Verb	Object
Active	Mary	helps	her son
Passive	The son	is helped (to be + V3)	by Mary
Active	People see peace in family as essential for spiritual growth.		
Passive	Peace in family is seen as essential for spiritual growth.		
Active	Muslims perform prayers at least five times a day.		
Passive	Prayers are performed by Muslims at least five times a day.		

Task 1:

Refer back to the text and find at least five sentences written in passive voices. Change the sentences into active voices.

Passive	Active

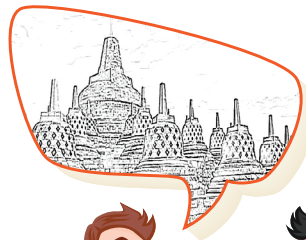
Task 2:

Refer back to the text again and find five sentences written in active voices. Change the sentences into passive voices.

Active	Passive

**SPEAKING**

Work in pairs: Try to remember one interesting place you've visited. Tell your friends about the place.



Source: Dokumen Kemdikbud
Picture 5.10



WRITING

Task 1:

Work in pairs. Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension.

Parts of Text	Purposes	Details
Introductory paragraph		
Supporting paragraph 1		
Supporting paragraph 2	To describe Maid of the Mist Boat Tour	
Supporting paragraph 3		
Supporting paragraph 4		
Supporting paragraph 5		
Supporting paragraph 6		
Concluding paragraph		

Task 2: Collaborative Description

Your teacher will assign you to sit in groups of 12-15 students. Sit in a circle and do the following steps.

1. Write a sentence about an interesting place. Start with a topic sentence. When your teacher gives a signal to stop, stop writing and give your paper to your friend on your right, and you'll receive your friend's paper. Continue writing a sentence on your friend's paper, one sentence at a time. Continue doing this, until your paper is back to you.

When writing, pay attention to the following guiding questions:

1. What is the name of the place and why is it interesting?
2. What attractions are available in this place?
Describe one by one.
3. What is your overall impression about the place?



Source: http://www.ecoliteracy.org/sites/default/files/uploads/shared_files/rethinkers_circle.jpg
Picture 5.11

2. Read your and your friends' description. What do you think? Is it a funny description? Does your paragraph make sense? If not, then go to the next activity.



Source: Dokumen Kemdikbud
Picture 5.12

Now, rewrite your description by adding words, phrases or sentences. Change it into a short descriptive text telling your reader about an interesting place to visit. Make sure that your text makes sense.

1. Does the essay have an introductory paragraph?
2. Does your essay have supporting paragraphs?
3. Does your essay include a concluding paragraph?
4. Does your paragraph use clear references?



At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. What have you learned from this chapter?
2. Can you do all the exercises here?
3. What is your plan to improve your ability in describing places?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Chapter 6

Giving Announcement



Source: Dokumen Kemdikbud
Picture 6.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 6, siswa diharapkan mampu:

1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks pemberitahuan (*announcements*) tentang kegiatan sekolah secara benar sesuai konteks penggunaannya.
2. Menerangkan informasi tentang kegiatan sekolah dengan memperhatikan fungsi sosial, struktur teks, and unsur kebahasaan dalam teks pemberitahuan (*announcement*) lisan dan tulis secara benar sesuai konteks penggunaannya.
3. Membuat pengumuman tentang kegiatan sekolah dengan menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan teks tersebut sesuai dengan konteks penggunaannya.



WARMER

Close your book. Listen to your teacher reading an announcement. Refer to these questions while listening.

- Who is the announcement for?
- What is the announcement about?
- Where do you think you will hear that kind of announcement?
- Why do we need to write/use an announcement?



VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmates'.

cancel (<i>verb</i>)	berdasar (pendaftar) yang dulu
a stadium (<i>noun</i>) →	stadion
an approval (<i>noun</i>)	dipesan
proceed (<i>verb</i>)	banyak; luar biasa
in accordance with (<i>noun</i>)	biaya pendaftaran
unforeseen (<i>adjective</i>)	membatalkan
a first-come basis (<i>noun</i>)	persetujuan
tremendous (<i>adjective</i>)	tidak terduga
a registration fee (<i>noun</i>)	menindaklanjuti
reserved (<i>adjective</i>)	sesuai dengan



PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

cancel	: / 'kæns ə l /
stadium	: / 'steɪdiəm /
approval	: / ə'pru:v ə l /
proceed	: / prə'si:d /

in accordance with : / ɪn ə'kɔːd əns wɪθ /
 unforeseen : / ,ʌnfɔː'siːn /
 a first-come basis : / ə fɜːrst kʌm 'beɪsɪs /
 tremendous : / trɪ'mendəs /
 registration fee : / ,redʒə'streɪf ə n fiː /
 reserved : / rɪ'zɜːvd /



READING

Jigsaw

Task 1:

Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read text 1; students as B, read text 2.

Text 1: An Announcement about Concert Cancellation

Cancellation of JYJ Concert in Singapore

+ Write a Note

by Faith & D Entertainment on Monday, March 28, 2011 at 5:19am

Dear Fans and Media

This is an official announcement to inform everyone that we have just been notified by CJes Entertainment, the artiste agency of JYJ that they have decided to cancel JYJ World Tour Concert in Singapore which is scheduled on 23 April 2011 at Singapore Indoor Stadium.

It is with utmost regret that we have to accept this cancellation notice from the artiste agency at this point in time. We have submitted the final plans for stage, seating and ticketing for the agency's approval so as to proceed with the official announcement on ticket sale. These plans are in accordance with the regulations required by the authorities in Singapore and the budget allocated for the concert. It is most unfortunate that the plans are not approved by CJes and their decision is to cancel the concert. We respect the agency's decision and, with great regret, we are unable to change their mind but to accept this unforeseen circumstance that is beyond our control.

We understand the disappointment as well as the inconvenience caused due to the cancellation and we sincerely apologize – especially to the fans of JYJ.

The Management
 Faith & D Entertainment

(Taken from <http://www.dbsknights.net/2011/03/info-faith-d-entertainment-announces.html>)

Text 2: An Announcement about McMaster Mini-Med School



ANNOUNCEMENT

McMaster Mini-Med School

We hope that you enjoyed becoming a McMaster Mini-med student in 2014 and we welcome you to become a student in 2015. The new seven week term will begin on Tuesday, March 3, 2015 with classes held on March 24, March 31, April 7, and April 14, 2015.

Registration will occur on a first-come basis. As the response for the previous years was tremendous, it is advised to reoster as soon as possible. After all the student spots are full, all others will be placed on a waiting list and will be contacted when spots become available.

With registration fees participants receive:

- A reserved spot in the McMaster Mini-Med School Class 2015
- An 'official' Mini-Med School tote bag
- An 'official' Mini-Med School Clipboard and Pen
- An 'official' Mini-Med School Stadium blanket
- An 'official' Mini-Med School travel book light
- A McMaster Mini-Med School Certificate of Attendance that will be presented on the last day of classes

For a list of speakers and further information including registration and fees, please go to the following website:

<http://www.medportal.ca/minimed/index.html>

Or register online by visiting

www.fhs.mcmaster.ca/conted

(Taken from [http://www.docstoc.com/docs/4661848/ANNOUNCEMENT McMaster-Mini-Med-School-McMaster-Mini-Med-School](http://www.docstoc.com/docs/4661848/ANNOUNCEMENT_McMaster-Mini-Med-School-McMaster-Mini-Med-School))

Task 2:

After reading the text, in the chart below, identify the main ideas of the paragraphs, and then write the most important details in your own words.

Text 1

Paragraph	Main Idea	Details
1	The Faith & D Entertainment Management announces the cancellation of the concert.	<ul style="list-style-type: none">- The management has just been notified by CJes Entertainment, the artiste agency of JYJ.- CJes Entertainment has decided to cancel JYJ World Tour Concert in Singapore.- The concert is scheduled on 23 April 2011.- The concert is held at Singapore Indoor Stadium.
2		
3		

Text 2

Paragraph	Main Idea	Details
1	The McMaster Mini-Med School announces the commencement of the 2009 program.	<ul style="list-style-type: none">- The school welcomes the 2009 students.- The term lasts for seven weeks.- The term begins Tuesday, March 3, 2009.
2		
3		
4		

Task 3:

Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.

COMPREHENSION QUESTIONS I

Answer the following questions briefly.

1. Who wrote the announcement?
2. When was the announcement released?
3. Who is the announcement for?
4. What is the announcement about?
5. When and where will actually the concert be held?
6. What has the Faith & D Entertainment Management submitted to CJes Entertainment?
7. Has there been an announcement regarding ticket sale? Why do you think so?
8. What did Faith & D Entertainment write in the last paragraph?

COMPREHENSION QUESTIONS II

Answer the following questions briefly.

1. Who wrote the announcement?
2. Who is the announcement for?
3. What is the announcement about?
4. How long does the term last?
5. How does the registration occur? What does that mean?
6. What will the school do to the other applicants when all the student spots are full?
7. What do the participants receive?

Discuss with your classmate about the similarity and difference between text 1 and text 2.



VOCABULARY EXERCISE

Complete the following sentences using the words in the box.

proceed unforeseen a first-come basis
tremendous registration fee reserved
cancel stadium approval
in accordance with

1. This annual international conference is usually attended by many participants from various countries; therefore, the committee applies the registration on _____.
2. This restaurant is full. We cannot get any seat as all the tables have been _____.
3. Before arranging the examination date for their final project, the students have to get their supervisors' _____.
4. This afternoon the football match between INDONESIA and VIETNAM is held at Gelora Bung Karno _____.
5. The seminar participants will get a special rate for the _____ if they can pay it one month before the due date.
6. The headmaster has to _____ some school programs due to the changes of funding policies by the newly-appointed mayor.
7. Even though her mid-semester project is due next month, Fahmida is planning to finish it today. She does this to minimize _____ circumstances.
8. The election committee works _____ the rules and regulations established by the government.
9. According to the announcement, passengers of Garuda Indonesia Flight Number GA 522 are to _____ to the waiting room.
10. The announcement about the trip to Borobudur Temple has received _____ response.



TEXT STRUCTURE

THINK-PAIR-SHARE

Task 1:

Individually, complete the following chart to find out the structure of the announcement on page 83 and 84, depending on which announcement you have read.

Elements of the Announcement	Purposes	Details
Opening		
Contents		
Closing		

Task 2:

Work in pairs (Students A and B) discussing and comparing the text structure you have identified, and then share this with the class.



GRAMMAR REVIEW

Forming Nouns from Verbs

Task 1:

Study the following pairs of sentences to identify how the words printed in italics are related.

Examples:

- a. We need to *register* soon.
b. The *registration* is on a first-come basis.

2. a. CJes Entertainment has decided to *cancel* the concert.
b. The *cancellation* of the concert is announced by Faith & D Entertainment Management.
3. a. He is trying to *deny* the evidence that the police have presented.
b. His *denial* appears very ridiculous.
4. a. CJes did not approve the concert plans by Faith & D Entertainment Management.
b. It was unfortunate that the *approval* from the artiste agency was not granted.

Task 2:

Complete the sentences with the correct forms of the verbs in italics.

1. They are going to *reserve* a room in a local hotel. The _____ can be done through email.
2. The artiste agency has to *decide* on the concert cancellation. The agency's _____ has to be respected.
3. Dany was permitted by his father to *try* a new car. The _____ period lasted for a week.
4. The internet *connects* people around the world easily. This school has a very excellent internet _____.
5. The beginning part of a story *orients* readers with the setting. The quality of this _____ usually determines whether readers would continue reading or not.
6. Joe wanted to *bury* the dead body of his pet Bonnie at the backyard. He hoped that this _____ would bring good memories.
7. The students are planning to *organize* a trip to the beach. The _____ is supervised by the vice headmaster for student affairs.
8. Riza hopes that his supervisor would *approve* his proposal. The _____, however, is subject to the revision he is doing at the moment.

9. The teacher will *divide* the class into two. The _____ is based on the _____ attendance list.
10. The students are being trained to *communicate* effectively in public. Public _____ is one of essential skills in this global era.



LISTENING

Open these two links. Discuss with your classmates to respond to these questions.

1. What is the announcement for?
2. What is the announcement about?
3. Do you see any similarity in terms of the content?
4. When did the figures pass away?
5. How important were the figures for their countries?
6. How do you think the people react towards the announcements? Discuss with your friends.
7. What are the elements of the announcement?

LINK 1: <https://www.youtube.com/watch?v=ujPidSx7Vus>

LINK 2: <https://www.youtube.com/watch?v=BI7RSN9MTyQ>



Source: <http://www.educationalmediallc.com/Portals/0/Images/1.jpg>
Picture 6.2



SPEAKING

Imagine that you are the captain of your class. You just had a meeting with OSIS. During the meeting, you took the following notes. Use your notes to make an announcement to your classmates.

- Trip to Borobudur Temple
- 3 days 4 nights (departing on 27 October)
- Contribution: IDR 150,000 including transportation, meals, and hotel
- Confirmation by 20 October to the organizing committee either by email to osis@sma-ic.com or sms to 0850502134



WRITING

Task 1:

The following announcement about regional games is not written properly. Edit the announcement so that it makes sense.

ANNOUNCEMENT

To All Members of Riza's Club

Please be informed that Riza Regional Games 2013 will be on May 5 – 12, 2013 at Malang City.

Please pay your 2nd semester contributions on or before April 30, 2013.

All checks will be paid to the order of Rizas Club with account # 02051527.

Thank you for your attention.
Managemen of Riza's Club

Task 2:

Use the following questions to help you re-write the above announcement.

1. Where is the announcement from?
2. Who is the announcement for?
3. What is the announcement about?
4. When will the games be?
5. Where will the games be?
6. When do the members have to pay the contributions?
7. What is the number of the account to pay checks?

The announcement from The Management of Riza's Club informs _____

**REFLECTION**

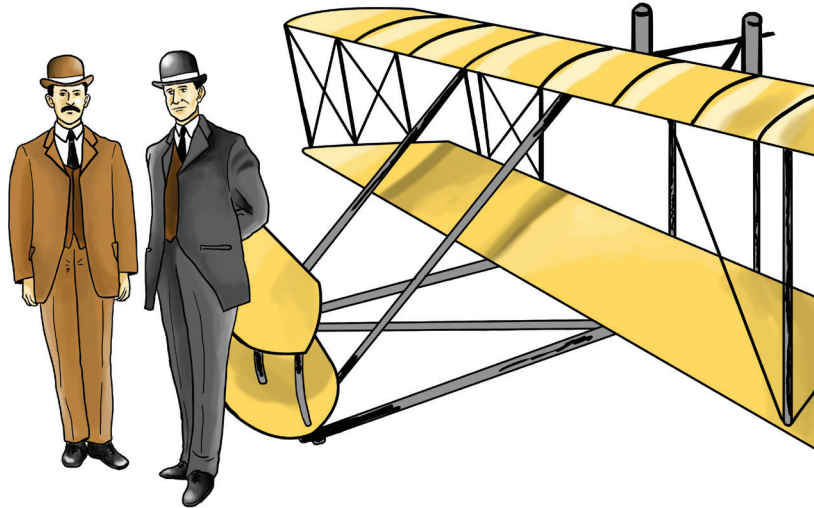
At the end of this unit, ask yourself the following questions to know how effective your learning process is.

1. Do you know how to announce a piece of information orally?
2. Do you know how to write an announcement?
3. Does an announcement have to contain information?
4. Do you know how to organize the information in an announcement?
5. Why do people make an announcement?
6. Do you know the linguistic features of an announcement?
7. Where do you usually find an announcement?

If your answer is 'no' to any one of these questions, see your teacher and discuss with him/her on how to make an announcement.

Chapter 7

The Wright Brothers



Source: Dokumen Kemdikbud
Picture 7.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 7, siswa diharapkan mampu:

1. Menjelaskan makna, fungsi sosial, struktur teks, dan unsur kebahasaan (*simple past tense vs present perfect tense*) pada pernyataan dan pertanyaan tentang kejadian yang terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya.
2. Meminta informasi tentang kejadian yang terjadi di waktu lampau yang merujuk pada waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya.
3. Memberi informasi tentang kejadian yang terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya sesuai dengan konteks penggunaan.



WARMER

Look at the pictures below! Do you know the people in the picture? Compare the two airplanes? What are the similarities? What are the differences? Discuss with your classmates!



Picture 7.2

Wright Brothers



Picture 7.3

Wright Brother's Airplane



Picture 7.4

Modern Airplane

(some picture are adopted from: http://en.wikipedia.org/wiki/Wright_brothers)



VOCABULARY BUILDER

Look at the list of the words below. Find their meanings in a monolingual dictionary.

No.	Words	Meanings
1.	an inventor	: _____
2.	an invention	: _____
3.	an airplane	: _____

4. a tool : _____
5. on inspiration : _____
6. a helicopter : _____
7. a rubber band : _____
8. interested : _____
9. kites : _____
10. an experiment : _____
11. breeze : _____
12. soften : _____
13. a crash : _____
14. a flight : _____
15. a glider : _____
16. a design : _____



PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

inventor	: / ɪn'ventər /
invention	: / ɪn'venʃ ə n /
airplane	: / 'eəpleɪn /
tool	: / tu:l /
inspiration	: / ɪnspə'reɪʃ ə n /
helicopter	: / 'heləkɑ:ptər /
rubber band	: / 'rʌbər bænd /
interested	: / ɪntrəstəd /
kite	: / kaɪt /
experiment	: / ɪk'sperɪmənt /
breeze	: / bri:z /
soften	: / 'sɒf ə n /
crash	: / kræʃ /
flight	: / flaɪt /
glider	: / 'glɑɪdər /
design	: / dɪ'zaɪn /



DIALOG

Task 1:
Read the following conversation.

Interview With The Wright Brothers

In 1905, there was a TV talkshow that interview great inventors at that time. Below is a script of interview with The Wright brothers.

- Host : Hello and welcome to our talkshow tonight, Great Inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions. What do you call your invention?
- Orville : We invented airplane.
- Host : Airplane? What is the tool for?
- Wilbur : It's a tool that will help human being to fly!
- Host : Oohhhh, is it like a flying car? How did you get the inspiration?
- Orville : Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.
- Wilbur : Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.
- Host : But that was only a toy, what about the actual plane?
- Wilbur : Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903.
- Host : Why did you choose Kitty Hawk?
- Orville : Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.
- Wilbur : We have worked and experimented with gliders to perfect the wing design and controls since then.
- Host : I see. So you've had the newest version of your airplane?
- Wilbur : Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.
- Host : How amazing! I think this invention will be a big thing soon.

Wilbur : Our father has asked us not to fly together. He said it's for the safety reason.
Orville : Yes, we will continue making more experiment so that airplane will be available for everyone soon.
Host : Okay, we wish you good luck with the next experiments.
...

Made with materials from:
http://www.ducksters.com/biography/wright_brothers.php

Task 2:

Supply the dialog with the correct expressions based on the conversation above.

1.

How did you get the inspiration?

Host

Wilbur Wright

2.

Did you have any other interest that inspired you?

Host

Orville Wright

3.

Did you make the actual plane?

Host

Wilbur Wright

4.

Why did you choose Kitty Hawk for the first flight?

Host

Orville Wright

5.

How long did the first flight last?

Host

Orville Wright

6.

What have you worked on since then?

Host

Wilbur Wright

7.

Have you had the newest version of the airplane?

Host

Wilbur Wright

8.

Has your dad helped you with anything during the process?

Host

Wilbur Wright



VOCABULARY EXERCISES

Complete the sentence using the words from the list below. You may need to use more than one word for one sentence.

inventors	invention	airplane
tool	inspiration	helicopter
rubber band	interested	kites
experiment	breeze	soften
broke	flight	glider
design		

1. Wright brothers were great _____. Airplane was their great _____.
2. One of the essential _____ in the kitchen is a knife which is used in almost all cooking activities.
3. "Do you see that big H on the ground?" "That's a spot for _____ landing."
4. It's bright, sunny and windy today. The kids must be very happy because they can go out and play _____.
5. The students are in the biology lab today. They are going to conduct an _____ with frogs!
6. I can tie my hair into a pony tail using a _____.
7. Some artists have different sources of _____ for their work. It can be natural scenery, traditional dances, people's activities, etc.
8. When the _____ begins to take off, its tires fold up into their compartment.
9. I am not _____ in baking cakes. I like knitting better.
10. When the car hit the tree, the windshield _____ into pieces.



GRAMMAR REVIEW

SIMPLE PAST TENSE vs PRESENT PERFECT TENSE

Task 1:

Look at the excerpt from the text below. Study the sentences by paying attention to the words in the bold-typed and bold-italic typed expressions.

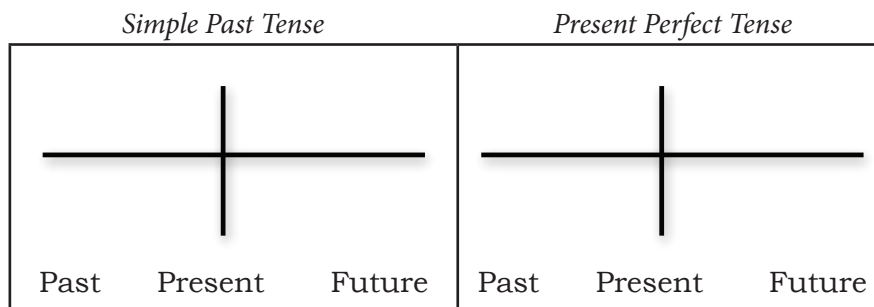
- Orville : Our dad **gave** us a toy helicopter that flew with the help of rubber bands. We've ***been interested*** in the idea since then.
- Wilbur : Orville ***has always liked*** to build kites, so, we ***have experimented*** with making our own helicopters for a while now.
- Host : But that was only a toy, what about the actual plane?
- Wilbur : Orville **made** the first flight with our first plane at Kitty Hawk on December 14, 1903.
- Host : Why **did** you **choose** Kitty Hawk?
- Orville : Kitty Hawk **had** a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight **lasted** 12 seconds and they flew for 120 feet.
- Wilbur : We ***have worked and experimented*** with gliders to perfect the wing design and controls since then.

Can you tell what pattern is written in bold type?

What about the pattern in the bold italic type?

Task 2:

Complete the diagram below. Place this symbol (X) and lines at the diagram that can show *Simple Past Tense* and *Present Perfect Tense*.



USING THE SIMPLE PAST TENSE

Task 1:

Think of yesterday. What did you do? What didn't you do? List the verbs of your activities yesterday.

Things you did yesterday

Things you didn't do yesterday

Task 2:

Use the words in Task 1 to make sentences in the simple past tense.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

USING PRESENT PERFECT TENSE

Task 3:

Look at the sentences you made for Task 2 of this section. Now, make extended statements using Present Perfect Tense. Look at the example below.

Example:

Your sentence: I helped my mom cook in the kitchen.

Extended statement: I have helped my mom in the kitchen since I was 12 years old.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



SPEAKING

Task 1:

Look at the sentences that your partners make for the simple past tense. Ask further questions about the activities he/she did yesterday using *what, where, why, who, when* or *how*. Look at the example below.

Example:

Your classmate's sentence:

I ate dinner with my family last night.

Possible extended questions:

- What did you eat?
- Where did you eat?
- When did you finish eating? etc.

Task 2:

Look at the sentences that your partners make for the present perfect tense. Ask further questions about him/her using *what, where, why, who, when* or *how*. Look at the example below.

Example:

Your partners sentence:

I have helped my mom in the kitchen since I was 12 years old.

Possible extended question:

How have you helped your mom in the kitchen?

Task 3:

Interview with an inventor

1. Work in pairs. One of you will be the interviewer. Another will be the interviewee.
2. Discuss a popular person (it can be an inventor, popular people in the past like actresses, actors, athletes, etc.) who is going to be interviewed. The interviewee will pretend to be this person.

3. As an interviewer, you are going to prepare some questions that cover questions about his/her past activities (for example past experiments, albums, films, etc) and the recent and continuing activities.
4. As an interviewee, prepare to answer the questions with some accurate details. While the interviewer is preparing the questions, you can find information about the person you are pretending to be. Of course you can add any fun details to the answers.



WRITING

Write the interview report in the form of a paragraph in the form below. Look at the example below:

Interview form:

Host : How did you get the inspiration?

Orville : Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.

Wilbur : Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.

Paragraph form:

The Wright brothers got an inspiration when their dad gave them a toy helicopter that flew with the help of rubber bands. They had been interested in the idea since then. Also, Orville had always liked to build kites, so, they had experimented with making their own helicopters for a while now.



REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. Can you identify the forms and uses of the simple past tense and the present perfect tense?
2. Can you make statements or questions using the simple past tense and the present perfect tense?
3. Can you write/do an interview?

If your answer is 'no' to one of these questions, see your teacher and discuss with him/her on how to make you able to carry out conversation about the completed past events and those that started in the past but you can still feel the impact.



FURTHER ACTIVITIES

Independently, read newspaper or Internet articles about a biography and pay attention to the uses of the simple past tense and the present perfect tense. Also, you can ask your classmates about their past activities and activities that started in the past but continues until now.



Chapter 8

My Idol



Source: <http://bola.metrotvnews.com>
Picture 8.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 8, siswa diharapkan mampu:

1. Mengidentifikasi isi, fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* sederhana tentang pengalaman pribadi.
2. Menjelaskan isi teks yang menceritakan pengalaman pribadi dengan benar dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks *recount* sesuai konteks penggunaan.
3. Menceritakan pengalaman pribadi secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* sesuai konteks.



WARMER

Look at the pictures below. Do you know these people? What are they famous for? Discuss with your classmates!



Source: [https://upload.wikimedia.org/wikipedia/commons/5/59/Anggun_-_Trianon_Paris_-_juin_2012_\(7386536046\).jpg](https://upload.wikimedia.org/wikipedia/commons/5/59/Anggun_-_Trianon_Paris_-_juin_2012_(7386536046).jpg)
Picture 8.2



Source: http://prettywallpapershd.com/wp-content/uploads/2016/01/lionel_messi_wallpapers_new_fr5.jpg
Picture 8.3

POINTS TO PONDER

What makes those people successful?
What characters do those people have in common?



VOCABULARY BUILDER

Match the words in the left column with the synonyms on the right column. Then, compare your work to your classmates.

- | | |
|---|---------------------|
| 1. hit by lightning (<i>adjective</i>) | → a. waiting room |
| 2. a meet-and-greet event (<i>noun</i>) | b. come or arrive |
| 3. excited (<i>adjective</i>) | c. sing together |
| 4. lobby (<i>noun</i>) | d. get along |
| 5. memorabilia (<i>noun</i>) | e. fan meeting |
| 6. showed up (<i>verb</i>) | f. merchandise |
| 7. waved (<i>verb</i>) | g. wonderful |
| 8. crowd (<i>noun</i>) | h. move |
| 9. sang along (<i>verb</i>) | i. signature |
| 10. autograph (<i>noun</i>) | j. great |
| 11. speechless (<i>adjective</i>) | k. surprised |
| 12. unreal (<i>adjective</i>) | l. anxious |
| 13. cool/awesome (<i>adjective</i>) | m. very happy |
| 14. friendly (<i>adjective</i>) | n. unbelievable |
| 15. nervous (<i>adjective</i>) | o. can't say a word |
| 16. amazing (<i>adjective</i>) | p. a lot of people |



PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

hit by lightning	: / hɪt baɪ 'laɪtnɪŋ /
a meet-and-greet event	: / ə mi:t ænd gri:t r'vent /
excited	: / ɪk'saɪtəd /
lobby	: / 'lɒbi /
memorabilia	: / ,mem ə rə'biliə /
showed up	: / ʃəʊd ʌp /
waved	: / weɪvd /
crowd	: / kraʊd /
sang along	: / sæŋ ə'lɒŋ /
autograph	: / 'ɔ:təgrɑ:f /
speechless	: / 'spi:tʃləs /
unreal	: / ,ʌn'rɪəl /
cool/awesome	: / ku:l / / 'kʊs ə m /
friendly	: / 'frendli /
nervous	: / 'nɜ:vəs /
amazing	: / ə'meɪzɪŋ /



READING

Read the following text, and then answer the comprehension questions.

Meeting My Idol



Source: <http://www.mataberita.com/profil-dan-foto-afgan-syah-reza.html>
Picture 8.4

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.

Then, he started the event by singing his hit single "Dia dia dia". Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.

Questions:

1. How did the writer feel when she knew that Afgan was coming to town?
2. Did the writer want to see the concert?
3. When and where was the meet-and-greet event?
4. What is Afganism?
5. How did the fans wait for Afgan?
6. What did Afgan do when he showed up in the lobby?
7. How did the fans react when Afgan sang his hit single?
8. How did the writer feel when she finally got the turn to get Afgan's signature?
9. Did she feel nervous?
10. What is the writer's opinion about the meet-and-greet event?
11. Why do you think people like Afgan?

12. Is there something in the text that is not relevant to your life?
Why?
13. Have you heard or read a text about a similar event?



VOCABULARY EXERCISES

hit by lightning	showed up	crowd
sing along	friendly	nervous
amazing	speechless	excited
autograph		

Task 1:

Use the appropriate words in the box to complete the dialog. The first letters of the words are provided to help you. Then, practice reading the dialog with a partner.

- Dika : Hi, Mida, You look so happy.
Mida : Hi, Dika. You're right. I'm really happy.
Dika : Really? Why?
Mida : I met my favorite idol, Agnes Mo yesterday.
Dika : Wow..., it sounds interesting.
Mida : I was so e_____. She was really awesome and
f_____.
Dika : Did you meet her in a concert?
Mida : No, I didn't. It's a meet-and-greet event with Agnes Mo in
Plaza Indonesia. Big c_____, hundreds of her fans!
Dika : Did you meet her directly?
Mida : Yes, I did. I took some pictures with her. I also got her
a_____ on her last CD Album.
Dika : It's a_____. How did you feel at that time?
Mida : I felt n_____ and s_____.
Dika : Anyway, how did you meet other fans?
Mida : I met them in a fan meeting.
Dika : It must be a memorable experience for you.
Mida : Yeah, indeed. I will never forget it.

Comprehension check

- Who took part in the dialog?
- What is the dialog about?
- Number these sentences about Mida's experience in their correct order:

- _____ I also got her autograph.
- _____ I went to Plaza Indonesia yesterday for a meet-and-greet event with Agnes Monica.
- _____ At the end of the day, I met other fans in a meeting.
- _____ Hundreds of her fans had been waiting for her.
- _____ When she appeared, I took some pictures with her.
- _____ I am so happy to have had such a memorable experience.

Task 2:

Use the words in the box again to complete the sentences reflecting other contexts.

1. One of the reasons why I like to study in this class is because all my classmates are _____. They are always nice to me.
2. I was surprised when a big birthday cake suddenly _____ from under the table. It has been hidden there for my surprise birthday party.
3. The police formed a line in front of the stage to avoid the _____ from climbing up the stage.
4. Today, we have to present our paper in front of the class. I'm very _____.
5. On the weekends, my family and I like to spend our time doing karaoke at home. We _____ with the singer on the DVD screen. It's fun.
6. The students were very _____ when the teacher announced that they were going to have an excursion to the local public library.
7. I really want to have an _____ of my favorite football player, Lionel Messi, on my jersey.
8. When we arrived at the top of the mountain, we were _____, The scenery was magnificent.
9. I was _____ when I knew that my dad gave me a new laptop for my birthday.
10. Afgan is an _____ singer. His songs are always a hit.



TEXT STRUCTURE

Very often you need to tell other people about something that has happened in your life. You may have to tell about what you did yesterday. Speaking or writing about past event is called a recount. Recounts are told orientation, a series of events, and reorientation

Task 1:

Answer the questions below about the text on page 96.

1. Who were involved in the event?

2. When and where did the event happen?

3. How were the events in the text arranged?

4. Write the sequence of the events in the text!

5. Was there any conclusion/evaluation of the story?

Task 2:

Individually, complete the following chart to find out the structure of the recount text on page 96.

Parts of a recount text	Purposes	Summary from text
Introductory paragraph		
A sequence of events		1. 2.

		3.
		4.
A conclusion (if any)		

Task 3:

Discuss your answer with a partner, and then share it to the class.



GRAMMAR REVIEW

Using *Past Verbs*

Task 1:

Read the excerpt from the reading text and study the uses of *past verbs*.

On that bright and sunny Saturday morning, the radio station **was** full of fans. They **were** excited to wait for Afgan. They **were** ready to see his performance on the meet-and-greet. When he **was** finished with the song, the host **announced** that it **was** time for autographing the memorabilia. I **prepared** my CDs and **began** to stand in the line. When I **arrived** at the table, I **was** speechless. It **was** unreal just seeing Afgan that close. I **thought** it **was** really cool seeing him like that because he really just **felt** like a normal person, which **was** awesome. He **was** also very friendly, so I **didn't feel** too nervous when I **had** a chance to take pictures with him. He **was** just an amazing person.

Task 2:

Read the text “meeting idol” again. Underline all the past verbs. Check with your classmates.



SPEAKING

Task 1

Retell the experience of meeting Afgan using your own words. Use the following questions to help you retell.

1. Who were involved in the event?
2. When and where did the event happen?
3. What were the activities (events) that happened?

Task 2

If I met Afgan/If I were Afgan

1. If you were the author, what would you do if you met Afgan?
2. How would you feel?
3. What would you say to him?
4. Would you give him something?
5. What would you give him?
6. Why would you give that?
7. What would you expect him to do?
8. Would you expect him to give you something?
9. What would you expect him to give you?
10. What if you were Afgan?
11. What would you do if you met your fans?
12. How would you feel?
13. What would you say to them?
14. Would you give them something?
15. What would you give them?
16. Why would you give that to them?
17. Where do you think you can find a similar text?

Now, find a classmate to be your speaking partner. Take turns using the questions above to talk about and listen to things you would do if you met Afgan, or if you yourself were Afgan.

Task 3

Imagine that you once visited a place. Write the events when you were visiting the place. Use the following chart to help you. Then, take turns telling about your experiences.

Orientation (who, what, when, where)	I once visited...
Series of events	Event 1:
	Event 2:
	Event 3:
	Event 4:
	Event 5:
	Event 6:
	Event 7:
	Event 8:
	Etc.
Reorientation (stating personal comments about the events)	I felt.....



Picture 8.5



WRITING

Have you ever had a holiday? What happened? How was the holiday? Write a recount about your holiday. Make the outline of your story below:

Orientation (who, what, when, where)	I once visited...
Series of events	Event 1:
	Event 2:
	Event 3:
	Event 4:
	Event 5:
	Event 6:
	Event 7:
	Event 8:
	Etc.
Reorientation (stating personal comments about the events)	I felt.....



REFLECTION

At the end of this chapter, ask yourself the following questions to know how well you have learned.

1. Do you know how to tell or write a recount (past events)?
2. Do you give information about *who*, *where*, and *when* at the beginning?
3. Do you tell or write the events in the order they happened?
4. Do you have personal comments to end the recount?
5. Do you know the type of sentence patterns that you can use to tell about the past events?

If your answer is 'no' to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to tell or write about past events.



FURTHER ACTIVITIES

Think about an interesting activity that you did last week. Can you retell that activity to your friends?

Chapter 9

The Battle of Surabaya



Source: Dokumen Kemendikbud
Picture 9.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 9, siswa diharapkan mampu:

1. Mengidentifikasi tujuan komunikasi, struktur teks, dan unsur kebahasaan dari teks *recount* tentang peristiwa bersejarah lisan dan tulis sesuai konteks penggunaan.
2. Menjelaskan isi teks lisan dan tulis yang menceritakan peristiwa bersejarah dengan benar dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks *recount* sesuai konteks penggunaan.
3. Memberi informasi tentang peristiwa bersejarah secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* sesuai konteks.



WARMER

Observe the crossword puzzle below. In the puzzle, there are 10 regular and 10 irregular verbs in past tense. Work in pairs to find them as fast as possible. Write your answer on a piece of paper. Post your answer on the white/black board or on a wall of your classroom as soon as you finish doing it. Those who can finish the earliest are the winners. As the winners, you can tell the class to sing an English song that you like and tell them to dance, too.

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

Regular verb

Irregular verb



VOCABULARY BUILDER

Check whether these words have been matched to the correct meaning in Bahasa Indonesia. Compare your work to your classmates'.

remembrance (noun)	: kekuatan militer
surrender (verb)	: menyerahkan
weaponry (noun)	: persenjataan
defiant (adjective)	: menantang
drop (verb)	: memperlambat
leaflet (noun)	: selebaran
anger (verb)	: membuat marah
be betrayed (verb)	: ter/dikhianati
siege (verb)	: mengepung
reinforcement (noun)	: peringatan
casualties (noun)	: korban
hamper (verb)	: menjatuhkan
militia (noun)	: kelompok pejuang
advance (verb)	: bergerak maju
rally (verb)	: berkumpul untuk mendukung



PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

remembrance	: / rəmem.brəns /
bloody	: / blʌd.i /
surrender	: / s ə ren.dər /
weaponry	: / wep.ən.ri /
defiant	: / dɪfaɪ.ənt /
drop	: / drɒp /
leaflet	: / li.flət /
anger	: / æŋ.gə r /
militia	: / mɪlɪt.ə /

feel betrayed	: / fɪl / / bɪtreɪd /
reinforcement	: / riːɪnfɔːsmənt /
casualty	: / kæʒ.ju.əl.ti /
hamper	: / hæm.pə r /
advance	: / advəns /



READING

Task 1: Reading Comprehension

As you know on every 10 November we all celebrate Heroes Days. Why do you think the Heroes Day took that special date to commemorate our heroes' sacrifice? Discuss with your partners and come to a conclusion why the date has become special. After that, read through the passage and check whether your conclusion is the same as the reason stated in the text.

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in **remembrance** of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to **surrender** their weaponry to British army. British Army at that time was part of the Allied Forces. The **defiant** Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.WS. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.

However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action **angered** the Indonesian troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in **reinforcements** to **siege** the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.

Battle of Surabaya caused Indonesia to lose **weaponry** which **hampered** the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

Adapted from: <http://www.globalindonesianvoices.com/17298/hari-pahlawan-battle-of-surabaya-the-story-behind-indonesias-heroes-day/>

Task 2: Answer the following questions briefly based on the text above.

1. What is the passage about?
2. When did the battle take place?
3. Where did it happen?
4. What caused the battle? Draw a diagram that shows chronologically the events that led to the battle.
5. What do think about the Indonesian military power compared to that of the British army at that time?
6. What made the Indonesians dare to face the British army military aggression?
7. Did the Indonesian lose or win the battle? Why do you think so?
8. How did the battle influence the national revolution at that time?
9. Who was the prominent figure in the battle? What did he do?
10. Indonesia had gone through many battles. Why do you think the date of the Battle of Surabaya is used as a momentum to commemorate our hero's contribution?
11. Describe in one word the Indonesians who defended their city at that time.
12. Do you think that the information in the text is clear?
13. Have you read other texts that tell about similar events? What are they?



TEXT STRUCTURE

Recounts record a series of events in the order in which they occurred. There are several types of recounts, for example, diaries, letters/postcards, journals, autobiographies and biographies, or anything related to histories (historical recounts). In this chapter, you

are studying **historical recounts**. Do you know how a historical recount is told or written? Similar to other types of recounts, historical recounts usually start with **orientation**, followed with a **series of events**, and ends with a **reorientation**. The **orientation** part include information about **who, what, when, and where**. The **series of events** are presented in the order they really happened. The recount ends with a **reorientation** which states personal comments about the events.

Now, together with your partner, complete the following sentences that show how The Battle of Surabaya happened.

Orientation (who, what, when, where)	The bloody battle took place in 1945 in Surabaya.
Series of events	1. The governor of Java and Brigadier Mallaby made an agreement.
	2. Indonesians
	3. There was misunderstanding
	4. Leaflets
	5. The Indonesians
	6. Brigadier
	7. British army
	8. The battle
	9. Many Indonesians died in the battle.
Reorientation (stating personal comments about the events)	10. The Battle of Surabaya awakened Indonesian and International people to support the Indonesian national revolution.



VOCABULARY

Fill in the blanks with the right word. Don't forget to change the verbs into past tense when necessary.

surrender	rally (verb)	siege (noun)	hamper
advance	reinforcement	rally (noun)	help
remembrance	anger	defiant	refuse

1. The freedom fighters were forced to _____, but their faith in God and people's dream strengthened them to keep on fighting against the aggressors.
2. The _____ militia refused to obey the British army's instruction to surrender their weaponry to them.
3. The city was under _____ so that nobody could get in or get out of the city. Luckily, the people depended on no one for their food.
4. To ensure that they would win the battle, the foreign army sent _____ to the battle ground, some of which include weaponry and logistical support.
5. Do not betray me. Be loyal to our agreement. Your betrayal will _____ me. I can be really angry, and that can mean that there will be no more collaboration between us.
6. Last week, teenagers _____ in the center of the city to support the beginning of bike-to-school program. They all came riding their bicycles.
7. The defeat in the Battle of Surabaya _____ the militia movement only for a while. The heroic spirit had spread out and inflamed others to continue fighting for the country's independence.
8. The militia _____ secretly to take back the conquered city from the aggressor.

9. On every November 10, my school holds a ceremony in _____ of our national heroes. We pray together and I usually go to the library to read again the biography of General Sudirman and then pray for him. He is my favorite hero.
10. Do not _____ to life problems. Keep on looking for the best solutions. Our responsibility is to do our best, and leave the rest to God.
11. Students from many schools held a mass _____ to protest the rampant corruption and demanded the corruptors in that institution to be arrested.
12. Priski's mother told her to drop out from school because Priski's father died last month. Priski _____ that because she knows that education is important for her future. She _____ her mother earns money by making some snack that she sells in the school canteen every day.



GRAMMAR REVIEW

Task 1: Read the following incomplete sentences. Complete them with *am/is/are* (present) or *was/were* (past).

1. In 1945, they _____ 17, so they _____ 85 now.
2. Today the weather _____ cold, but last Monday it _____ terribly hot.
3. I _____ very thirsty. Can somebody give me a glass of water, please?
4. The defiant freedom fighters _____ very brave. They fought till death to defend the city.
5. I _____ happy with Surabaya now. Years ago, it _____ very dirty and messy.
6. Don't buy those weapons. They _____ dangerous and illegal.
7. Hey, I like your new hat. It fits you well, and when you wear it, it reminds me of the 1945 freedom fighters. _____ it expensive?
8. This time seventy years ago my grandfather _____ in Surabaya joining the militia to fight against the British army.
9. "Where _____ the veterans?" "I don't know. They _____ in the lobby of the hotel five minutes ago."
10. The generals and the veterans _____ happy and optimistic about us now. They know we _____ always busy with good activities and never think of using drugs. When we met them last year, they _____ pessimistic.

Task 2: Complete the sentences. Choose the right words and change them into the simple past or present tense according to the context of the sentences.

take place	anger	siege	hamper
rally	betray	break	advance
conquer	feel	betray	surrender

1. His unruly behavior frequently _____ many teachers and classmates. However, Mrs. Sabariah never gets tired of giving him advice every time he makes problem.
2. The city was in fire. After analyzing the situation, the general finally ordered his soldiers to move. They _____ secretly to go out of the besieged city.
3. She cannot buy gadget, clothes, shoes, and textbooks. However, the poverty never _____ the progress of her study. For textbooks, she usually borrows them from the school library.
4. Don't cheat in exam. Cheating means that you _____ your own life principle.
5. The robber _____ to surrender, but the police persuaded them to give up.
6. Never _____ best friends for our own advantage because best friends are like precious treasure.
7. On every Sunday morning, the student organizations and their members regularly _____ to the town square to entertain and educate people to reduce the use of plastic in daily life.
8. He could finally graduate from high school despite the financial problems that he faced. He _____ his life problems successfully. Learn from him.
9. The ceremony in remembrance of our founding fathers and mothers _____ in the training field. The ceremony was a tribute to them.
10. When I was in Columbus, America, I heard Tanah Pusaka song. I _____ very emotionally touched, and I even cried. I missed Indonesia, my beloved country.



LISTENING

Your teacher is going to read you an experience of a boy who had to go out of Surabaya when the city was surrounded by the British Army. Listen carefully. You may take notes if necessary. Then, answer the teacher's questions.



SPEAKING

Task 1: Read the following dialog. Take turns reading it.

- Ami : Riza, look! That heroic monument stands high and strong.
Riza : Hmm.... It is a remembrance for us to our heroes' struggle on this country.
Ami : Yeah, many of them became casualties of the war.
Riza : I had an unforgettable experience there.
Ami : Really? What was it?
Riza : When I was in Junior High School, my school held a program called "Keep our city clean and green!"
Ami : What did you do?
Riza : My schoolmates, my teachers, and I rallied in the monument area at 6 a.m and began to clean the area around the monument until it's clean and tidy.
Ami : That's a very good program.
Riza : Yes, it was. We also planted some trees around it.

Task 2: Sharing an experience

Do you still remember the boy's experience you just listened to? You can make a new recount text based on the boy's experience, treating it as if it were your own experience.

Imagine that you were the boy who had to continue the trip after staying overnight in the village. Tell your imaginary experience based on the last part of the story. Do that in groups of four students. Follow the instructions below:

1. Remember the story you just listened to.
2. Retell the story. Each member of the group takes turns saying one sentence.

3. The first student says one sentence to begin retelling the story. (The first sentence should serve as the orientation).
4. The second student continues saying the next sentence containing the next event.
5. The third student goes on saying the following event and so does the fourth student.
6. Continue doing that until the story is finished.
7. After that, based on the last part of the story, the group begins to make up the group's own story.
8. Do that by taking turns saying one sentence.
9. When the teacher says that the time is up the group stop doing the activity.
10. Present 'your experience' during the battle of Surabaya in front of the class.

Task 3: Speaking Game

Play this game in groups of four students. Divide each group into halves. Each half opposes the other half. Now do the following things:

- a. Read the Battle of Surabaya again carefully.
- b. Choose the words that you like. You must know the meaning of the chosen words.
- c. Then, take turns telling your opposing partners to make sentences based on the words that you chose. Those who can make communicative sentences get score. Each communicative sentence will get 100. Don't forget to count the minutes used to make it. You can decide the length of time for making one sentence.
- d. The winners are those who can make more sentences in less time.



WRITING

Write a recount text. You can rewrite the chronology of the battle of Surabaya. If you choose that, read the passage again and the task on text structure on page 124, then close the book. Now try to rewrite the chronology of the events in the Battle of Surabaya using your own words.

You can also rewrite the experience of the boy you listened to (LISTENING on page 129), or the one your group created (SPEAKING task 3 on page 130), or write your own experience. The experience can be a real or an imaginary one.

Study again the following arrangement of ideas in a recount text to help you write the recount text:

Components	What you write	Write your draft here
orientation	What happened Who was involved Where it happened When it happened?	
body	A series of events told in chronological order. Write a new paragraph for each event.	
reorientation	Your comment about the event.	



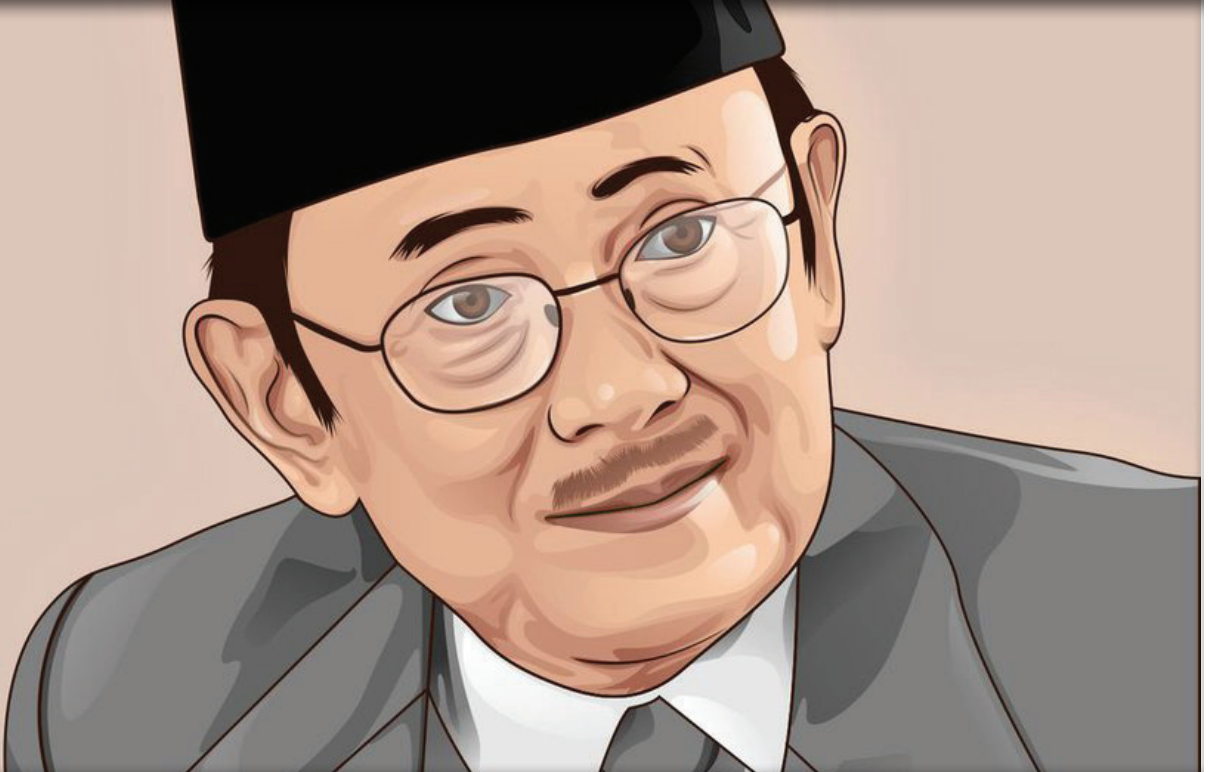
REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. Do you know how to tell or write a historical recount?
2. Do you give information about who, where, and when at the beginning?
3. Do you tell or write the events in the order they happened?
4. Do you have personal comments to end the historical recount?
5. Can you explain the function of a recount text?
6. Where do you think you can find a recount text?

Chapter 10

B.J. Habibie



Source: www.pre04.deviantart.net/9e25thprei2015022fbbj_habibie_by_rhusman-d8ey6jo.jpg
Picture 9.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 9, siswa diharapkan mampu:

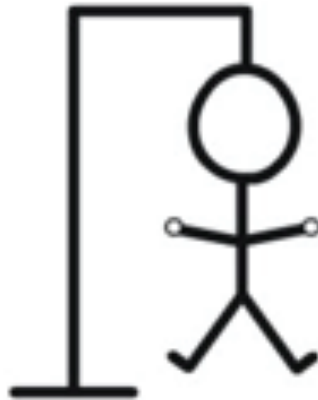
1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* sederhana lisan dan tulis tentang biografi seseorang sesuai konteks penggunaannya.
2. Menjelaskan isi teks yang menceritakan biografi seseorang secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* sesuai konteks penggunaannya .
3. Menceritakan biografi seseorang secara lisan dan tertulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* sesuai konteks penggunaannya.



WARMER

Hangman

Your teacher will tell you how to play Hangman. You have to guess what words that your teacher has in mind.



VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmate's.

descent (*noun*)

a sick leave (*noun*)

reacquainted (*verb*)

settled in (*verb*)

marque (*noun*)

respectively (*adverb*)

retirement (*noun*)

resignation (*noun*)

sworn in (*verb*)

relinquishing (*verb*)

release (*verb*)

pensiun

pengunduran diri

meninggalkan/ menyerahkan

berteman kembali

cuti sakit

secara berurutan

merek/label

keturunan

menetap, tinggal

menerbitkan

disumpah



PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

agriculturist	: / ˌægrɪˈkʌltʃərist /
descent	: / dɪˈsent /
reacquainted	: / rɪəˈkweɪntəd /
wage	: / weɪdʒ /
aerodynamics	: / ˌeərəʊdaɪˈnæmɪk /
announced	: / əˈnaʊnsd /
resignation	: / ˌrezɪɡˈneɪʃən /
chaos	: / ˈkeɪ-ɒs /
relinquishing	: / rɪˈlɪŋkwɪʃɪŋ /



READING COMPREHENSION

B.J. HABIBIE



Source: <http://peperonity.com/go/sites/mview/effendy/26817732/26817810>
Picture 10.2

Bacharuddin Jusuf Habibie known as BJ. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.

Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title *Diplom-Ingenieur*.

He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.

In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie.

When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused.

Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmit on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.

In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency.

Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono's presidency. In September 2006, he released a book called *Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi* (Decisive Moments: Indonesia's Long Road Towards Democracy). The book recalled the events of May 1998.

(Adapted from: http://en.wikipedia.org/wiki/B._J._Habibie)

Task 1: Form Completion

Fill in the blanks with information about B.J. Habibie mentioned in the reading text.

Short Bio

Name	: B.J. Habibie
Place of birth	: _____
Date of birth	: _____
Parents and Origins	: _____
Education	: _____
Marriage date	: _____
Name of wife	: _____
Name of sons	: _____
Work Experience	: _____ (____ - ____)
	_____ (____ - ____)
	_____ (____ - ____)
	_____ (____ - ____)
	_____ (____ - ____)
	_____ (____ - ____)
	_____ (____ - ____)
	_____ (____ - ____)
	_____ (____ - ____)
	_____ (____ - ____)

Task 2: Comprehension Questions

Answer the following questions by referring to the reading text about B.J. Habibie.

1. When did Habibie's father die?
2. Why did Habibie move to Germany?
3. When did Habibie receive a degree in engineering in Germany?
4. Why did Habibie remain in Germany after getting a degree?

5. What happened to Habibie in 1962?
6. Had Habibie met Ainun before meeting her in 1962?
7. Where did the new couple settle in after getting married in May 1962?
8. What was Habibie's role in Talbot?
9. What theory was developed by Habibie?
10. What was Habibie's first position when he returned to Indonesia?
11. When was Habibie appointed CEO of IPTN?
12. What had happened before Habibie was sworn in as a president?

POINTS TO PONDER

- Mention the good points that you can learn from Habibie.
- Which good points do you want to imitate?
- What steps will you take to develop the good points?



VOCABULARY EXERCISE

Complete the following sentences using the words in the box.

resignation	relinquishing	sick leave
descent	respectively	release
settled in	retirement	sworn in
reacquainted		

1. He traces his _____ from Yogya palace.
2. She is coming here on a _____. She will come back to the company when she is recovered.
3. They were classmates when they were in senior high school. Now, after ten years of separation, they are now _____ in Bandung.
4. After getting married, the young couple _____ Minneapolis.
5. English and Arabic courses are held in Room 10 and 11 _____.
6. After his _____, the company faces a complicated problem.
7. He was only seventeen when he was _____ as King of Marcalaca.
8. _____ her position as the CEO of the oil company, she mostly spend her time in New Zealand.

9. They will _____ a new album by the end of this year to mark their 25th anniversary.



TEXT STRUCTURE

Recounts are used to tell about past events. Remember that a recount consist of orientation (opening), a series of events, and reorientation (closing).

Individually, complete the following chart to find out the structure of the biographical recount of B.J. Habibie.

Paragraph	Details
Orientation (opening)	<ul style="list-style-type: none">- When and where Habibie was born- Habibie's parents and how they met- Habibie's father died
Event 1	
Event 2	
Event 3	
Event 4	
Event 5	
Reorientation (closing)	



GRAMMAR REVIEW

THE SIMPLE PAST TENSE

Observe the italicized verbs in the following sentences in the left and the right columns. What's the difference?

• Habibie <i>continued</i> his studies in Jakarta.	• His parents <i>met</i> while studying in Bogor.
• Habibie <i>received</i> a degree in engineering in Germany.	• They <i>had</i> the first son, Ilham Akbar Habibie
• Habibie and his wife <i>settled</i> in Aachen for a short period.	• He <i>found</i> employment with the Automotive Marque Talbot.
• He <i>developed</i> theories on thermodynamics.	• Habibie <i>became</i> an advisor in the Automotive Morque Talbot.
• He <i>worked</i> for Messerschmit.	• Habibie <i>spent</i> some of his life in Germany.

Past Tense: Irregular Verb

Make a sentence from each of the following irregular verbs.

Example:

see – saw: I saw him yesterday.

Present-past	Present-past	Present-past
arise- arose	see – saw	become - became
begin - began	sleep – slept	bend- bent
break - broke	teach - taught	bring - brought
build - built	take - took	buy - bought
catch - caught	write - wrote	cut - cut
choose - chose	say - said	draw - drew
drive - drove	shake - shook	drink - drank
fall - fell	sit - sat	find - found
eat - ate	tell - told	go - went
give - gave	win – won	grow - grew
have - had	pay – paid	hide - hid
hear - heard	read – read	keep - kept
know - knew	mean - meant	lead - led
leave - left	put - put	make - made



SPEAKING

Task 1:

Read the following dialog. Take turns reading it.

Nadia : Who is your idol, Rima?

Rima : My parents. What about you?

Nadia : BJ Habibie. I like him very much.

Rima : He is one of geniuses from Indonesia. He studied in Germany.

Nadia : You're right.

Rima : He worked and stayed in Germany, right?

Nadia : He did. But he never forgets his country. He once made us proud for his achievement in making planes avowed by the world.

Rima : He relinquished his good job in Germany to develop his own country.

Nadia : He promised that he would share his knowledge to everyone needing it.

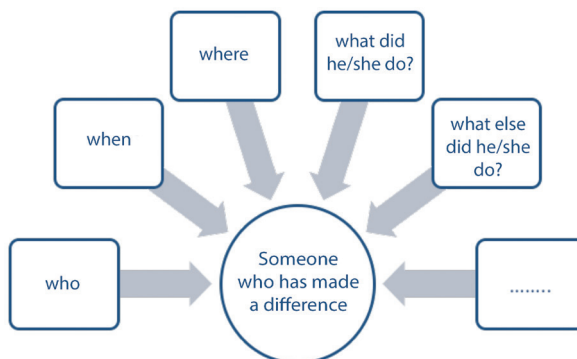
Rina : Now, he seems to enjoy his retirement with family.

Nadia : That's why I love him.

Task 2:

Talking about Someone Who has Made a Difference

With a partner, find from the Internet someone who has made a difference (e.g., Mother Theresa, Thomas Alva Edison, Albert Einstein, Habibie, etc.). When you have chosen the figure, use the plan to develop your notes.



Task 3:

Sharing

Tell your partner about the figure you have chosen. Use your notes in the previous task to help you.

1. Who was someone who made a difference?
2. Where did he/she live?
3. What did he/she do to contribute to the society?
4. What is your comment about him/her?

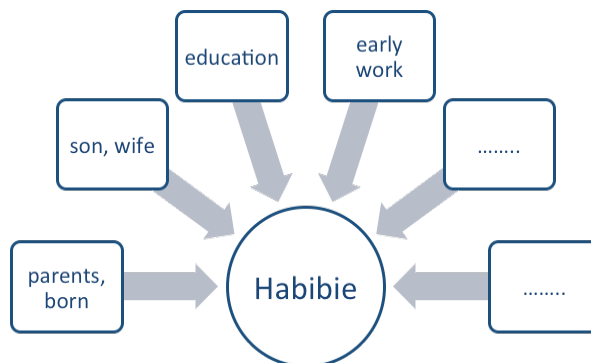


WRITING

Task 1:

Independent Writing

Using Habibie's biography as a reference, write a biographical recount about your idol. Use your notes on the speaking activities to help you write.



Task 2:

Peer Feedback

Exchange your work with your classmate. Ask your classmate to write feedback on your writing. Then, discuss the feedback you obtain from your classmate and the one you give to your classmate.

Use the following guide to give feedback for your classmate.

- Look at the spelling: Is the spelling correct?
- Look at the use of the words: Does your classmate use suitable choice of words?
- Look at the grammar: Are your classmate's sentences grammatically correct?
- Look at the references: Are the references clear and correct?
- Look at the organization: Is there any topic sentence? Are there adequate supporting sentences? Are there concluding sentences?

Task 3:

Rewrite the Biographical Recount

After getting feedback from classmates, rewrite your biographical recount. To improve the content of your writing, you might need to browse the internet or read books to find more information about your idol.



REFLECTION

At the end of this chapter, ask yourself the following questions to know how much you have learned.

1. Do you know how to tell or write a biographical recount?
2. Do you give information about who, where, and when at the beginning?
3. Do you tell or write the events in the order they happened?
4. Do you have personal comments to end the biographical recount?
5. Can you explain the function of a recount text?
6. Where do you think you can find a recount text?

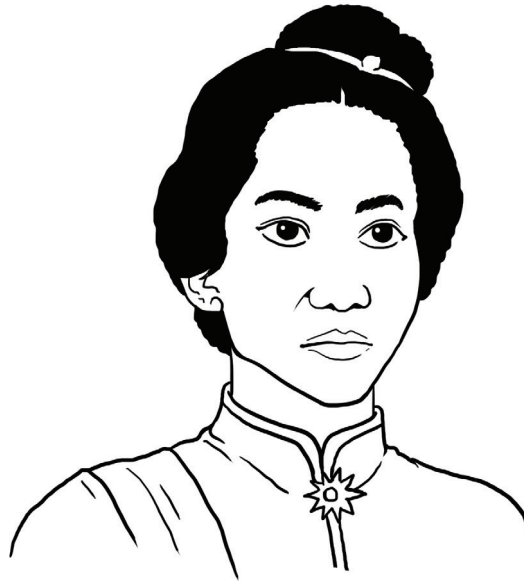


FURTHER ACTIVITIES

Read more biographies of famous people. Reading this kind of texts may inspire you to be a better person.

Chapter 11

Cut Nyak Dhien



Source: Dokumen Kemdikbud
Picture 11.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 11, siswa diharapkan mampu:

1. Menjelaskan isi, fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* sederhana lisan dan tulis tentang biografi seseorang sesuai konteks penggunaannya.
2. Menjelaskan isi teks yang menceritakan biografi seseorang secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* sesuai konteks penggunaannya.
3. Menceritakan biografi seseorang secara lisan dan tertulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* sesuai konteks penggunaannya.



WARMER: DESCRIBE AND GUESS

Your teacher will tell you how to play this game. You have to guess what words that your teacher has described.

For example: 'A person who is forced to leave his/her place.' He/she is an 'exile'.

After you know how to play the game, your teacher will divide the class into two groups to play the game. The group who can guess more words will be the winner.



VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmates'.

guerrilla forces (*noun*)
aristocratic (*adjective*)
was renowned (*adjective*)
evacuate (*verb*)
reclaim (*verb*)
declare (*verb*)
Holy War (*noun*)
surrender (*verb*)
betray (*verb*)
assault (*verb*)
treason (*noun*)
shed tears (*verb*)
martyred (*verb*)
resist (*verb*)

perang suci (jihad)
terkenal
bangsawan
menumpahkan air mata
evakuasi
menyerang
tentara perang gerilya
mengkhianati
mati syahid
menyerah
melawan
merebut kembali
pengkhianatan
mengumumkan



PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

guerrilla forces : / gə'rɪlə fɔːrses /
aristocratic : / ˌærəstə'krætɪk /

was renowned	: / wəz rɪ'naʊnd /
evacuate	: / ɪ'vækjuət /
reclaim	: / rɪ'kleɪm /
declare	: / dɪ'kleɪ /
surrender	: / sə'rendər /
betray	: / bɪ'treɪ /
assault	: / ə'sɔːlt /
treason	: / 'triːz ə n /
shed tears	: / ʃed tiəz /
martyred	: / 'mɑːrtəd /
resist	: / rɪ'zɪst /
exile	: / 'egzaɪl /



READING COMPREHENSION

CUT NYAK DHIEN

Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.

Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Ulèë Balang aristocratic



class in VI *mukim*, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.

On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI *mukim* in 1873, followed by the Sultan's Palace in 1874.

Source: <http://tranquility-hati.blogspot.com>

Picture 11.2

In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.

Some time later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she accepted his proposal. They were married in 1880. This greatly boosted the morale of Aceh armies in their fight against Dutch. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang.

The war continued, and the Acehnese declared Holy War against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. However, Teuku Umar secretly planned to betray the Dutch. Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, and ammunition, using these supplies to help the Acehnese. This is recorded in Dutch history as “Het verraad van Teukoe Oemar” (the treason of Teuku Umar).

The Dutch general Johannes Benedictus van Heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped her and then she hugged her and said: “As Acehnese women, we may not shed tears for those who have been martyred.”

After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as she got older. The number of her troops was also decreasing and they suffered from lack of supplies.

One of her troops, Pang Laot, told the Dutch the location of her headquarters in Beutong Le Sageu. The Dutch attacked, catching Dhien and her troops by surprise. Despite desperately fighting back, Dhien was captured. Her daughter, Cut Gambang, escaped and continued the resistance. Dhien was brought to Banda Aceh and her myopia and arthritis slowly healed, but in the end she was exiled to Sumedang, West Java because the Dutch were afraid she would mobilize the resistance of Aceh people. She died on 6 November 1908.

(Adapted from: http://en.wikipedia.org/wiki/Cut_Nyak_Dhien)
Note: Mukim is an area consisting of 5 villages.

Task 1: Form Completion

Fill in the blanks with information about Cut Nyak Dhien mentioned in the reading text.

Short Bio

Name	: Cut Nyak Dhien
Place of birth	: _____
Date of birth	: _____
Place of death	: _____
Date of death	: _____
Parents and Origins	: _____
Names of husband	: _____
Name of daughter	: _____
Important Dates on War	: _____
	: _____
	: _____
	: _____

Task 2: Comprehension Questions

Answer the following questions by referring to the reading text about Cut Nyak Dhien!

1. When was Cut Nyak Dhien awarded the title of Indonesian National Hero?
2. Tell your classmates about Cut Nyak Dhien's parents!
3. What education did she receive when she was young?
4. Who was Teuku Cik Ibrahim Lamnga?
5. When did the Aceh war start?
6. What happened in Aceh in 1874?
7. Why did Cut Nyak Dhien swear to destroy the Dutch?
8. What was the effect of Cut Nyak Dhien's marriage to Teuku Umar on the Aceh armies?
9. Why did Teuku Umar surrender to the Dutch in 1893?
10. How was Teuku Umar killed?

11. According to the text, how should an Acehnese woman respond to the death of her family member in a war?
12. What did Cut Nyak Dhien suffer from when she was old?
13. What was done by Cut Gambang after Cut Nyak Dhien was captured?
14. When Cut Nyak Dhien was brought to Banda Aceh, was her nearsightedness getting better?
15. Why did the Dutch put her into exile in Sumedang?
16. Had you lived close to Cut Nyak Dhien, what would you have done to support her efforts in fighting against the Dutch colonialization?

POINTS TO PONDER

- Imagine that you had lived in Cut Nyak Dhien's era. What would you have done? Why?
- Can you imagine what would have happened without the presence of people like Cut Nyak Dhien?
- Do you feel thankful to her and her people? How will you express your thankfulness?



VOCABULARY EXERCISE

Complete the following sentences using the words in the box. If needed, you may change the parts of speech.

guerrilla army	aristocratic	renown
evacuate	reclaim	declare
holy war	surrender	betray
assault	treason	tears
resist	exile	martyr

1. A man who was arrested in Belarus on May 31 is being charged with _____, but the government officials have not explained the charges.
2. Bali is _____ for its beauty. It is called the Goddess Island.

3. The _____ would avoid any confrontation with large units of enemy troops, but seek and eliminate small groups of soldiers to minimize losses.
4. In the past, the _____ class ruled the society. Their words were listened, followed and applied by people.
5. During the earthquake, the troops are busy helping people to move. They _____ women, old people and children to the prepared shelter.
6. When people go to _____, their intention is not to get wealth or worldly materials. They do it for the sake of God.
7. The hijackers finally _____ to the police but they make three demands for the government to fulfill.
8. One may not _____ his/her own country. If s/he does that, s/he should get a harsh punishment.
9. After a long investigation, he _____ that she was innocent.
10. The man got four year's imprisonment for _____ a police officer. The punishment was given to make him feel a deep regret for having done such a cruel behavior.
11. Upon returning back from a long journey to Europe, she _____ her ownership of the pretty house next to the lake.
12. He died as a _____ in the war against Dutch colonization.
13. "No more _____." she said to herself after realizing that the man she loved and she expected to come back was a bandit.
14. He can't _____ the temptation to pickpocket every time she is in the mall.
15. As an _____, she cannot return back to her own town.



TEXT STRUCTURE

The text about Cut Nyak Dhien is a recount. Recounts are used to tell or write about past events. Remember that a recount consists of an **orientation**, a **series of events**, and a **reorientation**.

Individually, complete the following chart to find out the text structure of the biographical recount of Cut Nyak Dhien. Then, please discuss with your classmates which part of the text is orientation, a series of events, and a reorientation.

Paragraph	Purposes	Details
Introductory paragraph		
Supporting paragraph 1		
Supporting paragraph 2		
Supporting paragraph 3	To tell Cut Nyak Dhien's 2nd marriage	<ul style="list-style-type: none">- Cut Nyak Dhien accepted Teuku Umar's proposal.- Their marriage greatly boosted the morale of Aceh armies.
Supporting paragraph 4		
Supporting paragraph 5		
Supporting paragraph 6		
Concluding paragraph		



GRAMMAR REVIEW

REDUCING ADVERBIAL CLAUSES TO ADVERBIAL PHRASES

Task 1:

Observe the following sentences. Compare the sentences in column A to those in column B.

Column A	Column B
When Cut Nyak Dhien heard this , she was enraged and swore to destroy the Dutch.	Hearing this , Cut Nyak Dhien was enraged and swore to destroy the Dutch.
When Cut Nyak Dhien learned that Teuku Umar would allow her to fight , she accepted his proposal.	Learning that Teuku Umar would allow her to fight , Cut Nyak Dhien accepted his proposal.
Because Teuku Umar was undersupplied , he surrendered to Dutch.	Undersupplied , Teuku Umar surrendered to Dutch.
Although Cut Nyak Dhien desperately fought back , she was captured.	Despite her desperate fight back , Dhien was captured.

Discuss the answer to the following questions with your classmate.

1. What makes the sentences in column A different from the sentences in column B?
2. What do you think about the length of the sentences in column A and column B?
3. How do we reduce clauses to become phrases?
4. Sentences in column A contain adverbial clauses. Sentences in column B contain adverbial phrases. How do we reduce clauses to become phrases? Pay attention to the bold-typed parts of the sentences.

Task 2:

Change the following adverbial clauses to adverbial phrases.

1. After Andrea knew that her classmates did not trust her anymore, she decided to move to another town.

2. When Etty heard that she won the Mathematic Olympiad, she called her parents.

3. Because she had always been interested in sports, Tirta became a loyal supporter of the football team.

4. Although he was hurt, Hasan managed to smile.

5. Before he answered the phone, Tomi grabbed a pencil and notepad.

6. After she had finished doing her homework, Siti went to the gym.

7. While I was away in college, I stayed with my roommate's family during one spring break.

8. When Wahyu goes out of town, Wahyu calls his son and daughter to check if they are fine.

9. Although Jono was impressed by the bravery of his son, Jono had harsh words for him.

10. After they sang two songs, the personnel of SMASH danced energetically.

H



SPEAKING

Task 1:

Work with a partner to discuss the important events in Cut Nyak Dhien's life. Use these questions to help you make notes. Then, take turns retelling the biography of Cut Nyak Dhien by using your notes.

1. Who was Cut Nyak Dhien?
2. Where did she live?
3. Who were her parents?
4. What important events do you remember?

Task 2:

Role Play

Work in groups of 4: 1) Choose a fragment from Cut Nyak Dhien's life, 2) Write a scenario and decide who plays what, 3) Role play your scenario for a maximum of 10 minutes.



WRITING

Collaborative Biographical Recount Writing

Your teacher will assign you to sit in a big circle and ask you to write a biographical recount collaboratively with your classmates. Follow her/his instructions:

Step	Details
Step 1	<ul style="list-style-type: none">• Prepare a piece of paper. Choose a famous person you like.• Write a sentence to start your writing. Don't forget to include a topic and a controlling idea in your sentence. See the first sentence in the reading text as an example.• Give your paper to your classmate on your right and get another piece of paper from your classmate on your left.• Read your classmate's sentence. Continue writing another sentence. Try to connect your sentence and your classmate's. Then, give the paper to your classmate on your right.• Continue the activities until your paper arrives back to you.

Step 2	<ul style="list-style-type: none"> Read the recount that you've written with your classmates. What do you think? What's good and not good about it?
Step 3	<ul style="list-style-type: none"> Rewrite your biographical recount. Try to use adverbial phrases that you just learned. Use the following table to help you.



REFLECTION

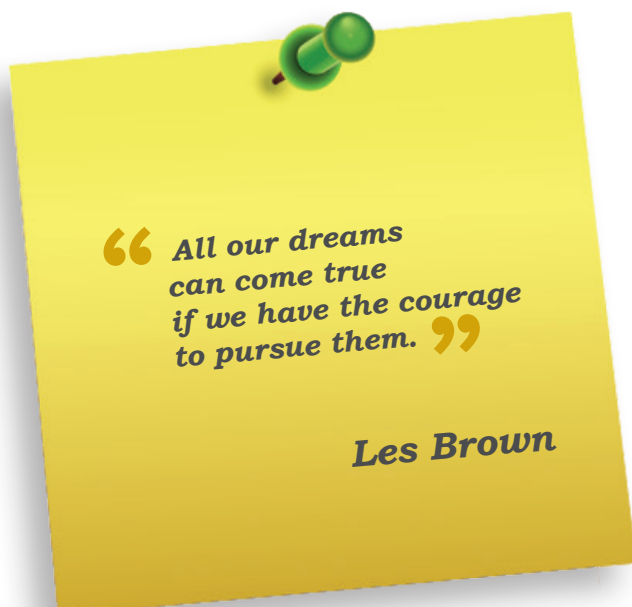
At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. Do you know how to tell or write a biographical recount?
2. Do you give information about who, where, and when at the beginning?
3. Do you tell or write the events in the order they happened?
4. Do you have personal comments to end the biographical recount?
5. Can you explain the function of a recount text?
6. Where do you think you can find a recount text?



FURTHER ACTIVITIES

Read more biographies of female famous people. Then identify what plan you will do to imitate their success.



Chapter 12

Issumboshi



Source: Dokumen Kemdikbud
Picture 12.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 11, siswa diharapkan mampu:

1. Menjelaskan tujuan komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.
2. Menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.
3. Menceritakan legenda rakyat secara lisan dan tertulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.



WARMER

STORY TELLING

Your teacher will read you a familiar story.

Use the following headings to discuss the story.

- When did the story happen?
- Who are the characters?
- Where did the story take place?
- What is the problem (complication)?
- What is the ending (resolution)?



VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmates'.

couple (*noun*)
gift (*noun*)
raise (*verb*)
bully (*verb*)
respectable (*adjective*)
anchor (*verb*)
retainer (*noun*)
stab (*verb*)
worship (*verb*)
demon (*noun*)



terhormat
bersembahyang; beribadah
jin
menikam
membesarkan
hadiah
berlabuh
pelayan
pasangan
mengolok-olok



PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

couple	: / 'kʌp ə l /
gift	: / gɪft /
raise	: / reɪz /
bully	: / 'bʊli /

respectable	: / rɪ'spektəb ə l /
anchor	: / 'æŋkər /
retainer	: / rɪ'teɪnər /
stab	: / stæb /
worship	: / 'wɜːʃɪp /
demon	: / 'diːmən /



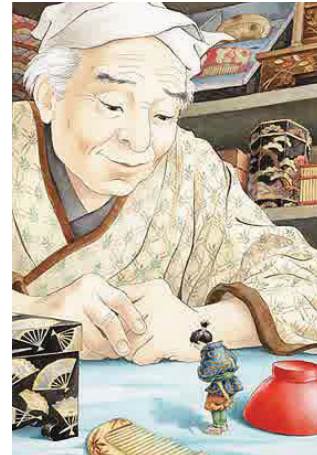
READING COMPREHENSION

Task 1:

Read the text carefully.

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.

One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!"



Source: http://2.bp.blogspot.com/-t7R0kv6itAs/VVy47i9CqyI/AAAAAAAAADk/0BI7mv0bwTk/s1600/IMG_20150520_232408.jpg
Picture 12.2

They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!"

"We will call this child 'Issumboshi,'" they said.

They raised Issumboshi with much care, but Issumboshi never grew bigger.

"Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.

Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said.

One day, Issumboshi said, "I will go to the capital to study and become a respectable person. Then I will come back." Grandfather and Grandmother were worried about him, but Issumboshi's mind would not be changed. At once they began to prepare for his trip.

Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits.

"I'm going now," Issumboshi said.

"Is he safe? With such a small body?" Grandfather and Grandmother asked as they saw him off.

Issumboshi went on the trip with a big wish in a small body.

... ..

At last Issumboshi reached the capital city and anchored under the bridge. Then he climbed up to the railing and viewed the town.

"There is a fine palace over there. I shall ask them at once."

At long last Issumboshi arrived at the palace.

"Excuse me, but I want to meet the feudal lord."

The lord came to the door, "What? Who's there?"

"Here I am, at your feet."

"Oh. How small! Why do you want to meet me?"

"Please let me be your retainer."

"I wonder if your very small body can do anything."

"I'll stay in your pocket and guard you from all harm." When Issumboshi said so, a bee came buzzing by. "Yhaa!" Issumboshi yelled, stabbing the bee.

"Bravo! I employ you. It would be good if you became the Princess's man."



Source: <https://goukanatokoro.files.wordpress.com/2012/04/snap027.jpg?w=523>

Picture 12.3

"Oh! What a cute fellow he is!" said the Princess, putting Issumboshi on her palm.

"I will defend you upon my life," said Issumboshi.

The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong.

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. "Help me!" she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demon's stomach. The demon rolled over and spat out Issumboshi.

Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer.

"Do you want me to stab your eyes, too?" Issumboshi asked.

"Please, don't. This is the magic hammer that will grant you a wish. I give it to you, so please spare me." And saying this, he ran off in a hurry.

"Thank you, Issumboshi. You have saved my life," the Princess said.

"Princess, please wave this magic hammer and make a wish that I may become big," said Issumboshi. The Princess waved it and asked, "May Issumboshi become big!"

And then, strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.

The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.

(Adapted from Japanese Fairy Tales, 1987)

Task 2:

Create as many questions as you can based on the story. Use question words such as *who*, *when*, *where*, *why*, *how*. Then, exchange your questions with a classmate sitting next to you. Discuss them together.

Example:

1. Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest.
Where did the old couple live?

Task 4:

In the story there are also words that tell us what happen. These words are doing words (verbs). They tell us what the characters do. Thinking verbs are verbs that describe how the characters feel or what the characters think. Find the doing and thinking verbs in the story. List them in the following table.

Doing Verbs	Thinking Verbs
lived	(must) be



POINTS TO PONDER

If you have a friend with disadvantaged physical or psychological conditions, would you not befriend with him/her? Would you laugh at him/her? What should you do? Why?



VOCABULARY EXERCISE

Complete the following sentences using the words in the box.

couple	gift	raised
bullying	respectable	anchor
retainer	stabbed	worship
demon		

1. The newly-married _____ have just moved into the new house.
2. I feel thankful for the way my parents have _____ me.
3. The school has a very excellent program to stop _____.
4. The children were very frightened when there was a _____ in the story they were watching on television.
5. This is the most precious _____ that Nina has ever received from her parents.
6. Many big ferries of domestic as well as overseas companies _____ at Tanjung Perak every day.
7. Ancient people sometimes used very big trees to _____.
8. Issumboshi then became the princess's _____.
9. The police found the dead man in the apartment. They suspected that thieves had _____ him.
10. Mr. Muslih is a very _____ village head. He seems to be in control of the village matters.



TEXT STRUCTURE

The text about Issumboshi is narrative. Narratives are told or written using this text structure: orientation, complication, and resolution.

THINK-PAIR-SHARE

Task 1:

Individually, complete the following chart to find out the structure of the story about Issumboshi.

Parts of the Story	Details
The beginning of the story (Orientation)	Who, When, Where:
The problem in the story (Complication)	
The ending of the story (Resolution)	

Task 2:

Work in pairs to discuss the result of your work in Task 1, and then share it with the class.



GRAMMAR REVIEW

Reported Speech (Indirect Speech)

Task 1:

Study the following pairs of sentences carefully.

1. a. "We will call this child 'Issumboshi,'" the old couple said. (*direct speech*)
b. The old couple said that they would call that child 'Issumboshi'. (*reported speech*)
2. a. Issumboshi told the grandparents, "I will go to the capital to study." (*direct speech*)
b. Issumboshi told the grandparents that he would go to the capital to study. (*reported speech*)
3. a. "I'm going now," Issumboshi said. (*direct speech*)
b. Issumboshi said that he was going then. (*reported speech*)
4. a. "There is a fine palace over there," Issumboshi said. (*direct speech*)
b. Issumboshi said that there was a fine palace over there. (*reported speech*)
5. a. Issumboshi said, "I want to meet the feudal lord." (*direct speech*)
b. Issumboshi said that he wanted to meet the feudal lord. (*reported speech*)

Compare:

Direct Speech	The old couple	said	"We	will call	this child	'Issumboshi'.
Reported Speech	The old couple	said that	they	would call	that child	'Issumboshi'.

Compare:

Direct Speech	Issumboshi	told the grandparents	"I	will go to the capital	to study."
Reported Speech	Issumboshi	told the grandparents that	he	would go to the capital	to study.

Task 2:

Put the following direct sentences into reported speech.

1. a. Issumboshi said to the princess, "I'll stay in your pocket and guard you from all harm."
b. _____
2. a. The lord said, "I'll employ you."
b. _____
3. a. Issumboshi told the princess, "I'll defend you upon my life."
b. _____
4. a. The demon said, "This magic hammer will grant you a wish."
b. _____
5. a. The demon said to Issumboshi, "I give this magic hammer to you."
b. _____
6. a. John said, "I am feeling ill."
b. _____
7. a. Bob told me, "Dan works very hard."
b. _____
8. a. Riana said, "I don't have any brothers or sisters."
b. _____
9. a. Fadhil told me, "Sarah has a very well-paid job."
b. _____
10. a. Tika said, "I don't like fish."
b. _____

11. a. The manager said to Santi, "I employ you."
b. _____
12. a. The teacher told the students, "You have to collect the assignment on November 10."
b. _____
13. a. Rudi said, "My mother is leaving for Jakarta soon."
b. _____
14. a. Sasha told Iman, "You need to plan the program carefully."
b. _____
15. a. Narti said, "The school is organizing a trip for the students of Year 10 only."
b. _____



SPEAKING

Read the story about Issumboshi again. Talk with a partner about what you would do with the magic hammer if you were the princess. Why would you do so?



WRITING

Task 1:

Fill in the blanks with appropriate words.

At once Grandfather and Grandmother began to _____ for Issumboshi's trip. Issumboshi was _____.

Issumboshi went on the trip with a big wish in a _____ body. At last Issumboshi reached the _____ city and anchored under the _____. Then he climbed up to the railing and viewed the town.

There was a fine _____ over there. At long last Issumboshi arrived at the _____. He wanted to meet the feudal _____. He wanted to become _____. The king wondered whether Issumboshi's small body could do _____.

Task 2

Have you ever written a story?

Imagine that you were Issumboshi. Write two diary entries, one is before and the other is after you leave home. Remember that you need to include information not only about your actions, but also about your thoughts and feelings.

Task 3:

This is the beginning part of a story about Kanchil. The text is not written properly. Edit the 15 words in the text so that the story makes sense.

Kanchil, the small and clever mousedear, had many enemies in the forest. fortunately, he was quick-witted, so that evry time his life was threatened, he managed to escape.

One of his greatest enemies was Crocodile, who lived in the rivr that bordered the forest. many times Crocodile had tryed to capture Kanchil. Crocodile was big, but he was not very clever. Kanchil was abel to trick him every time.

One day it was vry hot. There was no wind at all to refresh the thirsty plants and tres of the forest. it was in the middel of the dry season. For many weeks no rain had fallen, so the littel creeks where the small animals usd to drink had dried up. Kanchil was walking alone in the forest. he was very thirsty. He had walked a long way, looking for a brook where he could quench his thirt.

.....

Task 4:

Finishing the Story

- Discuss with your classmates the many possible problems (complication) following the beginning part above.
- Discuss with your classmates the many possible ways of ending the story.
- Write down the results of your discussion below to make a story about Kanchil of your own.



REFLECTION

At the end of this unit, ask yourself the following questions to know how effective your learning process is.

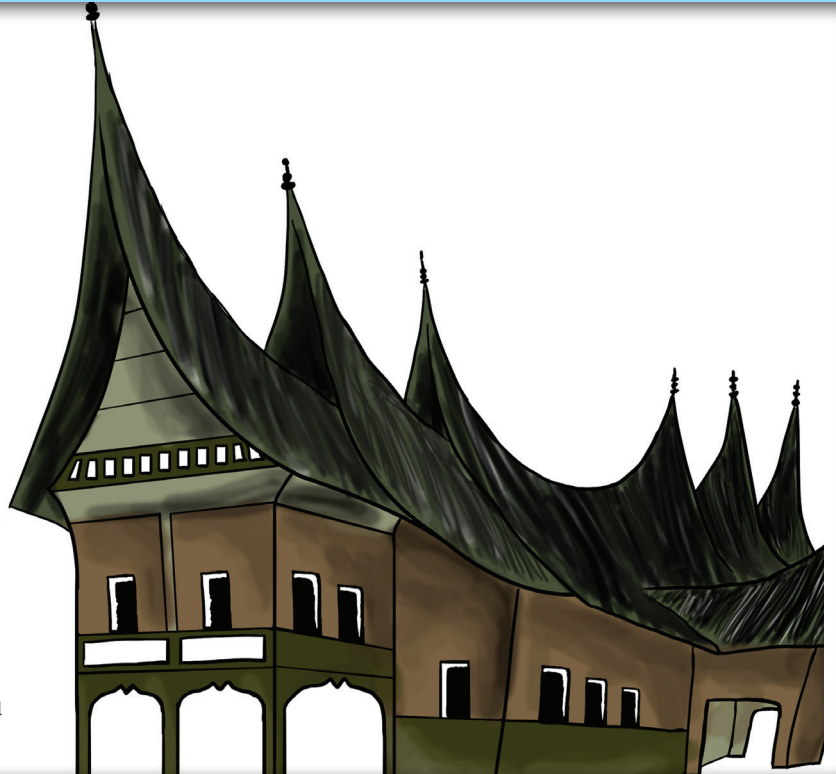
1. Do you know the function of each part of a story?
2. Do you know the impact of a dialog/direct speech in a story?
3. Can you write a story?

“ We don't see things
the way they are.
We see them
the way we are **”**

Talmud

Chapter 13

Malin Kundang



Source: Dokumen Kemdikbud
Picture 13.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 13, siswa diharapkan mampu:

1. Menjelaskan tujuan komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.
2. Menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.
3. Menceritakan legenda rakyat secara lisan dan tertulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.



WARMER

Look at the pictures below! Do you know who or where they are?
Discuss with your classmates!



Source: <http://www.kumpulansejarah.com/2012/10/sejarah-kisah-cerita-batu-malin-kundang.html>
Picture 13.2



Source: <http://mastreano15.blogspot.com/2012/04/rumah-gadang-rumah-adat-minangkabau.html>
Picture 13.3



Source: <http://www.pelaminanminang.com/>
Picture 13.4





VOCABULARY BUILDER

Match the words with the Indonesian equivalents. Compare your work to your classmate's.

live hard (<i>verb</i>)	mengenal
passed away (<i>verb</i>)	kaya raya
raided (<i>verb</i>)	hidup susah
pirates (<i>noun</i>)	mengingkari
bravery (<i>noun</i>)	menyerang
defeat (<i>verb</i>)	menghancurkan
wealthy (<i>adjective</i>)	membujuk
recognized (<i>verb</i>)	keberanian
merchant (<i>noun</i>)	mengutuk
denied (<i>verb</i>)	pedagang atau saudagar
pleaded (<i>verb</i>)	meninggal
cursed (<i>verb</i>)	bajak laut
wreck (<i>verb</i>)	mengalahkan



PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

live hard	: / lɪv hɑːrd /
passed away	: / pæsd ə'weɪ /
raided	: / 'reɪdɪd /
pirates	: / 'paɪərəts /
bravery	: / 'breɪvəri /
defeat	: / dɪ'fiːt /
wealthy	: / 'welθi /
recognized	: / 'rekəɡnaɪzd /
merchant	: / 'mɜːtʃ ə nt /
denied	: / dɪ'naɪd /
pleaded	: / pliːdɪd /
cursed	: / kɜːrsd /
wreck	: / rek /



READING

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

THE LEGEND OF MALIN KUNDANG

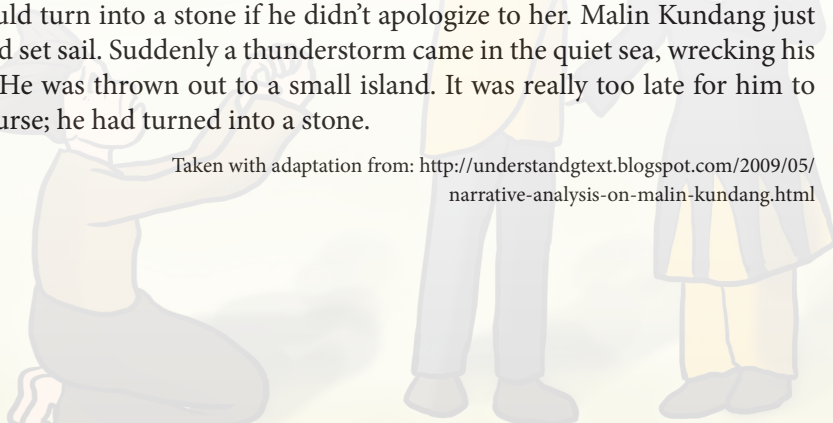
A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Taken with adaptation from: <http://understandgtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html>



COMPREHENSION QUESTIONS

1. Why did Malin Kundang and his mother have to live hard?
2. Give an example that Malin Kundang was a healthy, dilligent, and strong boy!
3. How did the merchant allow Malin Kundang to join him in the sail?
4. What happened many years after Malin Kundang join the sail?
5. How did the local people react when they saw Malin Kundang landing on the coast?
6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?
7. What made Malin Kundang's mother sad and angry?
8. What did she do when Malin Kundang denied that she was his mother?
9. How did the curse happen?
10. What is the moral of the story?

POINTS TO PONDER

- How should children behave to parents?
- Is there any religious teaching regarding this?



VOCABULARY EXERCISE

Complete the sentence using the words from the box. You may need to use more than one word for one sentence.

live hard	raided	pirate
bravery	defeat	wealthy
recognize	merchant	denied
pleaded	cursed	wrecked

1. Indonesian football team succeeded in AFC U-19 Championship. Our team _____ South Korean team.
2. In our national flag, white means purity and red means _____.
3. "Is that Anna?" "I can't _____ her. She looks different when she's wearing *kebaya* and *sanggul*."

4. The thief _____ stealing the motorcycle when he was interviewed in the police station.
5. Captain Hook is the character of a famous _____ in the story of Peter Pan.
6. In the past, _____ took their trading goods around the country using sailing boat.
7. Some people in big cities have to _____ by collecting plastic bottles to sell in the recycling factories.
8. When the hive was hit by a stone, the bees _____ the boys with their stings.
9. The car was badly _____ in the highway accident. Unfortunately, there were many injured victims in the accident.
10. In the past, only children from _____ families could get proper education, while the poor were uneducated.



TEXT STRUCTURE

The text about Malin Kundang is narrative. Narratives are told or written using this text structure: orientation, complication, and resolution.

Task 1:

Discuss with a partner the answer to the following questions!

1. When and where did the story happen?

2. Who were involved in the story?

3. What event started the plot of the story?

4. What happened next?

5. What makes the problem in the story get more complicated?

6. What is the climax of the story?

7. Was there any resolution of the story?

8. Was there any conclusion or message of the story?

Task 2:

Write the result of your discussion in the table below. Use the information that you can find in the text “Malin Kundang”.

Parts of the text	Purposes	Summary from text
Orientation		
Complication		
Sequence of events		
Resolution		
Coda		

Task 3:

Compare your work with other pairs. Share the result with the class.



GRAMMAR REVIEW

SIMPLE PAST TENSE

Look at the excerpt from the text below. Pay attention to the words in the bold type and italic.

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away **when he was a baby**.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed and left his mother alone.

Many years later, Malin Kundang became wealthy. **When he was sailing on his trading journey**, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang.

Malin Kundang's mother ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. **When his mother came near him**, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. **After that** he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, she cursed Malin Kundang and he was thrown out to a small island and turned into a stone.

Task 1:

The words in the bold type are called the adverb of time i.e. adverbs to show the time signals of the events that happened in the past. Write the adverb of time that you see in the excerpt on the list below. Note that some adverbs of time are in the phrase form.

Example: a long time ago

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Task 2:

Now, try to find other adverbs of time for the simple past tense that you know.

Example: when I went to the village

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Task 3:

Write sentences with the adverbs of time you have from the previous section.

Example: Mia went to Surabaya with her mother last week.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



SPEAKING

1. Make groups of 8 members.
2. Read the text again. Prepare a simple performance.
3. Each student in the group is cast to be one character in the story.

student A	→	as Malin Kundang
student B	→	as Malin Kundang's wife
student C	→	as Malin Kundang's mother
student D	→	as the merchant
student E	→	as one of the ship crew
student F	→	as one of the ship crew
student G	→	as one of the local people
student H	→	as one of the local people
4. Discuss together the sentences that you will say when performing the Malin Kundang Story.



WRITING

Task 1:

Have you ever heard any legend in your local area? What is it about? Try to write an outline of the story by answering the questions below!

1. The story happened in _____ in _____.
2. The characters in the story were _____.
3. The story started (how/why) _____.
4. After that (what happened) _____.
5. The problem became more complicated (how/why) _____.
6. The climax of the story was _____.
7. The resolution of the story was _____.
8. The conclusion or message of the story was _____.

Task 2:

Write the outline into a paragraph in the space below.



Source: Dokumen Kemdikbud
Picture 13.5



REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

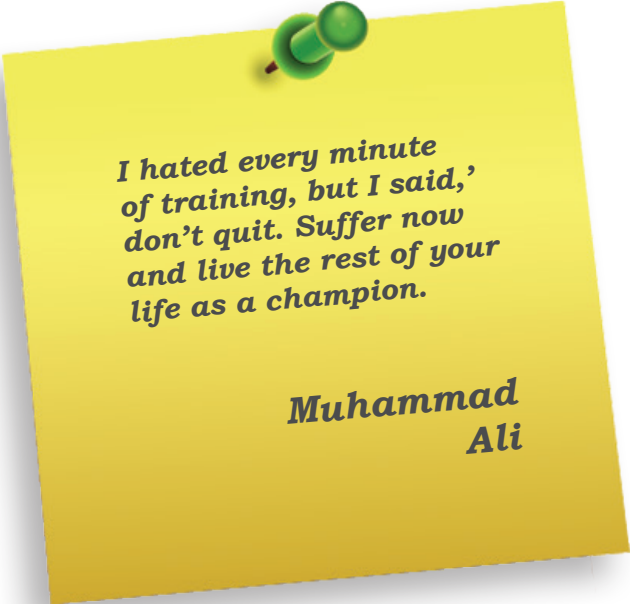
1. Do you comprehend the narrative text?
2. Do you know the type of language structure that you can use to tell a story/legend?
3. Can you tell or write a story/legend based on the structure of narrative text?

If your answer is 'no' to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to tell or write about a story/legend.



FURTHER ACTIVITIES

Independently, you can try to find stories of legends from many sources. For example, you can read from the books in the library or read legends from other countries from the Internet. Also, you can find some stories that are told in Youtube. Try to read and listen and enjoy them.



*I hated every minute
of training, but I said,
'don't quit. Suffer now
and live the rest of your
life as a champion.*

**Muhammad
Ali**

Chapter 14

Strong Wind



Source: <http://cdn.patch.com/users/21854731/2014/09/T800x600/5425873b177f7.jpg>
Picture 14.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 14, siswa diharapkan mampu:

1. Menjelaskan tujuan komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.
2. Menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya .
3. Menceritakan legenda rakyat secara lisan dan tertulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.



WARMER

PANTOMIME

Your teacher will tell you how to play this game. You have to guess what words that your teacher has shown you through a pantomime.



Source: Dokumen Kemdikbud
Picture 14.2

After you know how to play the game, your teacher will divide you into two groups to play the game. The group who can guess more words will be the winner.

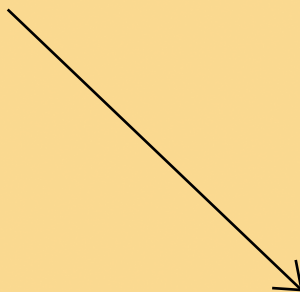


VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmate's.

a sled (*noun*)
gentle (*adjective*)
jealous (*adjective*)
rags (*noun*)
coals (*noun*)
remain (*verb*)
bow (*noun*)
burn (*verb*)
bowstring (*noun*)
turn into (*verb*)
tremble (*adjective*)
fear (*noun*)
meanness (*noun*)

arang
bergetar
lembut
kereta es
tali panah
membakar
baju lusuh
tetap
panah
mengubah
iri
kejahatan
ketakutan





PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

wind	: / wɪnd /
a warrior	: / ə 'wɔ:riər /
a sled	: / ə sled /
invisible	: / ɪn'vɪzəb ə l /
a rope	: / ə roʊp /
gentle	: / 'dʒentl /
jealous	: / 'dʒeləs /
rag	: / ræg /
coal	: / kəʊl /
remain	: / rɪ'meɪn /
bow	: / baʊ /
burn	: / bɜ:rn /
bowstring	: / baʊstrɪŋ /
turn into	: / tɜ:rn 'ɪntu: /
tremble	: / 'tremb ə l /
fear	: / fiə /
meanness	: / mi:nəs /



READING COMPREHENSION

Task 1:

Read the story and fill in the blanks with the following words: *tremble*, *lying*, *jealous*, *bow*, *long*, *fine*, *invisible*, *rope*, *gentle*, *rag*s.

STRONG WIND

Once there was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. Strong Wind was able to make himself _____ (1). His sister could see him, but no one else could. He had said he would marry the first woman who could see him as he came at the end of the day.

Many women came up to his tent to watch for him. When his sister saw him coming, she would ask, “Do you see him?”

Each girl would answer, “Oh, yes! I see him!”

Then Strong Wind’s sister would ask, “What is he pulling his sled with?”

And then the girls would answer, “with a _____ (2)” or “with a wooden pole.”

Then Strong Wind’s sister would know that they were lying, because their guesses were wrong.

A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind and beautiful, but her sisters were _____ (3) of her and treated her badly. They cut off her long black hair and they made her wear rags. They also burned her face with coals so that she would be ugly. They lied to their father that she did these things to herself. But she remained calm and _____ (4).

The two older sisters also went to try and see Strong Wind. When he was coming, Strong Wind’s sister asked them, “Do you see him?”

“Oh, yes! I see him!” Each of them answered.

“What is his bow made out of?” asked Strong Wind’s sister.

“Out of iron,” answered one. “Out of wood,” answered the other.

“You have not see him,” said Strong Wind’s sister.

Strong Wind himself heard them and knew that they had lied. They went into the tent, but still they could not see him. They went home very sad.

One day the youngest daughter went to try and see Strong Wind. She was wearing _____ (5), and burn covered her face. People laughed at her, but she kept going. When she got to Strong Wind’s tent she waited.

When Strong Wind was coming, his sister asked the girl, “Do you see him?”



Source: Dokumen Kemdikbud
Picture 14.3

“No,” the girl answered. “I don’t see him.”

Strong Wind’s sister was surprised because the girl had told the truth. “Now do you see him?” asked Strong Wind’s sister.

“Yes,” answered the girl. “Now, I do see him. He is very wonderful.”

“What is his _____ (6) made of?” asked Strong Wind’s sister.

“The rainbow,” answered the girl.

“And what is the bowstring made of?” asked Strong Wind’s sister.

“Of Stars,” answered the girl.

Then Strong Wind’s sister knew that the girl could really see him. He had let her see him because she had told the truth.

“You really have seen him,” said Strong Wind’s sister. Then the sister washed the girl, and all the burns went away. Her hair grew _____ (7) and black again. The sister dressed the girl in _____ (8) clothes. Strong Wind came and the girl became his wife.

The girl’s two older sisters were very angry, but Strong Wind turned them into aspen trees. Ever since that day, the leaves of the aspen tree always _____ (9) with fear wherever he comes near, because they know he remembers their _____ (10) and meanness.

(taken from ‘Using Folktales’ by Eric K. Taylor).

Task 2:

Answer the following questions:

1. Who is Strong Wind?
2. What was Strong Wind’s special capability?
3. How would Strong Wind’s sister know that the girls were lying?
4. Who burned the chief’s youngest daughter?
5. Who could see Strong Wind and how could she do that?
6. How did the chief’s youngest daughter regain her old face?
7. What did Strong Wind change into an aspen tree?
8. Did Strong Wind know that the chief’s elder daughters were rude to their youngest sister? Justify your answer.
9. Why did Strong Wind decide to have the chief’s youngest daughter as his wife?
10. If you were in the story, which role would you play? Why?



VOCABULARY EXERCISE

Complete the following sentences using the words in the box. If needed, you may change the parts of speech.

wind	warrior	sled
invisible	rope	gentle
jealous	rags	coals
remain	mean	bowstring
seated	tremble	fear

1. The poor peasants wear _____ every day.
2. You may not feel _____ of somebody else's wealth.
3. Coming home, her _____ body made us anxious to know what had happened.
4. Remain _____ although your name is called for hundred times.
5. She is always _____ to me. I don't know why.
6. The _____ is elastic. It can stretch as long as 60 centimetres.
7. She _____ to speak in her father's presence.
8. The great, fearless _____ fight for his beloved country.
9. They used _____ to pull the carts.
10. The _____ blew the young man's hat.
11. The _____ hand help her solve the chronic problem.
12. The _____ was pulled by two dogs.
13. The girl is _____ and beautiful.



TEXT STRUCTURE

Individually, complete the following chart to find out the structure of the story 'Strong Wind'.

Parts of Narrative	Purposes	Details
Setting and character	To introduce setting and character	<ul style="list-style-type: none">- There was a great warrior named Strong Wind.- He lived with his sister in a tent by the sea.- His sister could see him, but no one else could.- He would marry the first woman who could see him.
Conflict	To start the conflict	
Plot (action)		
Plot (rising action)		
Plot (climax)		
Plot (falling action)		



GRAMMAR REVIEW

THE PAST PERFECT TENSE

Look at these sentences taken from the reading text. Focus your attention on the verbs in italics.

1. He *had said* he would marry the first woman who could see him.
2. A chief lived in a village. His wife *had died*.
3. Strong Wind himself heard them and knew that they *had lied*.
4. Strong Wind's sister was surprised because the girl *had told* the truth.
5. Then Strong Wind's sister knew that the girl could really see him. *He had let* her see him because she had told the truth.

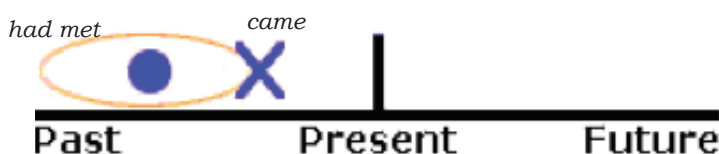
The use of Past Perfect:

1. Completed Action Before Something in the Past

The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Example:

I had met the beautiful girl before I came to this city.

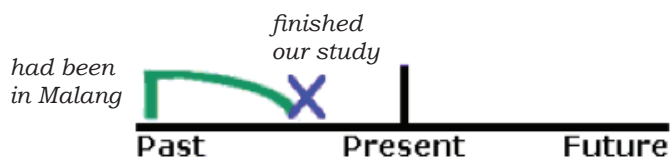


2. Duration before something in the Past (non-continuous verb)

The Past Perfect Tense can be used to show that something started in the past and continued up until another action in the past.

Example:

By the time we finished our study, we had been in Malang for five years.

**Task 1:****Grammar Exercise**

Read the following sentences and change the bracketed verbs into correct forms.

1. My plane landed at 8 pm yesterday. I _____ (ask) the hotel staff to pick me up at the airport.
2. John _____ (repair) many cars before he received his mechanic's license.
3. She _____ (never see) jackfruit before she came to Indonesia.
4. Marie _____ (feel) bad about selling her car because she _____ (own) it for ten years.
5. We _____ (understand) the movie because we _____ (read) the book about it.
6. Kamal _____ (study) about Germany before he _____ (go) there for his university education.
7. I did not have any money to buy food because I _____ (lose) my wallet.
8. Ahmad _____ (never be) to Mecca before last week trip to Masjidil Haram.
9. We could not get a hotel room last night because we _____ (not book) in advance.
10. We were not welcome by the family because we _____ (not make) a telephone call telling them that we would come last night.



SPEAKING

Task 1: Pair Work

Discuss with your classmates: 1) important stages in Strong Wind story. 2) discuss whether they have similar story to Strong Wind folktale.

Task 2: Writing a Script

Work in groups of 4: 1) choose a fragment from Strong Wind or other folktales you love to perform, 2) write a scenario and decide who plays what.



Source: http://1.bp.blogspot.com/-Nj2ervYk2zM/VUBDy_mXZeI/AAAAAAAAACA/CZi7sSpXoTM/s1600/cip2.jpg
Picture 14.4

Task 3: Role play

In your groups, do the following: 1) rehearse for your performance, 2) perform in the class for maximum of 10 minutes.



WRITING



Source: <http://icexams.ru/images/meeting2.gif>
Picture 14.5

Collaborative Story Writing

Your teacher will assign you to sit in a big circle and ask you to write a story collaboratively with your classmates. Follow her/his instructions:

Step 1:

- Prepare a piece of paper. Choose a story to write.
- Write a sentence to start your story. Think of a sentence that can be easily continued by your classmate.
- Give your paper to your classmate on your right and get another piece of paper from your classmate on your left.
- Read your classmate's sentence. Continue writing another sentence. Try to connect your sentence and your classmate's. Then, give the paper to your classmate on your right.
- Continue the activities until your paper arrives back to you.

Step 2:

- Read the story that you've written with your classmates. What do you think? What's good and not good about it?

Step 3:

- Rewrite your story. Don't forget to include connecting words and phrases. Use clear references, too.



REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

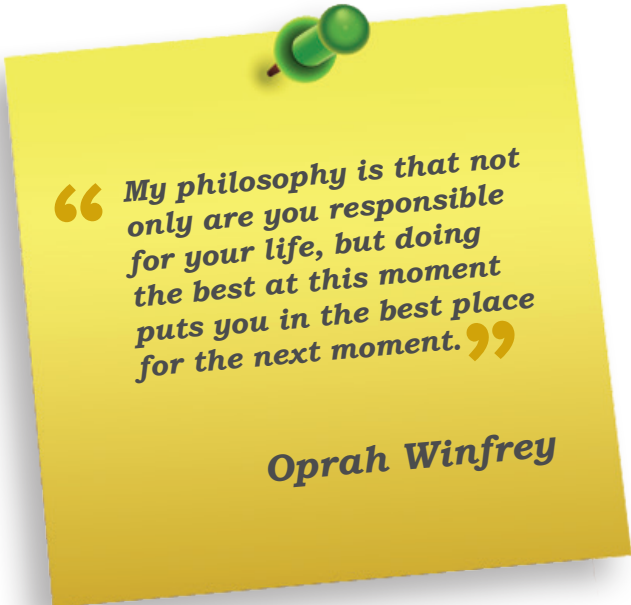
1. Have you been able to understand the structure of a story?
2. Can you write a short story?

If your answer is 'no' to one of these questions, see your teacher and discuss with him/her on how to make you understand and able to talk about a song.



FURTHER ACTIVITIES

Read other stories available in your school library. You can also read them from the internet.



“ My philosophy is that not only are you responsible for your life, but doing the best at this moment puts you in the best place for the next moment. ”

Oprah Winfrey

Chapter 15

You've Got a Friend



Source: Dokumen Kemdikbud
Picture 15.1

Tujuan Pembelajaran:

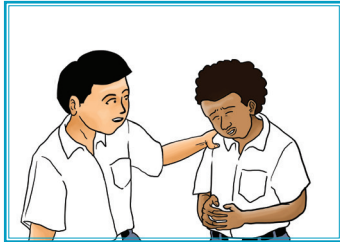
Setelah mempelajari Bab 15, siswa diharapkan mampu:

1. Menerangkan tujuan komunikasi dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.
2. Menjelaskan isi lirik lagu yang berkaitan dengan kehidupan remaja SMA/MA/SMK/MAK dengan memperhatikan tujuan komunikasi, unsur kebahasaan, dan konteks lagu.



WARMER

Look at the pictures below. List any words that are related to the picture. Then, make a short description of the picture.



Source: Dokumen Kemdikbud
Picture 15.2



Source: Dokumen Kemdikbud
Picture 15.3



Source: Dokumen Kemdikbud
Picture 15.4

Word list:

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



VOCABULARY BUILDER

Task 1:

Complete the gaps with the appropriate letters to make up good English words. You can use the description on the right column as a hint.

T_O_BL_D	= down, sad
A H_L_ING _A_D	= aid
BE_O_NG R_G_T	= well
B_IG_TE_UP	= cheer up
C_L_O_T	= say someone's name
C_M_R_N_ING	= come quickly
WI_T_R	= time when it is cold
S_R_NG	= time when flowers begin to bloom
S_M_ER	= time when it is hot
FA_L	= time when leaves fall to the ground
KE_P_O_R H_AD T_GE_H_R	= stay calm
O_T L_U_	= clear
A_N'T	= isn't/aren't

Task 2:

Look at the words again. Do you know the meaning? You can check your dictionary to look up the Indonesian meaning for the words.



PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

troubled	: / 'trəbəld /
a helping hand	: / ei 'hɛlpɪŋ hænd /
be going right	: / bi'gəʊɪŋ raɪt /
brighten up	: / 'braɪtn əp /
call out	: / 'kɒl ,aʊt /
come running	: / kəm 'rɛnɪŋ /
winter	: / 'wɪn(t)ər /
spring	: / sprɪŋ /
summer	: / 'sɜmə /
fall	: / fɒl /
keep your head together	: / kɪp jə(ə)r hed tə'gɛðər /
out loud	: / aʊt laʊd /
ain't	: / eɪnt /



LISTENING TO A SONG

Listen to the following song. You can connect to the following link in the internet:

http://mp3skull.com/mp3/you_ve_got_a_friend_james_taylor.html

While listening, fill in the gaps with the words that you hear in the song.

“You’ve Got A Friend”

When you’re _____ and _____
And you need a _____
And nothing, nothing is going right
Close your eyes and think of me
And soon I will be there
To _____ even your darkest night

You just _____ my name
And you know wherever I am
I’ll _____ to see you again
_____, _____, _____ or

All you have to do is call
And I’ll be there, yeah, yeah, yeah.
You’ve got a _____

If the _____ above you
Should _____ and full of

And that old north wind should begin to blow
Keep your head _____
And call my name _____ yeah
Soon I’ll be knocking upon your door

You just _____ my name
And you know wherever I am
I’ll _____, oh yes I will
To see you again
_____, _____, _____ or

All you have to do is call
And I'll be there, yeah, yeah, yeah.

_____ it good to know that you've got a friend
When people can be so _____
They'll hurt you, and _____ you
And take your soul if you let them
Oh yeah, but don't you let them

You just _____ my name
And you know wherever I am
I'll _____ to see you again
_____, _____, _____ or

All you have to do is call
And I'll be there, yes I will.

You've got a _____
You just _____ my name
And you know wherever I am
I'll _____ to see you again (oh baby
don't you know)
_____, _____, _____ or

All you have to do is call
Lord, I'll be there yes I will.
You've got a _____

Oh, you've got a _____.
_____ it good to know you've got a
_____.
_____ it good to know you've got a
_____.
You've got a _____.

Now, check the complete lyrics by connecting to the following link :
<http://www.youtube.com/watch?v=trEwDejTKRY>.

After that, you can sing the song together with your classmates.

COMPREHENSION QUESTIONS

1. What does the first verse of the song talk about? Say it in one sentence.
2. In your opinion, what does “*To brighten up even your darkest night*” mean?
3. Why does the writer mention four seasons i.e. *winter, spring, summer or fall* in the song?
4. What does this verse mean? Say it in one sentence.

*If the sky above you
Should turn dark and full of clouds
And that old north wind should begin to blow
Keep your head together
And call my name out loud, yeah
Soon I'll be knocking upon your door*

5. Which verse is repeated in the song? Why?
6. What is “*ain't*”? Can you find the synonym of *ain't*?
7. In general, what is the song about?
8. What is your opinion about the song?



VOCABULARY EXERCISE

Complete the sentence using the words from the box. You may need to use more than one word for one sentence.

down	troubled	a helping hand
brighten up	call out	come running
winter	spring	summer
fall	turn dark	out loud
ain't	cold	keep your head together

1. It was bright and sunny this morning, but now the sky _____ . I think it's going to rain.

2. I can't hear you. Can you say it _____?
3. I was walking home near the park when I saw a boy fell off his bike, so I _____ to help him.
4. There are four seasons in subtropical countries, they are _____, _____, _____ and _____.
5. If you put one more lamp in the corner, it will _____ the room.
6. Lyla is my best friend, she is always there for me when I need _____.
7. When you have a problem, you should _____ . Everything will be okay.
8. If you don't know how to use the computer, _____ the operator. He will help you.
9. She is unfriendly and _____. Probably that's why she doesn't have too many friends.
10. There are times when we are _____ and _____. In these situations, friends can be very helpful.



PARAPHRASING

Paraphrasing is telling or writing the meaning of an expression in different words but still keeping the same meaning. Look at the verses from the song again. Do you know their meanings? Write them in the form of sentences!

No.	Verses	Paraphrasing
1.	When you're down and troubled And you need a helping hand And nothing, nothing is going right Close your eyes and think of me And soon I will be there	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

	To brighten up even your darkest night	
2.	<p>You just call out my name And you know wherever I am I'll come running to see you again Winter, spring, summer or fall All you have to do is call And I'll be there, yeah, yeah, yeah You've got a friend</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3.	<p>If the sky above you Should turn dark and full of clouds And that old north wind should begin to blow Keep your head together And call my name out loud yeah Soon I'll be knocking upon your door</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4.	<p>Ain't it good to know that you've got a friend When people can be so cold They'll hurt you, and desert you And take your soul if you let them</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



MAKING POEMS

Task 1:

Look at the lyrics of the song again. Do you think they are beautiful? Song may look like poems. Now, you are going to create your own poems. First of all, write poems about the given topics. Then, you can make up poems from the topic of your choice. Write on the given lines.

1. Topic: friend/best friend

2. Topic: mother/teacher

3. Topic: beautiful morning and how you feel.

4. Topic: (your choice)

Task 2:

Read one of your poems in front of the class.



WRITING

Task 1:

Look at the lyric of “You’ve got a friend” at the beginning section of this unit. Write the meanings of the song based on the lyric in the form of a paragraph.

Task 2:

Now, think about your favorite song! What is the song about? Write a short description of your favorite song below!



SPEAKING

GUESSING GAMES: What song?

1. Work in pairs.
2. With your partner, prepare three hints for other pairs to guess what is the title of the song that you have. The hints can be in the form of:
 - a. A short description of the meaning of a song.
 - b. The name of the singer.
 - c. The tune of the verse.
3. Take turn with other pairs to do the game.



REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.


1. Have you been able to understand the meaning of the song?
2. Can you describe the meaning of your own favorite song?
3. Can you make a short description of songs?

If your answer is 'no' to one of these questions, see your teacher and discuss with him/her on how to make you understand and able to talk about a song.



FURTHER ACTIVITIES

Listen to any songs in English that you like. Try to catch the words in the song while you are listening to them. You can take a note on the words that you hear. Also, try to understand the meaning of the songs.



**“ Accept responsibility
for your life.
Know that it is you
who will get you
where you want to go,
no one else. ”**

Les Brown

GLOSARY

a first-come basis (noun)	: berdasar (pendaftar) yang dulu
a helping hand	: aid
a meet-and-greet event	: fan meeting
Achievement (noun)	: prestasi / pencapaian
(be) adorned	: akan menghiasi
advance (verb)	: bergerak maju
ain't	: isn't/aren't
amazing	: wonderful
amazing	: mengagumkan
anchor (verb)	: berlabuh
anger (verb)	: membuat marah
appearance (noun)	: penampakan, penampilan
appreciation (noun)	: penghargaan
approval (noun)	: persetujuan
aristocratic	: bangsawan
assault	: menyerang
attend school	: bersekolah
attractions (noun)	: pertunjukan/tempat menarik
autograph	: signature
betray	: melawan
(be) betrayed (verb)	: ter/dikhianati
blouse (noun)	: blus, kemeja wanita
bow (noun)	: panah
bowstring (noun)	: tali panah
bravery	: keberanian
Breathtaking	: yg mendebarkan hati
breeze	: angin sepoi-sepoi
brighten up	: cheer up
bully (verb)	: mengolok-olok
burn (verb)	: membakar
call out	: say someone's name
cancel (verb)	: membatalkan
casualties (noun)	: korban
celebrate (verb)	: merayakan
charm (noun)	: pesona
coals (noun)	: arang
coem running	: come quickly
commuter train	: kereta komuter
content (noun)	: isi
cool/awesome	: keren
couple (noun)	: pasangan
crash	: jatuh
cross (verb)	: melewati/melintasi
crowd	: a lot of people
cursed	: mengutuk
declare	: mengumumkan
defeat	: mengalahkan

defiant (adjective)	: menantang
demon (noun)	: jin
denied	: mengingkari
descent (noun)	: keturunan
design	: rancangan
destination	: tujuan
distant	: jauh
drop (verb)	: menjatuhkan
dusk (adverb)	: petang
ecotourism	: ekoturisme
encouragement (noun)	: penyemangat
enormous	: sangat besar
en-pal	: sahabat pena
Epitome	: lambang
establish	: mendirikan
evacuate	: evakuasi
ex-captive	: bekas tangkapan
excited	: very happy
exhilarating (adjective)	: mendebarkan, mengasyikkan
experiment	: percobaan
fall	: time when leaves fall to the ground
false	: palsu
fear (noun)	: ketakutan
flight	: penerbangan
friendly	: get along
gentle (adjective)	: lembut
gift (noun)	: hadiah
glider	: pesawat peluncur
(be) going right	: well
gorge (noun)	: jurang
gorgeous (adjective)	: [informal] indah, atraktif
guerrilla forces	: tentara perang gerilya
half (sister/brother)	: saudara tiri
hamper (verb)	: memperlambat
heart	: pusat/inti
helicopter	: helikopter
hit by lightning	: surprised
holy War	: perang suci (jihad)
house (verb)	: merumahkan
illuminated (adjective)	: berkilauan
impressive	: mengesankan
in accordance with (noun)	: sesuai dengan
(be) into	: sangat menyukai
Inlaid	: yang bertatahkan/berhiaskan
inspiration	: inspirasi
interested	: tertarik
Intricate	: rumit
invention	: penemuan
inventors	: penemu
jealous (adjective)	: iri
keep your head together	: stay calm

kites	: layang-layang
leaflet (noun)	: selebaran
live hard	: hidup susah
lobby	: waiting room
magnificent	: luar biasa
Majestically	: dengan anggun
martyred	: mati syahid
Mausoleum	: kuburan orang istimewa
meanness (noun)	: kejahatan
memorabilia	: merchandise
merchant	: pedagang atau saudagar
militia (noun)	: kelompok pejuang
mist (noun)	: kabut
mother tongue	: bahasa pertama
nervous	: anxious
octagonal	: bersegi delapan
out loud	: clear
passed away	: meninggal
peninsula	: tanjung
pirates	: bajak laut
pleaded	: membujuk
plunge (verb)	: tercebur
pounding (adjective)	: yang menghantam
preservation (noun)	: pelestarian
preservation	: pelestarian
proceed (verb)	: menindaklanjuti
rags (noun)	: baju lusuh
raided	: menyerang
raise (verb)	: membesarkan
rally (verb)	: berkumpul untuk mendukung
reacquainted (verb)	: berteman kembali
reclaim	: merebut kembali
recognized	: mengenali
registration fee (noun)	: biaya pendaftaran
reinforcement (noun)	: kekuatan militer
release (verb)	: menerbitkan
relinquishing (verb)	: meninggalkan/menyerahkan
remain (verb)	: tetap
remembrance (noun)	: peringatan
reserved (adjective)	: dipesan
resignation (noun)	: pengunduran diri
resist	: melawan
respectable (adjective)	: terhormat
respectively (adverb)	: secara berurutan
retainer (noun)	: pelayan
retirement (noun)	: pensiun
rubber band	: karet gelang
run	: mengelola
sanctuary (noun)	: penangkaran
sang along	: sing together
scenic (adjective)	: indah

settled in (verb)	: menetap, tinggal
shed tears	: menumpahkan air mata
showed up	: come or arrive
sick leave (noun)	: cuti sakit
siege (verb)	: mengepung
skirt (noun)	: rok
sled (noun)	: kereta es/sluncur
Slender	: ramping
snout	: hidung (binatang)
soaked (adjective)	: terendam
soften	: melunakkan
sound	: nampaknya
speechless	: can't say a word
spring	: time when flowers begin to bloom
stab (verb)	: menikam
stadium (noun)	: stadion
summer	: time when it is hot
surrender (verb)	: menyerahkan
surrender	: menyerah
sworn in (verb)	: disumpah
terrific (adjective)	: [informal] sangat bagus
Tinge	: mewarnai sedikit
Tomb	: makam
tool	: alat
treason	: perlawanan/kudeta
tremble (adjective)	: bergetar
tremendous (adjective)	: banyak; luar biasa
troubled	: down, sad
turn into (verb)	: mengubah
unforeseen (adjective)	: tidak terduga
unlike	: tidak seperti
unreal	: unbelievable
was exiled	: diasingkan
was renowned	: terkenal
waterproof (adjective)	: tahan air
waved	: move
wealthy	: kaya raya
weaponry (noun)	: persenjataan
winter	: time when it is cold
worship (verb)	: bersembahyang; beribadah
wreck	: menghancurkan

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Bidang Keahlian: Pendidikan/Pengajaran Bahasa Inggris



■ Riwayat pekerjaan/profesi dalam 10 tahun terakhir:

1. 2000 – sekarang : Dosen pada Jurusan Sastra Inggris, Fakultas Adab dan Humaniora, UIN Sunan Ampel Surabaya, Indonesia.
2. 2014 – sekarang : Teacher Trainer & Consultant, Innovative Learning Center.
3. 2010 – sekarang : Teacher Trainer, the British Council.
4. 2008 – 2010 : Master Trainer, LAPIS-ELTIS.

■ Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. Non Gelar: Human Resource Management (H.H.Humphrey Fellowship Program), University of Minnesota, AS (2011–2012)
2. Non Gelar: In-service Certificate in English Language Teaching (ICELT), ESOL Examinations, University of Cambridge (Jul – Dec 2007)
3. S3: Pendidikan Bahasa Inggris, Universitas Negeri Malang (2001-2006)
4. S2: Pendidikan Bahasa Inggris, IKIP MALANG (1996-1999)
5. S1: Pendidikan Bahasa Inggris, IKIP MALANG (1991-1996)

■ Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Fun Activities: Cara Asik belajar bahasa Asing (2013).
2. Language Games: Belajar Bahasa Asing dengan Gembira (2012)
3. Teaching English Joyfully (2012).
4. Setting up your classroom lay out. Dalam A. K. Hakim & M. Syaifuddin (Eds.), Serba-serbi pengajaran bahasa: Buku 2. (pp.23-36). (2010).
5. Kiat sukses meningkatkan skor dalam tes proficiency (2008).
6. Bermain bersama batita: Cara efektif mengembangkan kemampuan bahasa & komunikasi (2008).
7. Menanamkan kemampuan bahasa & komunikasi (usia 13-24 bulan) (2007).
8. English for Islamic Studies (2006).
9. Guide for the English teachers at Islamic institutes (2006).

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

1. African American English (AAE) and slang used by Jim and Huck Finn in The Adventures of Huckleberry Finn (2014).
2. Mitigated disagreements among Indonesian doctorate students in an academic setting. (2012).
3. Promoting harmony during disagreements: A portrait of adult discussions in the Indonesian context (2012).

4. Incorporating Islamic messages in the English teaching in the Indonesian context. (2012).
5. Responses to disagreements in academic discussions (2012).
6. A speech act analysis of Jane Eyre (2011).
7. English language training for Islamic schools (ELTIS): Trainees' outlook (2010).
8. Equality issues in ELTIS training materials. (2009).
9. English language training for Islamic schools (ELTIS) (2007).
10. Verbal disagreeing strategies and responses in the doctorate classroom discussion context at the State University of Malang (2006).

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■ **Riwayat pekerjaan/profesi dalam 10 tahun terakhir:**

1. 1990 – sekarang: dosen Universitas Negeri Malang

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

1. S3: Pendidikan Bahasa Inggris - Universitas Negeri Malang
2. S2: Educational Theories and Practices, Ohio State University
3. S1: Pendidikan Bahasa Inggris

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

1. Buku Teks Teks Pelajaran Bahasa Inggris untuk SMA kelas 10 dan 12.

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

1. The Teaching of English Preparing Students for English National Examination: A Washback Study.

■ **Informasi Lain dari Penulis:**

Membantu USAID mengembangkan modul pelatihan guru dan melatih guru (2013-2016). Sebagai instruktur nasional Kurikulum 2013.

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■ **Riwayat pekerjaan/profesi dalam 10 tahun terakhir:**

1. 1990 – sekarang: Dosen di Fakultas Sastra Universitas Negeri Malang
2. 2004 – sekarang: Dosen di Pascasarjana Universitas Negeri Malang

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

1. S3: Faculty of Education, TESOL, Monash University, Australia (2001 – 2004)
2. S2: Institute of Education, Language in Primary Education, University of London, Inggris (1995 – 1996)
3. S1: Fakultas Pendidikan Bahasa dan Seni, Jurusan Pendidikan bahasa Inggris, IKIP MALANG (1984 – 1989)

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

1. Bahasa Inggris Kelas X dan Kelas XII untuk Kurikulum 2013. 2014 – 2015. Kemendikbud; Jakarta.
2. Integrating Environmental Education into a Genre-Based EFL Writing Class. English Teaching Forum, 52(4): 20 – 27. ISSN 1559 – 6621 (online)
3. Pembelajaran Menulis Bahasa Inggris: Prinsip-prinsip Dasar dan Contoh Pelaksanannya. 2013. Bayumedia Publishing; Malang. ISBN 978-602-284-002-2
4. C-Smile, COCA, and BNC: A Focus on Amplifiers and Adjective Collocations. 2014. The Southeast Asian Journal of English Language Studies, 21(2): 73 – 87.
5. Teacher Professional Education in Indonesia and ASEAN 2015: Lessons Learned from English Language Teacher Education Programs. Dalam Richmond Stroupe & Kelly Kimura. (Eds.). Integration and the Role of English Language Teaching (Special Edition) (halaman 121-148). Phnom Penh: IDP Education (Cambodia) Ltd.

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

1. Implementasi Pembelajaran Membaca Menulis Terpadu melalui Buddy Journals untuk Meningkatkan Kemampuan Menulis Mahasiswa Jurusan Sastra Inggris (Ketua); Fakultas Sastra Universitas Negeri Malang; 2008
2. Pengembangan Paket Bahan Otodidak untuk Publikasi Internasional (Ketua); Penelitian Strategis Nasional, DP2M DIKTI; 2009 – 2010
3. Pengembangan Media Video Pembelajaran pada Matakuliah Methods of TEFL Program Magister Pendidikan Bahasa Inggris Pascasarjana Universitas Negeri Malang (Ketua); Penelitian Strategis Nasional, DP2M DIKTI; 2012 – 2013
4. Pembangunan dan Analisis Korpus Digital Wacana Akademik: Menuju Civitas Akademika yang Handal (Anggota); Penelitian Unggulan PT, DP2M DIKTI; 2013 – 2014
5. Pengembangan Peta Kurikulum Program Studi Pendidikan Bahasa Inggris Berstandar AUN-QA (ASEAN University Network Quality Assurance) dan Berbasis KKNI (Ketua); Penelitian Unggulan PT, DP2M Kemenristek DIKTI; 2015 – 2016

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Bidang Keahlian: Applied linguistics: Curriculum, Second Language
Acquisition, Grammar in Discourse

■ Riwayat pekerjaan/profesi dalam 10 tahun terakhir:

1. Dosen jurusan bahasa Inggris, FBS, Unnes: 1980 - sekarang
2. Language specialist, SEAMEO-RELC, Singapore (2008-2011)
3. Ketua Prodi Bhs. Inggris Program Pasca Sarjana, Unnes: 2004-2008

■ Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S3: Macquarie University Applied Linguistics 1994-1997
2. S2: Macquarie University Applied Linguistics 1991-1993
3. S1: IKIP Malang Pendidikan Bhs. Inggris 1977-1979
4. Sarjana Muda IKIP Malang Pendidikan Bhs. Inggris 1974-1976

■ Judul Buku yang pernah diedit (10 Tahun Terakhir):

1. 2014 Penelaahan Buku Ajar Bahasa Inggris SMA Kurikulum 2013
2. 2015-2016 Penelaahan Buku Ajar Bahasa Inggris SMA Kurikulum 2013
3. 2008 - sekarang Reviewer Jurnal Internasional RELC, Singapura
4. 2010-2011 Chief Editor Jurnal Internasional RELC, Singapura
5. 2007-2014 Reviewer Jurnal Internasional AsiaTEFL, Seoul, Korea
6. 2015-sekarang Anggota Board of Editors Jurnal Internasional AsiaTEFL, Seoul, Korea
7. 2008- sekarang Reviewer Jurnal Nasional TEFLIN, UM, Malang
8. 2007- sekarang Editor Jurnal Language Circle, Unnes, Semarang
9. 2007-sekarang Editor Kehormatan Jurnal CELT, Universitas Katolik Soegijapranata, Semarang
10. 2016 Reviewer Jurnal PAROLE, Universitas Diponegoro, Semarang
11. 2013 Menelaah /Menguji Naskah Desertasi Doktor National Australia University

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

1. Teaching English Grammar in Asian Contexts (Bab Buku) Buku English Language Teaching Today: Linking Theory and Practice In Press 2016, Springer, New York (publikasi internasional)
2. Issues in 2013 English Curriculum (Bab Buku) Recent Issues in English Language Education: Challenges and Directions Tahun 2014 TEFLIN-UNS
3. Belajar Bahasa untuk Belajar: Mengembangkan Kemampuan Berwacana Sekunder (Bab Buku) PELBA 21 21, 2014 Universitas Atma Jaya, Jakarta

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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, Kemdikbud

■ **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 diedit (10 Tahun Terakhir):**

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

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

1. 2015: Systemic functional linguistic genre pedagogy dan pemberdayaan guru dan siswa. Penelitian unggulan universitas, Direktorat Jenderal Pendidikan Tinggi. Kemenristek Dikti
2. 2015: Pelatihan menulis artikel jurnal internasional bagi dosen. Pengabdian kepada masyarakat berbasis hasil penelitian. Program pengembangan dosen Universitas Pendidikan Indonesia.
3. 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.
4. 2012: Program visiting scholar di University of Technology Sydney. Dana dari Asosiasi Internasional Linguistik Sistemik Fungsional.
5. 2011: Pelatihan pengajaran berbasis teks bagi pengawas bahasa Inggris. Pengabdian kepada masyarakat berdasarkan hasil penelitian. Program pengembangan dosen UPI.
6. 2011: Kemampuan mahasiswa dalam note-taking dan interpreting. Hibah Bersaing, Dirjen Dikti Kementerian Pendidikan Nasional (Anggota).
7. 2010: Lesson study dan pemahaman guru mengenai pendekatan berbasis genre dalam pengajaran bahasa Inggris. Program Lesson Study, Universitas Pendidikan Indonesia.

8. 2010: Implementasi pendekatan berbasis teks dalam pengajaran bahasa Inggris di Indonesia. Penelitian Kerja sama dengan Sydney University. Program Pengembangan Dosen Universitas Pendidikan Indonesia,
9. 2009-2010: Analisis kemampuan mahasiswa dalam menulis skripsi berbahasa Inggris berbasis teori linguistik sistemik fungsional. Hibah Bersaing, Dirjen DIKTI, Kementerian Pendidikan Nasional.
10. 2009 (Nov)-2010 (Feb): Teaching writing: Developing critical learners. Program Academic Recharging B. Dirjen DIKTI. Mendiknas.
11. 2007: Language and literacy education in primary and secondary schools in Australia. Penelitian postdoctoral. Program Endeavour. Department of Education, Science and Technology, Australia.

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■ **Riwayat pekerjaan/profesi dalam 10 tahun terakhir:**

1. Sekarang-1987: Dosen di Departemen Pendidikan Indonesia

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

1. S3: Departemen Susastra/Fakultas Ilmu Budaya/Universitas Indonesia (2001-2006)
2. S2: Applied Linguistics/School of English and Linguistics/University of Macquarie (1992-1994)
3. S1: Jurusan Pendidikan Bahasa Inggris/Fakultas Pendidikan Bahasa dan Seni/IKIP Bandung

■ **Judul Buku yang pernah diedit (10 Tahun Terakhir):**

1. Buku Non-teks sejak 2010
2. Buku Teks SMP/SMA (sejak 2010)

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

3. Nasionalisme dalam Empat Film untuk Anak – 2015
4. Dunia Anak menurut Penuis Anak seri “Kecil-kecil Punya Karya” -2014
5. Alimentary Poetics: An analysis of Rohani Din’s poems 2014
6. Keberaganaan dalam pemilihan cerita anak Indonesia 2013
7. Ujang dan Abjeksi: Kajian Lacanian atas Novel Godi Suwarna “Deng” 2012

■ Profil Editor

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Alamat Kantor : -

Bidang Keahlian: Applied Linguistic dan Ed. Measurement

■ Riwayat pekerjaan/profesi dalam 10 tahun terakhir:

1. 2012 – 2015: Kepala Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud;
2. 2008 – 2013: Atdikbud di KBRI Den Haag;
3. 2007 – 2008: Kepala Bagian Kebijakan pada Biro Perencanaan dan Kerjasama Luar Negeri, Setjen Depdiknas;
4. 2000 – 2007: Kepala Bagian Perencanaan pada Sekretariat Balitbang Depdiknas

■ Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. 1997-1999: Ph.D., Educational Measurement, Flinders University of South Australia
2. 1994-1996: M.Ed., Educational Measurement, Flinders University of South Australia
3. 1985-1987: San Diego State University, San Diego, California Basic Certificate in Applied Linguistics
4. 1976-1980: S1 Bahasa Inggris, IKIP Jakarta

■ Judul Buku yang pernah diedit (10 Tahun Terakhir):

1. Bahasa Inggris Kelas VII: Buku Siswa, Pusat Kurikulum dan Perbukuan, 2013
2. Bahasa Inggris Kelas VII: Buku Guru, Pusat Kurikulum dan Perbukuan, 2013
3. Bahasa Inggris Kelas VIII: Buku Siswa, Pusat Kurikulum dan Perbukuan, 2014
4. Bahasa Inggris Kelas VIII: Buku Guru, Pusat Kurikulum dan Perbukuan, 2014
5. Bahasa Inggris Kelas IX: Buku Siswa, Pusat Kurikulum dan Perbukuan, 2015
6. Bahasa Inggris Kelas IX: Buku Guru, Pusat Kurikulum dan Perbukuan, 2015
7. Bahasa Inggris Kelas X: Buku Siswa, Pusat Kurikulum dan Perbukuan, 2013
8. Bahasa Inggris Kelas X: Buku Guru, Pusat Kurikulum dan Perbukuan, 2013
9. Bahasa Inggris Kelas XI: Buku Siswa, Pusat Kurikulum dan Perbukuan, 2014
10. Bahasa Inggris Kelas XI: Buku Guru, Pusat Kurikulum dan Perbukuan, 2014
11. Bahasa Inggris Kelas XII: Buku Siswa, Pusat Kurikulum dan Perbukuan, 2015
12. Bahasa Inggris Kelas XII: Buku Guru, Pusat Kurikulum dan Perbukuan, 2015

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

Tidak ada

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Buku ini disusun dengan tujuan membangun sikap, pengetahuan, dan keterampilan berkomunikasi siswa melalui pengalaman belajar yang berbentuk beragam kegiatan berkomunikasi aktif. Isi dan pengalaman belajar yang dikembangkan dalam buku ini telah diupayakan agar dapat membantu siswa mencapai empat kompetensi inti (KI) dalam Kurikulum 2013.

Ketercapaian KI 1 disisipkan secara tersirat, namun demikian dalam beberapa bab dituangkan secara tersurat, dalam bentuk aktivitas pembelajaran yang menggugah kesadaran siswa akan eksistensi dirinya sebagai makhluk yang bertuhan dan memiliki tugas untuk berbuat baik bagi alam dan sesamanya. Untuk KI 2, pengalaman belajar disajikan dalam bentuk kegiatan mandiri, berpasangan, dan berkelompok. Kegiatan ini diharapkan dapat membangun kemandirian belajar siswa, rasa toleransi, dan kebersamaan dengan sesama, serta kompetensi sosial lainnya yang diperlukan dalam kehidupan. Ketercapaian KI 3 dan KI 4 dilakukan secara terpadu melalui bahan dan kegiatan pembelajaran menyimak, membaca, berbicara, dan menulis yang telah dikembangkan dengan merujuk pada langkah-langkah pembelajaran pendekatan saintifik.

Prinsip umum yang dirujuk dalam pengembangan buku ini adalah bahwa belajar bahasa asing memerlukan input bahasa berupa kosakata dan tatabahasa, memerlukan latihan dan pengulangan untuk retensi kosakata dan tatabahasa, serta memerlukan penyediaan kesempatan sebanyak mungkin untuk menggunakan bahasa tersebut secara aktif. Hanya dengan terlibat aktif dalam kegiatan berkomunikasi, siswa dapat membangun sikap, pengetahuan, dan keterampilan berkomunikasi.

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