



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA
2015



Bahasa Inggris



SMA/MA/
SMK/MAK

KELAS

XII

Reshared



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I. Judul

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KATA PENGANTAR

Kurikulum 2013 dirancang untuk menyongsong model pembelajaran Abad 21. Di dalamnya terdapat pergeseran pembelajaran dari siswa diberitahu menjadi siswa mencaritahu dari berbagai sumber belajar melampaui batas pendidik dan satuan pendidikan. Peran Bahasa Inggris dalam model pembelajaran ini menjadi sangat sentral mengingat lebih banyak sumber belajar dalam Bahasa Inggris dibandingkan dengan sumber belajar dalam semua bahasa lainnya.

Makin datarnya dunia dengan teknologi informasi dan komunikasi menyebabkan pergaulan tidak dapat lagi dibatasi oleh batas-batas negara. Kurikulum 2013 menyadari peran penting Bahasa Inggris tersebut dalam menyampaikan gagasan melebihi batas negara Indonesia serta untuk menyerap gagasan dari luar yang dapat dipergunakan untuk kemaslahatan bangsa dan negara. Dengan demikian kompetensi lulusan pendidikan menengah yang dirumuskan sebagai mampu menjadi cerminan bangsa yang berkontribusi aktif dalam pergaulan dan peradaban dunia dapat tercapai.

Sejalan dengan peran di atas, pembelajaran Bahasa Inggris untuk Pendidikan Menengah Kelas XII yang disajikan dalam buku ini disusun untuk meningkatkan kemampuan berbahasa. Penyajiannya adalah dengan menggunakan pendekatan pembelajaran berbasis teks, baik lisan maupun tulis, dengan menempatkan Bahasa Inggris sebagai wahana komunikasi. Pemahaman terhadap jenis, kaidah dan konteks suatu teks ditekankan sehingga memudahkan siswa menangkap makna yang tersurat dan tersirat dalam suatu teks; juga untuk menyajikan gagasan dalam bentuk teks yang mudah dipahami makna kandungannya dan diapresiasi keindahan pilihan rangkaian katanya.

Sebagai bagian dari Kurikulum 2013 yang menekankan pentingnya keseimbangan kompetensi sikap, pengetahuan dan keterampilan, kemampuan berbahasa Inggris yang dituntut dibentuk melalui pembelajaran berkelanjutan: dimulai dengan meningkatkan kompetensi pengetahuan tentang jenis, kaidah dan konteks suatu teks, dilanjutkan

dengan kompetensi keterampilan menyajikan suatu teks tulis dan lisan baik terencana maupun spontan dengan pelafalan dan intonasi yang tepat, dan bermuara pada pembentukan sikap kesantunan berbahasa dan sikap menghargai keindahan bahasa.

Buku ini menjabarkan usaha minimal yang harus dilakukan siswa untuk mencapai kompetensi yang diharapkan. Sesuai dengan pendekatan yang digunakan dalam Kurikulum 2013, siswa diajak untuk berani mencari sumber belajar lain yang tersedia dan terbentang luas disekitarnya. Peran guru dalam meningkatkan dan menyesuaikan daya serap siswa dengan ketersediaan kegiatan pada buku ini sangat penting. Guru dapat memperkayanya dengan kreasi dalam bentuk kegiatan-kegiatan lain yang sesuai dan relevan yang bersumber dari lingkungan sosial dan alam.

Sebagai edisi pertama, buku ini sangat terbuka terhadap masukan dan akan terus diperbaiki dan disempurnakan. Oleh karena itu, kami mengundang para pembaca untuk memberikan kritik, saran dan masukan guna perbaikan dan penyempurnaan edisi berikutnya. Atas kontribusi tersebut, kami ucapkan terima kasih. Mudah-mudahan kita dapat memberikan yang terbaik bagi kemajuan dunia pendidikan dalam rangka mempersiapkan generasi seratus tahun Indonesia Merdeka (2045).

Jakarta, Januari 2015

Menteri Pendidikan dan Kebudayaan



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KURIKULUM 2013

Chapter 1: Let's Visit Seattle!

Tujuh Pembelajaran:

Setelah mempelajari Bab 1, siswa diharapkan mampu:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya.
- 4.14 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian diikuti perintah/saran, dengan memperhatikan fungsi sosial struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

A. WARMER: PAIRWORK

Discuss with your friends when you come to a new city.

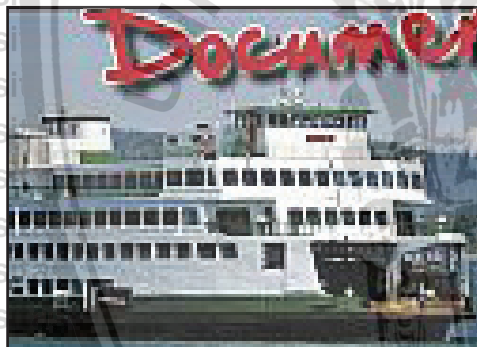
B. OBSERVING AND QUESTIONING

Reading: Read the following text.

Six Things To Do If You Visit Seattle

There are 6 must-have experiences that you should do if you visit Seattle where city and nature come together. If you visit Seattle, arrive with this list in hand and you'll be off to a foolproof start for exploring the Emerald City's most unforgettable sights and sounds. If you visit Seattle:

1. Feel the fresh air on your face as you sail to Bainbridge Island on a Washington State Ferry.



Source: wsdot.wa.gov/ferries
Picture 1.1 Bainbridge island

From the ferry you can enjoy the view of the Seattle skyline. You can also stroll around downtown's galleries, boutiques, coffeehouses and cafes. Seasonal gardens and natural woodlands at the Boedel Reserve is another option.

2. Why don't you tour Pike Place Market's produce stands and buy something you've never tasted. The Pike Place Market is much more than a farmers' market. Its entire district full of shopping, attractions and favorite sights. The area is



Source: pikeplacemarket.org
Picture 1.2 Pike Place Market

festival of sounds, tastes and smells is part of the reason it's called the 'soul of Seattle'. Amid all the joyful hubbub, make sure you take time to spot these beloved icons.



Source: visitsanjuans.com
Picture 1.3 San Juan Island

3. Book a night at one of the many cozy B & Bs or resorts available throughout the Sun Juan Islands. Cozy bed and breakfasts are perfect way to enjoy the friendly island culture. Here, you can tour the numerous art galleries in Friday Harbor. You can also enjoy naturalist-guided tours, wildlife spotting, whale watching and storm watching.

4. See exciting and experimental works at Chihuly Garden and Glass. A visit to this site is an opportunity to take full advantage of the location at the Seattle Center, a premier destination for arts, entertainment and leisure activities. Explore the Space Needle and Pacific Science Center, Experience Music Project and a variety of cultural activities offered throughout the year.



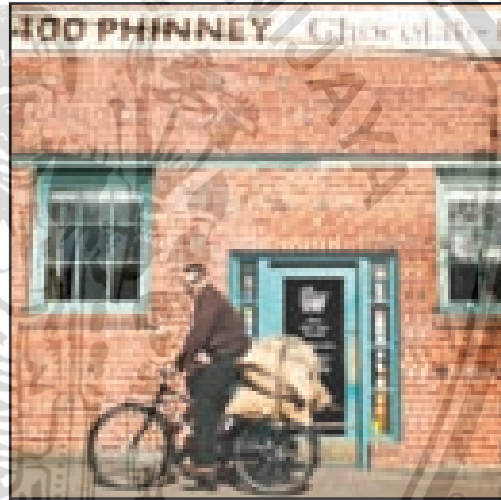
Source: futureofflight.org
Picture 1.4 Chihuly Garden



Source: futureofflight.org
Picture 1.5 Boeing factory in Mukilteo

5. Watch the world's most sophisticated aircraft be built before your eyes at the Boeing factory in Mukilteo. Explore the dynamics of flight and experience new aviation innovation. Go behind the scenes at Boeing to watch the very same jets you may one day be a passenger on being assembled.

6. For a sweet treat, tour the Theo Chocolate factory in Fremont and learn how their delicious confections are made. This factory has a mission to create change in the Democratic Republic of Congo (DRC) where it has 300,000 square miles of farmable land but only 2% is being farmed due to conflict there. The factory trains 2,000 Congolese farmers to grow high quality cocoa.



Source: theochocolate.com
Picture 1.6 Theo Chocolate

Vocabulary Builder: Observe the reading text above and write down the synonym of the following words.

foolproof (adj) :

stroll (v) :

produce (n) :

amid (prep) :

hubbub (n) :

cozy (adj) :

wildlife (n) :

leisure (n) :

sophisticated (adj) :

aviation (n) :

assemble (v) :

treat (n) :

Pronunciation Practice:

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

amid : / ə'mɪd /

Seattle : / si'ætl /

Emerald : / 'em ə rəld /

Bainbrige Island : / 'beɪnbɪdʒ 'aɪlənd /

stroll around : /strɔʊl ə'raʊnd /

gallery : / 'gæləri /

boutiques : / bu:'ti:k /

cozy : / 'kəʊzi /

cafes : /kæ'feɪ/

numerous : / 'numərəs /

leisure : / 'li:ʒər /

sophisticated : /sə'fɪstɪkətəd /

C. COLLECTING INFORMATION

Practice: Asking and Answering Questions

Still related to the reading text above, play the roles of the speakers in the pictures. Complete the blanks with suitable expressions.



A : What is another name for Seattle?

B : It is called the Emerald City.

A : What can we do at the Bloedel Reserve?

B : We can visit seasonal gardens and natural woodlands.

A : What can we do at the Pike Place Market?

B : We can tourand.....

A :

B : Its entire district is full of shopping, attraction and sights.

A :?

B : The area's festival of sounds, tastes and smells.

A :Chihuly Garden and Glass?

B : It is a premier destination for arts, entertainment and favorite sights.

A :at Chihuly Garden and Glass?

B : The Space Needle and Pacific Science Center.

A : Where.....?

B : At the Boeing factory in Mukilteo.

A :

B : Explore the dynamics of flights and experience new aviation innovation.

A :for a sweet treat?

B : Tour the Theo Chocolate factory in Freemont.

A :

B : The mission of the chocolate factory is to create change in the Democratic Republic of Congo (DRC).

Now, observe the following conversation in which some speakers offer help to others. Identify the expressions of offering. Then perform the dialogue with your friends.



Anita : May I help you?
Fatah : Yes, please. I need a book entitled "Visiting Seattle."
Anita : Sure. We have one copy left. I'll get it for you.
Fatah : Thanks.

Made : We have to submit the report of our visit to Lake Toba tomorrow but I think there are still a lot of problems with the grammar, spelling, and so on.
Hilda : What if I take half of it and I'll edit the rest after I finish this one.
Made : That's very thoughtful of you. Thanks a lot.

Please complete the following sentences by referring to the reading text above.

Example:

If you visit Seattle, arrive with.....

If you visit Seattle, arrive with this list of six must-have experiences.

1. If you visit Seattle, the first thing to do is

2. The second thing to do is

3. The 'Soul of Seattle' is the name for, because

4. is the third instruction to follow if you visit Seattle.

5. If I am in the San Juan Islands, I will be able to enjoy

6. The fourth instruction to follow is

7. Chihuly Garden and Glass customer service may offer a help to a guest saying

8. If you were an aircraft factory staff, what would you say to offer help for your visitors. What if

9. Two instructions to follow at the Boeing factory are and

10. Imagine you are visiting Lake Toba with your classmates. Your friends want to go canoeing but do not know how to do it. What would you say to help them

D. ASSOCIATING

Grammar Review



Now, discuss with your friends
'if' sentence patterns as appear in the
reading text 'If You Visit Seattle' above.

Write down the patterns in the
space below.

1. **Sentence 1:**

If you visit Seattle, feel the fresh air on your face as you
sail to Bainbridge Island on a Washington State Ferry.

Pattern 1:

'If clause' + a suggestion.

2. **Sentence 2:**

.....

Pattern 2:

3. **Sentence 3:**

.....

Pattern 3:

4. **Sentence 4:**

.....

Pattern 4:

5. **Sentence 5:**

Pattern 5:

READ THE FOLLOWING CONVERSATION

Father : Exam is around the corner. It's about time
to go back to your study.

Son : Okay, Dad.

Father : If you want to pass the exam, you have to
study harder.

Son : Thanks, Dad.

Dela : Where can I get inexpensive price for
good quality shoes?

Emi : If you want a good price, why don't you
go to the factory outlet?

Mr.Lukman : If you want to be the chair of OSIS,
offer a good program to improve the
school environment.

Nyoman : Sure, I will.

Mom : If you don't put some cherries on it,
your cake will look pale and dull.

Etty : Yes, you're right. A cherry or two will help
the appearance.

Joko : If I am elected president, I will waive taxes for poor people.

Edwin: I wish you all the best.

Complete the following blanks by looking at the information in the conversations above. Number 1 is given to you as the example.



1. An example of 'if clause' + a reminder is:
If you want to pass the exam, you have to study harder.
2. An example of 'if clause' + a suggestion is:
.....
.....
3. An example of 'if clause' + a general truth is:
.....
4. An example of 'if clause' + an imperative is:
.....
5. An example of 'if clause' to show a dream is:
.....

F. Associating

Now, identify the 'if clauses' and expressions of 'offering help' in the reading text that you brought from home. Write them down in the following spaces.

If Clause

Offering Help

Now, exchange your work with your peers.

Remember your visit to an interesting place sometime ago. Your friends plan to visit that place. Give suggestions to your friends. To prepare yourself, make a note. Look at the following example.



Example:

If you visit Seattle,

1. Sail to Bainbrige Island on a Washington State Ferry.
2. Tour Pike Place Market.
3. Book a night at Sun Juan Islands.
4. Visit Chihuly Garden and Glass.
5. Watch the aircraft being built at the Boeing factory.
6. Tour Theo Chocolate factory in Freemont.

Now, you're ready to give your tips to your friends. Don't forget to include **'if clause' + imperative/suggestion** in your tips.

Please also offer a help if your friends need more information.

REFLECTION



1. Do you know how to tell your friends about visiting a place using 'if' clause followed by imperatives/suggestions?
2. Do you know how to write texts about visiting a place using 'if' clause followed by imperatives/suggestions?

Chapter 2: What Does it Mean?

Tujuh Pembelajaran:

Setelah mempelajari Bab 2, siswa diharapkan mampu:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks penyerta gambar (*caption*), sesuai dengan konteks penggunaannya.
- 4.7 Menangkap makna teks penyerta gambar.
- 4.8 Menyusun teks penyerta gambar, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

A. WARMER: Video Watching

Work in pairs. Your teacher will show you a fragment of a mute film, so you can see the actions but you cannot hear the voices. What you should do is guessing what is said by the characters in the film. Your teacher will pause in certain points to give you time to write down the possible conversations between the speakers.

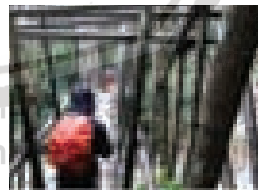
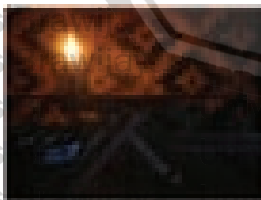


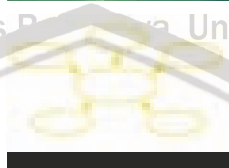
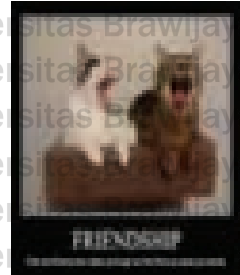
B. OBSERVING AND QUESTIONING

Task 1: Observe and Discuss.

Now, look at the following pictures.

Discuss with your friends which ones are captions.





Picture 2.1 Observing pictures' captions

A caption, also known as a cutline, is text that appears below an image. Most captions draw attention to something in the image that is not obvious, such as its relevance to the text. Captions can consist of a few words of description, or several sentences. Along with the title, the lead, and section headings, captions are the most commonly read words in an article, so they should be succinct and informative (<http://en.m.wikipedia.org/wiki/Wikipedia:ManualofStyle/Captions>).

Captions also include a short title or heading of an article in a magazine or newspaper. Words shown on a cinema or television screen to establish the scene of a story are also called captions.

There are several criteria for a good caption. A good caption clearly identifies the subject of the picture without detailing the obvious. It is succinct, establishes the picture's relevance to the article, provides context for the picture, and draws the reader into the article.

Task 2:

Observe the captions, and answer the questions that follow.



1. Can you mention some attitude problems?

2. What kind of personality that is difficult to handle?

3. What kind of caption is it?



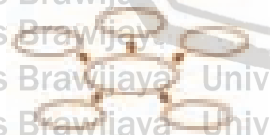
4. Make some quotes about nature.

5. Explain your quotes to your friends.



6. What does friendship mean to you?

7. Write a sentence or phrase under the word friendship above.



8. What do you think about the picture?

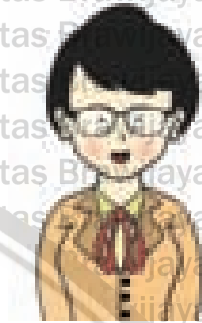
Is the man happy? What does this man symbolize?

9. Write your own caption inside the box above.

C. COLLECTING INFORMATION

Task 1: Discuss and Write.

Back again to the captions above.
Discuss what messages are sent by
the writer? Write down your answer
in the space below.



Caption	Message
Caption 1	The The writer wants to show the beauty of the flowers resulted from the violet color.
Caption 2	
Caption 3	
Caption 4	
Caption 5	
Caption 6	
Caption 7	
Caption 8	

Task 2: Pairwork.

Referring to the pictures above, complete the blanks with suitable expressions. Then play the roles of the speakers in the pictures.

A : Which caption(s) do you like?

B :

A : Why do you think so?

B :

What about you, which one(s) do you like?

A : I think.....

B : Can you tell me why you like it?

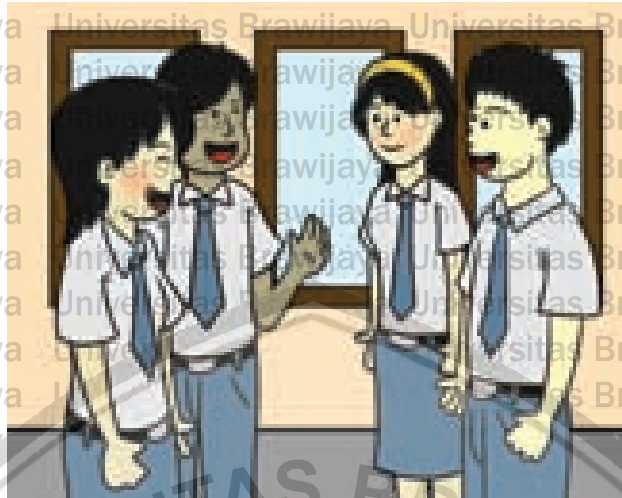
A :

A : Which

B : I like caption number 4. The font is so interesting and the combination of black and white color provides a clear contrast. What about you, which one do you like the best?

B : I like number 5 best. The yellow color with the greeny nature background

B : I like it, too. The words are also.....



D. ASSOCIATING

Work in groups. Find two captions. Discuss with your friends by focusing on three things:
1) whether they are good, 2) what messages they express, and 3) what grammar is used.



A note to remember:

There are several criteria for a good caption. A good caption clearly identifies the subject of the picture without detailing the obvious. It is succinct, establishes the picture's relevance to the picture, provides context for the picture, and draws the reader into the message.

So related to the structure of a caption, it can be written in the form a word(s), a phrase(s) or a sentence(s).

E. COMMUNICATING

Writing and Describing Captions

When writing a caption, the **descriptive** words should offer more complete information about the picture. The words that you choose depends on the message that you want to send to your readers.

Task 1: Read the instruction and listen to your teacher.

Look at the following picture and create a caption using the picture. Look at the example below:



Picture 2.2 Observing pictures' captions

From the picture above, you can create different kinds of caption. You can write 'poor boy' to show your sympathy to the boy. You can also write down, **"Show me your driving license"** to create a satire commenting on the police officer. You might want to write, **"Oh, my goodness,"** to echo the boy's mind why the police should stop him while he is only riding his bicycle or the police is thinking why the boy wear the safety helmet for motor rider. Many other expressions are possible. You can also put the words in different positions to create the best layout.



Task 2: Work in Groups.

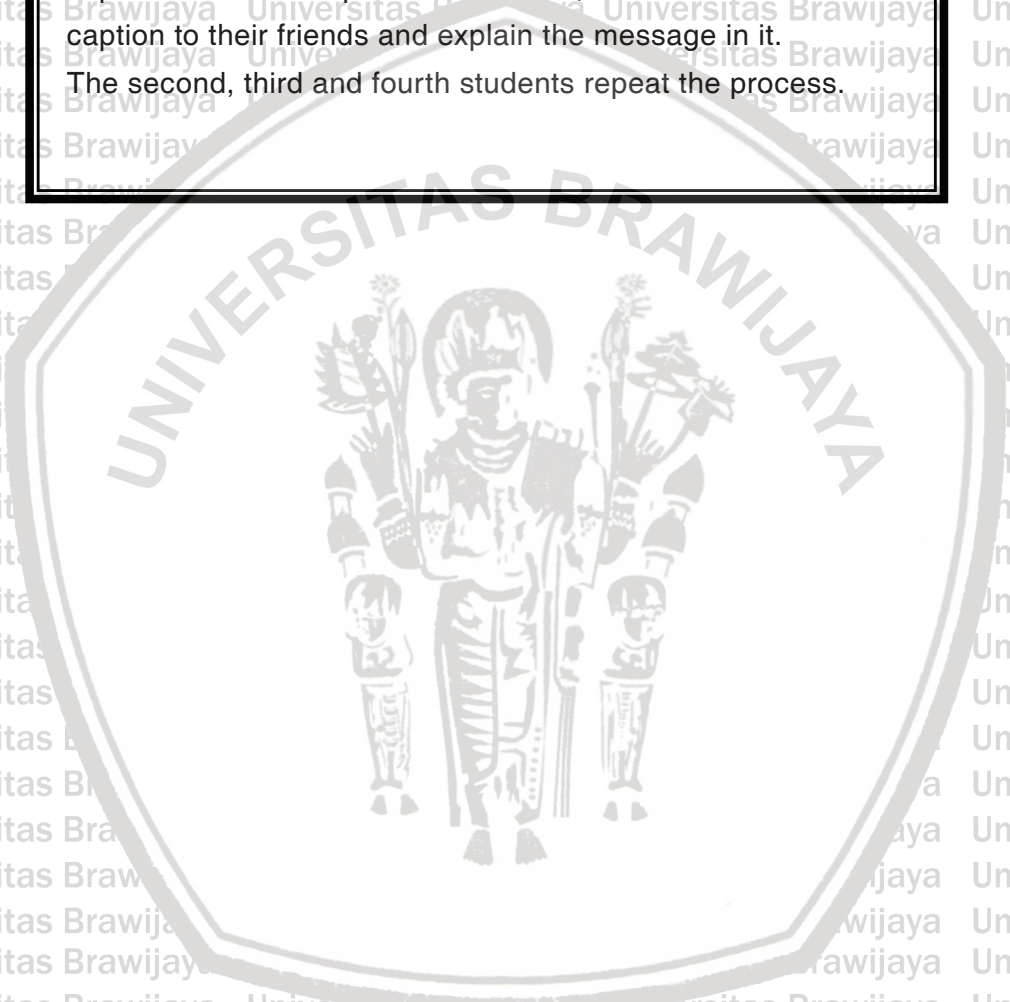
Now, sit in groups of four. Take your picture that you have brought from home and copied into four. Distribute them to your friends and ask them to write a caption on each picture.



Activities in Group. How Do You Do It?

The first student will start by distributing a copy of his or her caption to each student in the group. All students then write a caption of the same picture. After that, the students show the caption to their friends and explain the message in it.

The second, third and fourth students repeat the process.



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REFLECTION



1. Do you know the social function of captions?
2. Do you know what the structure and language features used in captions?
3. Do you understand the message in captions?
4. Do you know how to write text accompanying captions?

Chapter 3: Have A Look At Life Underwater

Tujuh Pembelajaran:

Setelah mempelajari Bab 3, siswa diharapkan mampu:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan meminta perhatian bersayap (*extended*), sesuai dengan konteks penggunaannya.
- 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan untuk meminta perhatian bersayap (*extended*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

3.8

Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks yang menyatakan fakta dan pendapat, sesuai dengan konteks penggunaannya

4.12

Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan untuk meminta perhatian bersayap (*extended*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

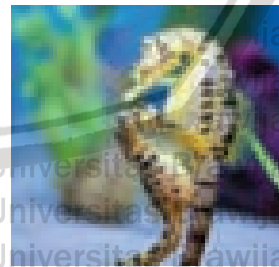
A. WARMER: PAIRWORK

Siswa berdiskusi tentang apa saja yang mereka ketahui dalam kehidupan bawah air dengan merujuk pada pertanyaan yang tersedia, yaitu:

- What plants and/or animals live underwater?
- How do they live?
- How is the condition of the ocean in the area that you know?

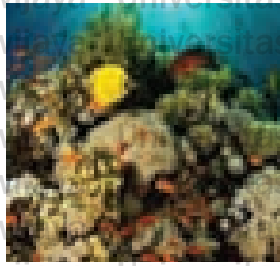


Discuss and share with your friends.



Sources:

1. <http://best-diving.org>
 2. <http://www.whalewatch.co.nz>
- Picture 3.1 Underwater Life



Sources:
3. <http://t2.gstatic.com>
4. <http://t0.gstatic.com>
Picture 3.1 Underwater Life

B. OBSERVING AND QUESTIONING

Task 1: Students discuss in groups the answers to the questions given (Task 1). With the teacher's guidance, they find the answer which can vary depending on the student's experience.

1. Look at each picture. Do you know their names?
2. Look at the pictures once again and tell your friends the interesting features of each animal!
3. Tell your friends what you think of each animal!

Vocabulary Builder

Task 2: Match the words in the left column with the Indonesian words on the right column. Compare your work with your classmates'.

1. researcher	a. makanan
2. bait	b. tempat makan
3. deep-sea	c. laut dalam
4. habitat	d. umpan
5. massive	e. sirip

6. tentacles	f. tentakel
7. diet	g. peneliti
8. fins	h. lingkungan
9. camouflage	i. menyamar
10. surroundings	j. sangat besar

Pronunciation Practice

Task 3: Listen to your teacher reading the following words. Repeat after him/her.

1. Researcher
2. Bait
3. deep-sea
4. habitat
5. massive
6. tentacles
7. diet
8. fins
9. Camouflage
10. Surroundings

C. COLLECTING INFORMATION

Reading: Interactional Text



Task 1 : Work in groups of four. Each of you will play a role.

Indah, Bagus, and Lyla are preparing their biology project. They are looking for an idea for the project.



Indah : **Hey, guys, I think** we should finish our Biology assignment before Sunday.

Bagus : You're right! It should be submitted on Monday.

Lyla : But, do you have any idea what we should write about?

Lyla : We should make a poster about underwater life.

Bagus : **Let's have a look** at some references from the internet. Maybe we can get some ideas.

Lyla : That's a good idea!

Bagus : **I reckon** we have to think of an animal underwater and make a poster about it.

Indah : **Look at** this one. It's a giant squid.

Lyla : **Have a look** at the size! It's very big!

Indah : **Listen**, the article says that the size can be 10 meters long. It's as big as a school bus!

Lyla : Wow! I think a giant squid is very unique.

Indah : **I'd say** we should make a poster about giant squid.

Bagus : Yes, we can print out the picture and write the facts about a giant squid. I think it will be great!

Lyla : That's a good idea. Here, **pay attention** to this. The article says that a giant squid's eyes are the size of a dinner plate. Very Interesting!

Bagus : Really? Wow! Now, I really think that we should make a poster about it.

Lyla : Yeah, **I think** so.

Indah : Okay, let's get started!

Based on information found in:

- <http://www.whalewatch.co.nz/blog/2013/02/03/fascinating-facts-about-life-in-the-ocean/>
- <http://animals.nationalgeographic.com/animals/invertebrates/giant-squid/>

Vocabulary Builder

Task 2

Look at the list of expressions to get someone's attention and to show opinions below. Then, back to the conversation above, identify which is which.



Expressions to get someone's attention	Expressing opinions
Listen...	Less Formal
Look...	I'd say ...
Have a look at...	It seems to me ...
Pay attention...	I think ...
So now, listen to...	I reckon ...
Excuse me...	I feel ...
Hey...	Formal
	Personally, I consider/believe...
	In my view...
	In my opinion...
	To my mind...

Bagus, Indah, and Lyla talk again about their project plan.

Continue the conversation based on the given hints.

Indah : Okay, let's start making the poster!

Bagus : I think

Lyla : Look at the article. This giant squid was found in Japan.

Indah : Was it? I reckon

Lyla : And giant squid lives in very deep sea.

Bagus : Wow! I'd say

Indah :

Bagus :

Lyla :

Vocabulary Exercise

Task 3

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

researcher
fins
camouflage
diet

massive
bait
deep-sea

surroundings
tentacles
habitat

1. The similarities between a squid and octopus is that both use to catch their preys.
2. During the landslide, a rock fell onto the road. Now the road is blocked.

3. The main reason why people hunt sharks is to use their as food.
4. Ocean is the of many life forms such as fish, mollusc, and corals.
5. A chameleon can change its skin colour based on the condition of its.....
6. Giant squid by sprouting ink into its enemies.
7. When I go fishing with my uncle, I usually use worm as
8. You should eat balanced and have regular exercise to stay healthy.
9. Many stay in the oceans for so many nights and days to observe the life in the ocean.
10. Some species of fish live in That's why they are difficult to catch.

D. ASSOCIATING

Grammar Review

Task 1: Read the explanation below and discuss with your friends, especially the underlined.

Expressing Facts

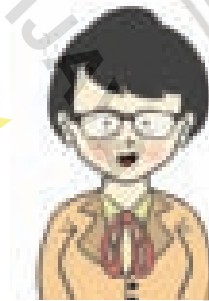
When we talk about facts, they can be expressed in any tense that is relevant to the time when the event of the fact happens. Facts are actual, indisputable case. So, when it is a general truth, we can express it using Simple Present Tense; when it happened in the past, we can use Past Tense; and

when it happens in the future, we can use Future Tense. For example, from the dialog above, the three friends are talking about underwater animals, hence a general truth. That's why we find the sentences in Simple Present Tense such as:

1. The article **says** that the size can be 10 meters long; it's as big as a school bus!
2. A giant squid **is** very unique.
3. The article **suggests** that a giant squid's eyes **are** the size of a dinner plate.

Task 1:

Now, write sentences that express facts.
You can write facts about yourself or about the things that happen in the world.



EXAMPLE:

Topic : Orang Utan

General facts : Many Orang Utans lose their natural habitat because forests are turned into mining.


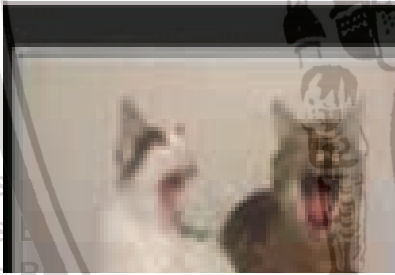

Facts about the past: In the past, Orang Utan lived freely because their natural habitats were well preserved.

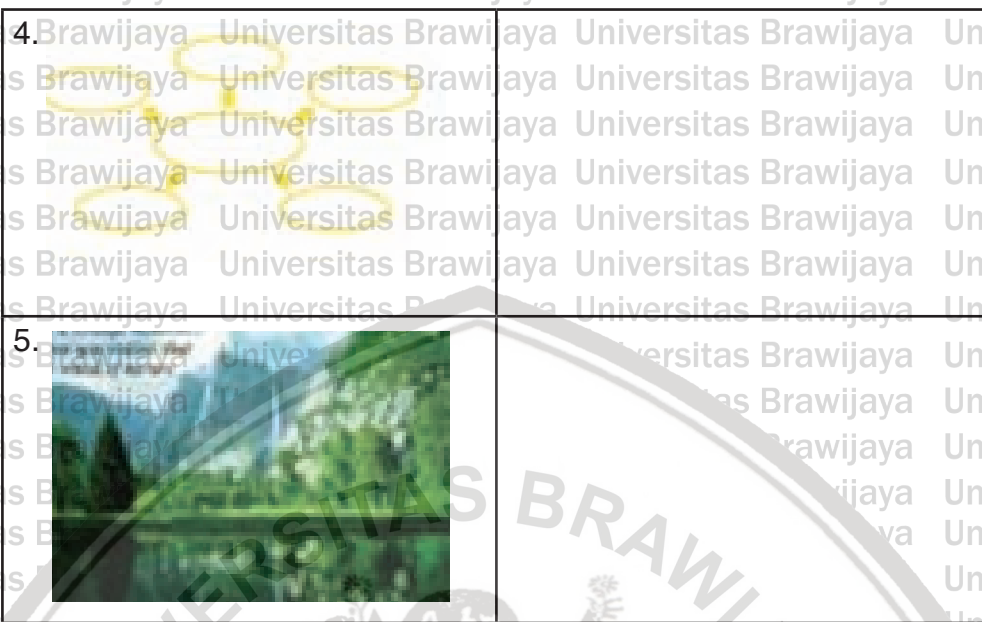
Facts about the future : Government will attempt to protect Orang Utan's life by building reservation areas for Orang Utan.

E. Communicating

Writing

Write your comments about each picture below.

1. 	Example: It seems to me the fisherman is using a bomb to catch a fish. To me, that's really an irresponsible action since it can destroy the environment.
2. 	
3. 	



- Sources:
1. <http://t3.gstatic.com/images>
 2. <http://t1.gstatic.com/>
 3. <http://t0.gstatic.com/>
 4. `data:image/jpeg;base64,/9j/`
 5. `data:image/jpeg;base64,/9j/`
- Picture 3.2 Communicating through pictures

Task 2



Look at the pictures in the previous task.
 Choose one picture and write
 your comment in a paragraph at the
 space provided.

Speaking

Task 3

Work with a friend and make short dialogs based on the situations below. Then, practice the dialogs with your friends.



EXAMPLE:

You are walking home with a friend one day. You see a boy falls off his bike. You and your friend think that you need to help him.

You : Oh no! Look at the boy, he fell off his bike.

You friend : I think we should go there and help him.

You : Okay, let's go!

1. Your teacher is in front of the class. She asks all students to listen to her announcement about a biology test next week. Your friend thinks that the test will be difficult.

Your teacher :

Your friend :

Your teacher :

Your friend :

2. You are watching a very interesting quiz on TV. Your sister is reading a magazine next to you. You want her to watch the quiz with you because you think that she can answer the questions in the quiz.

You :

Your sister :

You :

Your sister :

3. Your friend is very excited when he sees a poster depicting a band competition. He thinks that if you join the competition, you stand a chance to win.

You :

Your friend :

You :

Your friend :

4. Your teacher is explaining a Math formula. She wants you to pay attention to her. You tell your friend that you think the Math formula is very easy.

Your teacher :

You :

Your teacher :

You :

5. Your friend asks you to listen to his idea about going fishing. You think going fishing is very boring.

You :

Your friend :

You :

Your friend :

6. (Your own idea)

7. (Your own idea)

Debating

In this simple debate, two groups are going to be given the same topic. One group is on the pro side which means agreeing with the case, while the other group is on the opposing side which means disagreeing with the case.

Each group has to give their opinions about the case.

Some example cases that can be debated are:

1. Fishermen are only allowed to catch limited amount of fish everyday.
2. Shark hunters should be given serious punishment.
3. Only school students who live on the coastal areas should learn about marine life.

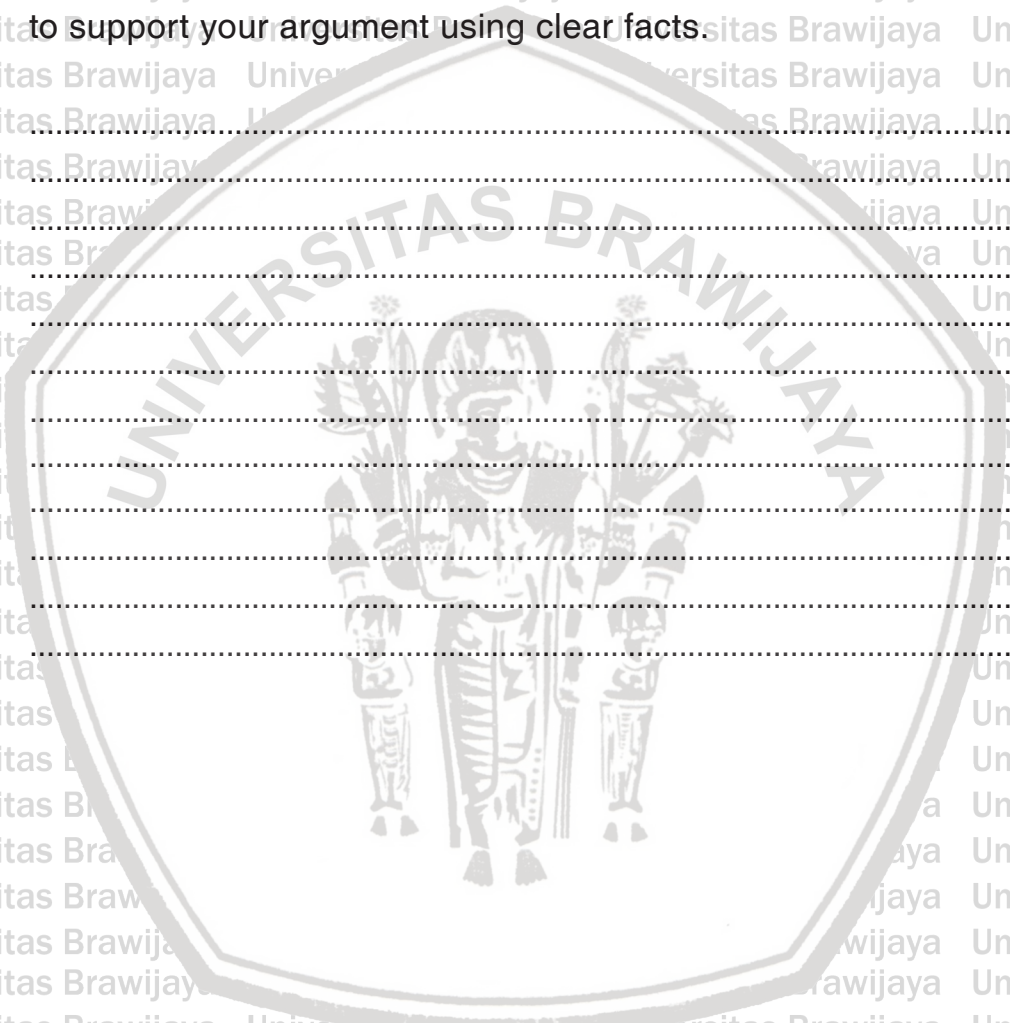
Etc.

Writing

Write a paragraph with the following topic:

Catching fish using explosives should be banned.

Do you agree or disagree with the statement? Use reasoning to support your argument using clear facts.



REFLECTION



1. Do you know how to ask for attention in spoken and written forms?
2. Do you know how to describe facts in spoken and written form?
3. Do you know how to express opinions in spoken and written forms?



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.

Chapter 4: I Can't Believe it!

Tujuh Pembelajaran:

Setelah mempelajari Bab 4, siswa diharapkan mampu:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tentang keharusan dan responnya, sesuai dengan konteks penggunaannya.

4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan yang mengawali penyampaian berita atau informasi yang mengejutkan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

4.11 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakantentang keharusan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar sesuai konteks.

A. WARMER

Think about your past experiences. Share with your friends about these things:

- The time when you were most surprised.
- the time when you had to do something and had no other choice.
- The time when you were expected by someone else to do something.

EXPRESSING SURPRISES

B. OBSERVING AND QUESTIONING

Task 1: Observe the Dialogs.

Read these dialogs. Pay attention to the italicized expressions. Answer the questions that follow.



Dialog 1

Amida : *You know what?* My extended family is going to hold a surprise birthday party for my grandmother next week.

Diana : *Wow! That sounds great.* How old is she?

Amida : She'll be 75 on August 13.

Diana : *Really?* I didn't know that she was that age. I thought that she WAS still around 60. She looks much younger.

Amida : I think so. Thanks.

Dialog 2

Zahra : *Have you heard the latest news about our school?*

Raisa : No. What about it?

Zahra : It got Grade A from the National Accreditation Body.

Raisa : *Wow! That's terrific.* We should be very proud.

Zahra : We are. It means that our school is of good quality.

Questions

1. Where do you think each of the conversations takes place?
2. What are the relationships between the speakers?
3. What are the functions of the italicized words?

Task 3: Read the Dialogs.

Work in pairs. Take turns reading Dialog 1 and Dialog 2.



Language Expressions

Some common expressions of surprises are:

1. You know what?
2. Guess what?
3. Wow! That sounds great.
4. Really?
5. That's terrific!

C. COLLECTING INFORMATION

Task 1: Work in pairs.

Work in pairs. Complete the dialogs.
Then practice reading them. Pay attention to the pronunciation.



Dialog 1

Zeni : Have you heard that the due date for the final project is extended?

Riza :?

Zeni : Yes. It will be due next month.

Riza :! I haven't even started yet.

Zeni : Neither have I.

Dialog 2

Roni :? Our favorite singer Maher Zain is touring again here next month.

Ida :! That.....

Roni : We will get a discounted price for the concert tickets in the news agency if we can show our student ID card.

Ida : Let's do it.

Dialog 3

Toni : Mum is planning to buy us each a study desk.

Nina :? We don't need to share then. Thank God.

Toni : Yes. I have wanted a bigger study desk for a long time.

Task 2: Find Dialogs.



Work in pairs. Find dialogs containing expressions of surprises. You can go to the library or search in the Internet.

Task 3: Identify the functions.

Go back to Task 2. Share with the class the expressions of surprises that you have found.

D. ASSOCIATING

Task 1: Use the expressions of surprises.

Work in pairs. List as many as you can expressions that are commonly used to show surprises. You may look at the dialogs above.



Task 2: Create your own.

Work in pairs. Create a dialog that contains expressions of surprises

E. COMMUNICATING

Task 1: Use the expressions of surprises.

Think about a situation when you were most surprised. Where did it happen? Who else was involved? What did you say?

Create a dialog to represent the situation.

Task 2: Show your understanding.

1. Do you know how to express surprises?
2. Do you know how to respond to expressions of surprises?

EXPRESSING SURPRISES

A. OBSERVING AND QUESTIONING

Task 1: Observe the dialogs.

Read these dialogs. Pay attention to the italicized expressions.

Dialog 1

Risna : Hello?

Fadil : Hi. This is Fadil.

Risna : Hi, Fadil. You sound terrible. Are you all right?

Fadil : No, I am not. I can't go to school today.

Risna : Oh, I am sorry to hear that. What's the problem?

Fadil : My stomach hurts terribly. I think I have a fever as well.

Risna : Oh, no. You have to see the doctor soon.

Fadil : This evening.

Risna : Good. Get well soon, Fadil. Bye.

Fadil : Thanks. Bye.

Dialog 2

Luki : What's the matter with you? Are you feeling OK?

Farah : No, not really. I have a toothache.

Luki : Have you seen the dentist?

Farah : Not yet. Many things to do in the office.

Luki : You *must* talk to the boss. You *have* to leave early and go to the dentist.

Farah : I'll do that.

Luki : Hope you'll feel better. Take care.

Farah : Thanks.

Dialog 3

Dian : What do we have to prepare for the next trip?

Rian : We are *supposed to* bring winter clothes. Three pieces at least. We also have to take with us our personal medication.

Dian : Are we *supposed to* bring some food as well?

Rian : No. It's provided by the school.

Dialog 4

Stranger : Excuse me. I need to go to Arjosari. How long will it take from this bus station?

Tania : Around one and a half hours.

Stranger : Do I *have to* change buses?

Tania : Yes. You *have to* change at Gadang terminal.

Stranger: Thank you.

Tania : No worries.

Questions

1. Where do you think each of the conversations takes place?
2. What are the functions of the italicized words?

Task 2: Listen and repeat.

Listen to your teacher reading the dialogs (Dialogs 1 – 4). Repeat after him/her. Pay attention to the pronunciation.

Task 3: Practice the dialogs.



Work in pairs. Take turns reading the dialogs (Dialogs 1 - 4).

Task 4: Observe the functions.

Check whether you understand the functions of the expressions of **necessity and expectations**. Complete the table like the examples.

Sentences	Functions
You <i>have to</i> see the doctor.	It is <i>necessary</i> for you to see the doctor.
You <i>must</i> talk to the boss.	
You <i>must</i> talk to the boss.	
You <i>must</i> talk to the boss.	
We are <i>supposed to</i> bring winter clothes.	We are <i>expected (by someone)</i> to bring winter clothes.
We are <i>supposed to</i> bring some food.	We are <i>expected (by someone)</i> to bring some food.
I <i>need to</i> go to Arjosari station.	
You <i>have to</i> change at Gadang station.	

Task 5: Identify and write the expressions.

Identify all the italicized words in the dialogs (Dialogs 1- 4), and re-write the sentences containing the words.

You *have to* see the doctor soon.

F. COLLECTING INFORMATION

Task 1: Work in pairs.

Work in pairs. Take turns asking and answering the following questions. Pay attention to the pronunciation.



1. What are some of the things you have to do in the morning?
2. What are some of the things you have to do in the evening?
3. What do you have to do today?
4. What did you have to do yesterday?
5. What do you have to do tomorrow?

Task 2: Identify the functions.

Go back to Task 1. Say your sentences in a different way using ***It is necessary***

For example:

have to water the plants in the morning.

It is necessary for me to water the plants in the morning.



Work in pairs. Take turns asking and responding to the questions. Pay attention to the pronunciation.

1. What are some of the things that you are supposed to do as a student?
2. What are some of the things that you are supposed to do as a member of a family?
3. What are some of the things that you are supposed to do as a member of a society?

Task 4: Identify the functions.

Go back to Task 3. Say your sentences in a different way using as a student, ***I am expected***

For example:

As a student, ***I am supposed*** to do all the assignments.

As a student, ***I am expected*** to do all the assignments.

G. ASSOCIATING

Task 1: Use the expressions of necessity.



Complete the sentences using your own words. Share with your friends.

1. Students must.....
2. Children have to.....
3. Parents must.....
4. Drivers have to.....
5. Foreigners must.....

Task 2: Use the expressions of necessity.



Complete the sentences using your own words. Share with your friends.

1. Students are supposed to.....
2. Children are supposed to.....
3. Parents are supposed to.....
4. Drivers are supposed to.....
5. Foreigners are supposed to.....

Task 3: Create your own.



Work in pairs. Create a dialog that contains expressions of necessity or expectations.

H. COMMUNICATING

Task 1: Use the expressions of necessity.

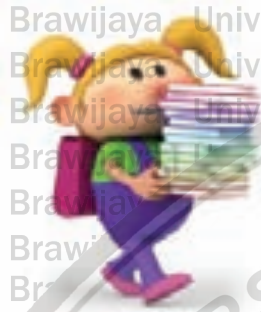
Think about a situation when it was necessary for you to do something. Where did it happen? Who else was involved? What did you say? Create a dialog to represent the situation.

Task 2: Use the expressions of expectations.

Think about a situation when you were expected to do something. Where did it happen? Who else was involved? What did you say? Create a dialog to represent the situation.

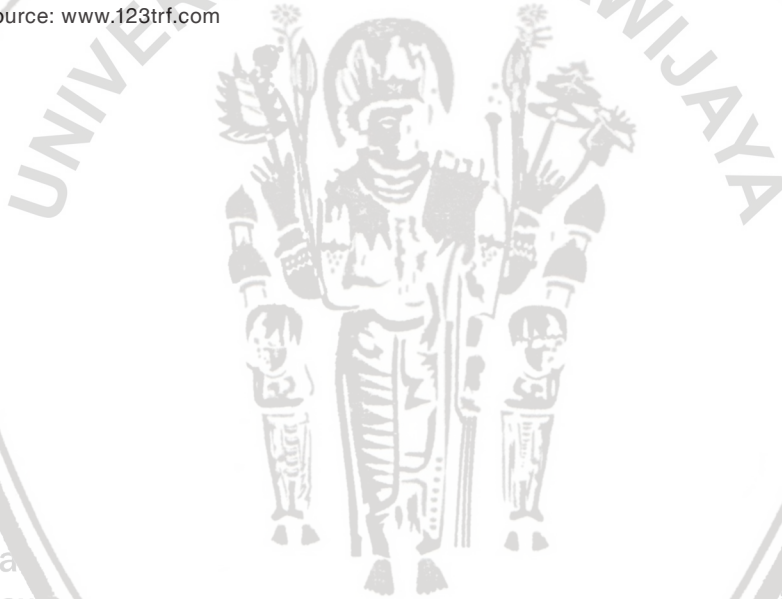
Task 3: Write a text that describes a situation when it was necessary for you to do something.

REFLECTION



Source: www.123trf.com

1. Do you know how to express necessity?
2. Do you know how to respond to expressions of necessity?
3. Do you know how to express expectations?
4. Do you know how to respond to expressions of expectations?



Chapter 5: Do You Know How to Apply for a Job?

Tujuh Pembelajaran:

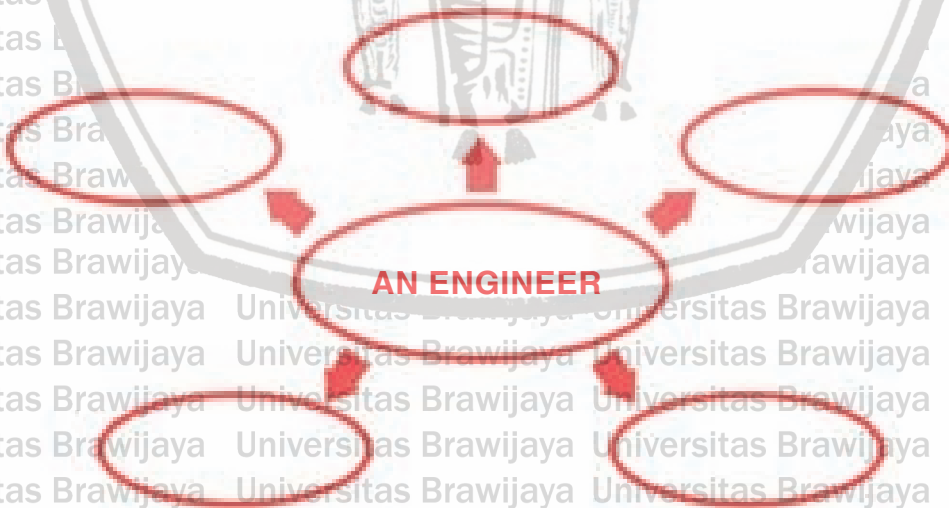
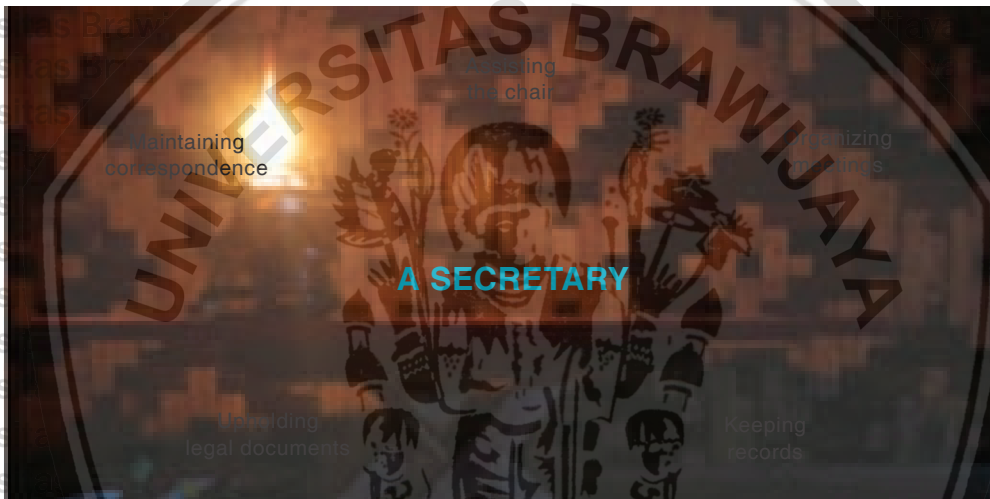
Setelah mempelajari Bab 5, siswa diharapkan mampu:

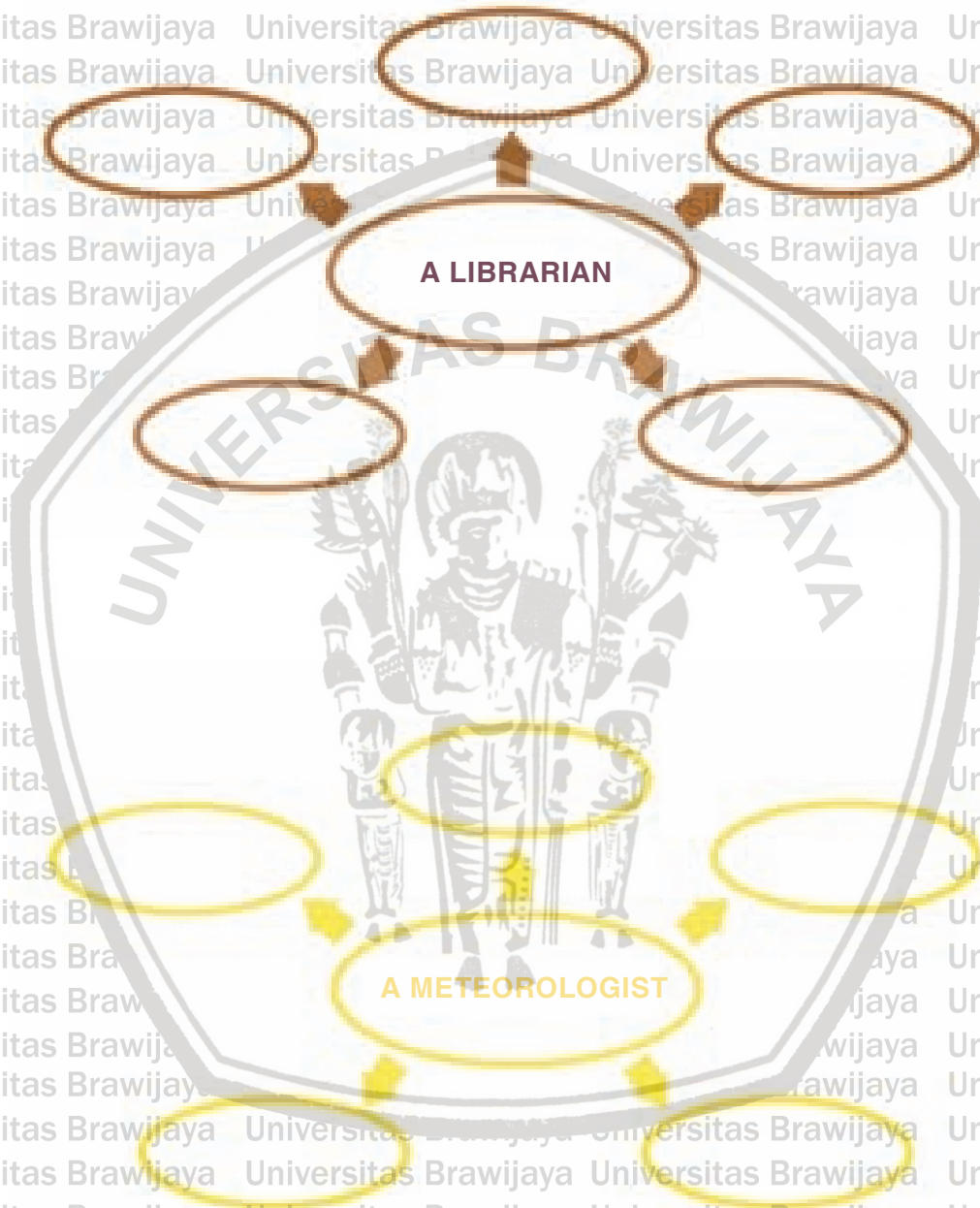
1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari surat lamaran kerja, sesuai dengan konteks penggunaannya.
6. Menangkap makna dalam teks berbentuk surat lamaran kerja.
7. Menyunting surat lamaran kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

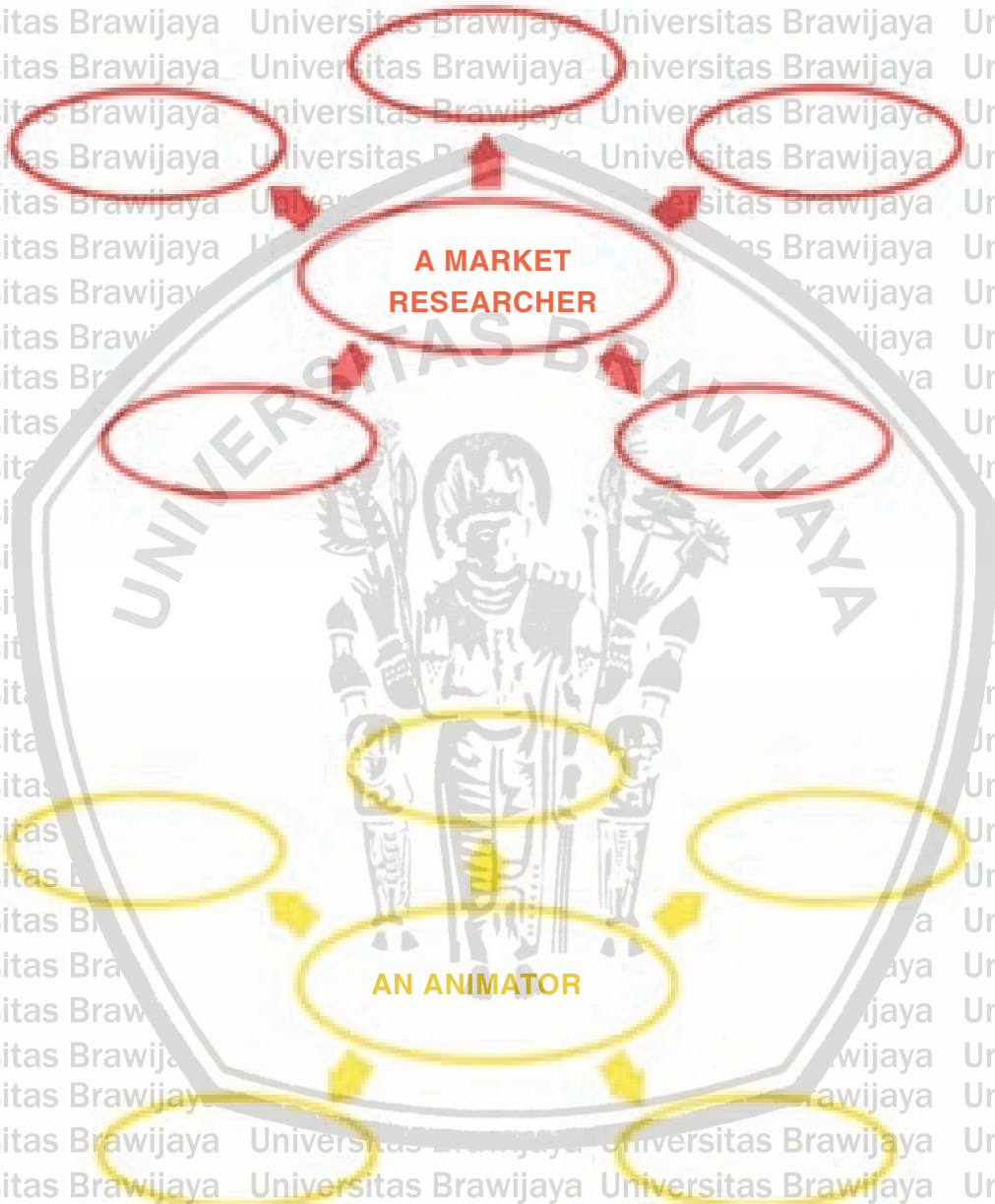
A. WARMER: Boardgame (Mindmap)

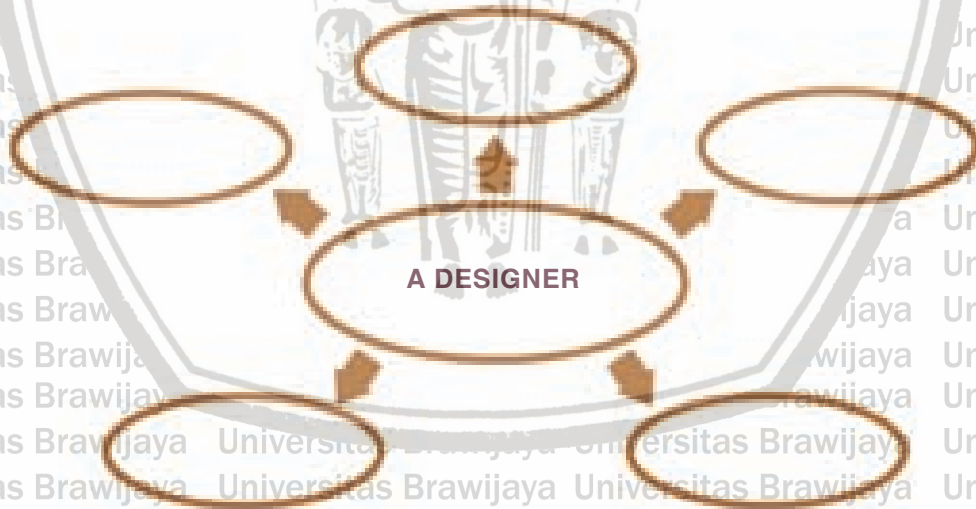
Your teacher will divide the class into 4 groups and show you how to play boardgame (mindmap).

All groups will compete to complete the mindmap on the whiteboard. The first to finish the mindmap will be the winner. Look at the example below.











Discuss with your friends next to you what job you want to have in the future. You have five minutes to do the activity.

B. OBSERVING AND QUESTIONING

Reading

Task 1: Previewing

Read the text carefully. As you read, ask yourself the following questions:

- What type of text is that?
- What do you think the text is about?
- Why do people write such a text?
- Will you someday also write the same kind of text?

Lilis Handayani

(1)

Jl. A. Yani 389

Surabaya, 65151

April 19, 2009

Mr Frank Peterson, Personnel Manager

(2)

Jeans and Co.

Jl. Raya Pandaan 186

Pandaan Pasuruan, Jawa Timur, 98502

Dear Mr. Peterson:

(3)

(4) I am writing to you in response to your advertisement for a local branch manager, which *appeared* in the *Jawa Pos* on Sunday, June 15. As you can see from my *enclosed resume*, my experience and *qualifications* match this position's requirements.

(5) My current position, managing the local branch of a national shoe *retailer*, has provided the opportunity to work under a high-pressure, team environment, where it is essential to be able to work closely with my colleagues *in order to* meet sales deadlines.

In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft's Office Suite.

(6) Thank you for your time and consideration. I *look forward* to the opportunity to personally discuss why I am particularly *suited* for this position. Please call me after 4.00 p.m. to suggest a time we may meet. I can be reached via telephone number 031-858564 or by email at lilish@yahoo.com.

Sincerely,

(7)

Lilis Handayani

Task 2: Vocabulary Building

Based on the context of the text, guess the meaning of the words in italics in the text above. After that, match the English words on the left with the Indonesian equivalents on the right.

to appear	: termuat di koran
enclosed	: terlampir
qualification	: jenis keterampilan/ kepribadian pengalaman yang membuat seseorang cocok untuk suatu pekerjaan tertentu
in order to	: agar
requirement	: persyaratan
colleagues	: kolega
consideration	: pertimbangan
be suited	: cocok untuk
resume	: daftar riwayat hidup/curriculum vitae (CV)

Task 3: Comprehension Questions

Answer the following questions briefly.

1. To whom is the letter sent?
2. Who wrote the application letter?
3. What is the purpose of writing the letter?
4. What position is being advertised?
5. How did Lilis Handayani know the vacancy?
6. What is Lilis's current position?
7. What has her current position provided with?
8. What other responsibilities does she have at the moment?
9. Do you think that Lilis is confident about her competence? How do you know?
10. Does Lilis indicate her willingness for an interview?
Find the evidence from the text.

Task 4: Questioning Activities

Do you still have questions? Write down your questions and take turns asking and answering questions with your partner. Compare your answers to your partner's. Identify relevant words (data) from the text to support your answers. If you're not sure, check the answers with the teachers.

Task 5: Vocabulary in Context

As you already know the meaning of the (new) words in Task 2, now use the following words to fill in the blanks. Consider the context of the sentences in choosing the right words.

be suited	consideration	appear
requirement	qualification	in order to
attached to	resume/CV	colleague

1. Siti still cannot hide her happiness because her investigation report about high school students' eating habit on a regional newspaper yesterday.
2. Butet frequently initiates speaking in English with her classmates because one of the appearing in job vacancy advertisement in the internet and newspaper requires English fluency.
3. Students of XII E class made a class pledge stating their commitment to stop bullying create positive classroom atmosphere for every class member.
4. I support Eva Tuarita to be the new head of our student association because she possesses all the to be a good leader for us.

5. Ratu Tita has written a letter addressed to the principal of our school asking permission not to attend classes for 2 days because we will join an English speech competition. The letter is our completed application letter to join the event, which is also signed by our English teacher.
6. As good....., our teachers visited our English teacher who has been sick for a week. Some of us also went there together bringing our teacher's favorite fruit.
7. Maya's calm personality is really for her role as one of the school mediators that help conflicted students to achieve conflict resolution.
8. Fighting? Never. Although Bejo is a great master in martial arts, he never takes fighting into his in dealing with problems.
9. Don't forget to attach your in your application letter and don't forget to include all the trainings that you have attended.

Task 6: Pronunciation Practice

1. **to appear:** / tu ə' pɪr /
2. **be enclosed:** / bi: ɪn' kloʊzd /
3. **qualification:** / ,kwɑ:lɪfə' keɪʃ ə n /
4. **in order to:** / ɪn 'ɔ:rdər tu:/
5. **requirement:** / rɪ' kwairmənt/
6. **colleagues:** / 'kɑ:lɪg /
7. **consideration:** / kən' sɪdə'reɪʃ ə n /
8. **be suited:** / bi:su:trɪd/
9. **resume:** / rɪ' zʊm /

Grammar Review - Passive Voice

Task 1: Read the following sentences. Observe the italicized verbs.

1. I *am* particularly *suit*ed to this position.
2. I *can* also be reached by email.
3. The application letter is *written* by William Smith.
4. The programmer position *is advertised* in the Times Union.
5. Three references *are enclosed* in the application letter.
6. The application letter *was sent* three days ago.
7. Several positions *were offered* in yesterday's local newspaper.

Did you notice that in all the sentences you found **be** (*am, is, are, was, or were*) and **past participles (V-3)**? Those sentences are called **passive sentences**. Study the following examples to see how passive sentences are formed from active ones.

Active Voice	Passive Voice
She cleans the room every day.	The room is cleaned every day.
He is cleaning the rooms right now.	The rooms are being cleaned right now.
She cleaned the room yesterday afternoon.	The rooms was cleaned yesterday afternoon.
The cleaning service was cleaning the rooms at 12.00 yesterday.	He couldn't check in at 12.00 noon yesterday because the rooms were being cleaned.

She has cleaned the room.	The room has been cleaned.
He has cleaned the rooms.	The rooms have been cleaned.
They will clean the rooms.	The rooms will be cleaned.

NOTE:

In the passive voice, the subjects disappear. Passive voices are usually used when the subjects (doers) are not really important, therefore they might be erased from the sentences. In passive voice, the process is more important than the doer.

Task 2: Change the following active sentences to passive ones.

1. He manages the local branch of a national shoe retailer.

2. The company has advertised the job opportunity in the national newspaper.

3. He developed time management tools for staff.

4. She will enclose her resume in the application letter.

5. Linda is writing an application letter for the position as a secretary.

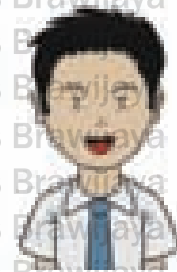
C.COLLECTING INFORMATION

Text Structure

Please read the application letter written by Lilis Handayani once again carefully. Notice the numbers given (see page 62 & 63). Those numbers represent parts of the application letter as follows.

No	Parts of the Application Letter
1	Your address
2	The address of the company you are writing to. Use complete title and address; don't abbreviate.
3	Always make an effort to write directly to the person in charge of hiring.
4	Opening paragraph – Use this paragraph to specify which job you are applying for, or, if you are writing to inquire whether a job position is open, question the availability of an opening.
5	Middle paragraph(s)/body – This section should be used to highlight your work experience which most closely matches the desired job requirements presented in the job opening advertisement. Do not simply restate what is contained in your resume, but give strong reasons why you are suited to the position.
6	Closing paragraph – Use the closing paragraph to ensure action on the part of the reader. One possibility is to ask for an interview appointment time. Make it easy for the personnel department to contact you by providing your telephone number and email address.
7	Always sign the application letter. ("enclosure" indicates that you are enclosing your resume.)

The following text is another example of an application letter. Read it carefully. Then, identify parts of the application letter by referring to the guiding questions below.



1. Which part indicates the address of the job applicant?
2. Which part indicates the address of the company the letter is sent to?
3. Which part indicates the person in charge?
4. Which part indicates the opening of the letter? What information is provided?
5. Which part contains any information that matches the position? What specific information is highlighted?
6. Which paragraph closes the application letter? What information is written in this part?
7. Where do you put your signature?

January 23, 2014

George Sebastian
Prosperous Company
25 Saint John Court
Hatfield, CA 08065

Dear Mr. Sebastian,

I am writing to apply for the programmer position advertised in the Times Union. As requested, I am enclosing a completed job application, my certification, my resume and three references.

The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include: I have successfully designed, developed, and supported live use

applications. I strive for continued excellence, and I provide exceptional contributions to customer service for all customers. With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience.

I can be reached anytime via email at john.donaldson@example.com or my cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,
Signature (for hard copy letter)

John Donaldson

Task 3: Discuss your answers with your friends.

Task 4: Refer back to the comprehension questions under the application letter written by Lilis Handayani. Observe and study the questions carefully. In pairs, make comprehension questions based on the application letter written by John Donaldson. Then, compare your questions to the ones made by other pairs.

D. Associating

Writing



Task 1: Read the following job vacancy carefully.

VACANCY

Apika Plaza, a reputed and well-established showroom, is seeking to fulfill job vacancy from qualified, motivated, and experienced individuals. If you think you have the confidence and the capability in you, then you are more than welcome to apply.

Position: Sales Executive

Qualifications:

- Bachelor's degree in any discipline
- Minimum 2 years of experience in a similar position
- Proficiency in both English and Indonesian
- Basic computer skills
- Charming personality and good interpersonal skills

Roles and Responsibilities:

- Deal and negotiate with customers
- Respond to customers' queries about various products and services

Interested candidates should send their CV and scanned photograph to Apika Plaza Ltd., Jalan A. Yani 25, Sukamakmur 65126 (Attn. Mr. Feliks Diansyah, Manager)

Task 2: Write an application letter to respond to the above job vacancy. Use these points about parts of application letters to help you.

1. Write your address.
2. Write the address of the company your application letter is sent to.
3. Write down the name of the person in charge.
4. Write down any necessary information in the opening of the letter.
5. Write down specific information to indicate that your capability matches the position.
6. Write down any necessary information in the closing.
7. Sign your application letter.

Task 3: Find another example of application letters in the internet. Analyze whether you can find the parts of application letters that you have learned. Exchange with friends.

REFLECTION



Source: www.123trf.com



At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Have you been able to understand the purpose of an application letter?
2. Do you know what information appears in an application letter?
3. Do you know how to write an application letter?
4. Can you respond well to the interviewer during a job interview?

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 write or talk about yourself better.

Chapter 6: What Do They Look Like?

Tujuh Pembelajaran:

Setelah mempelajari Bab 6, siswa diharapkan mampu:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk *factual report* tentang binatang.
- 4.9 Menangkap makna dalam teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang.
- 4.10 Menyusun teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

A. WARMER

Do you know animal sounds in English? Guess the sounds of these animals. Use the provided clues to help you. Check your answers with your friends.

- What does the pig say?
- What does the horse say?
- What does the cow say?
- What does the bee say?
- What does the little bird say?
- What does the frog say?
- What does the cat say?
- What does the goose say?

Honk. Honk.

Moo.

Meow. Meow.

Oink. Oink.

Neigh-h-h.

Buzzz.

Tweet. Tweet.

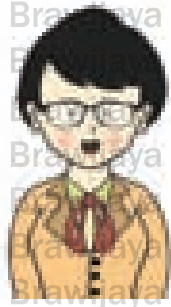
Croak. Croak.

B. OBSERVING AND QUESTIONING

Listening



Task 1: Listen to the text.



Listen to your teacher reading aloud a text about reptiles. Answer the questions briefly.

Questions

1. What does the word reptile mean?
2. What do reptiles look like?
3. How do reptiles breathe?
4. What does cold-blooded mean?
5. What animals are mentioned as the examples of reptiles?

Task 2: Oral description

Listen to your teacher again. Try to answer the questions in Task 1. Your answer will help you describe reptiles.

Reading

Task 1: Observe and compare.

Observe these two texts about reptiles. In groups, compare them using the questions that follow.



TEXT 1

What is a reptile?

The word *reptile* means that which crawls. A reptile is an animal that crawls, though some prefer to swim. Reptiles usually have scales on their bodies, like fish, but they breathe through lungs as people do. Reptiles are cold-blooded. This means that the temperature of their blood changes when the air temperature changes. Snakes, turtles, and lizards are all reptiles. So were the ancient dinosaurs. *(Taken from Charlie Brown's Cyclopedia. Volume 2. 1990. Animals through the Ages: From Alligators to Zebras)*

TEXT 2

Huge reptiles called Dinosaurs lived on earth about 180 million years ago. They flourished and ruled the earth for more than 120,000,000 years. But today we can't see even a single one of them because all of them died out about 60 million years ago.

Why such strong and flourishing creatures should suddenly disappear completely is a question that still puzzles the scientists today. The most probable explanation is the climate of the earth changed too much about 60 million years ago for the dinosaurs to continue living.

The huge sized reptiles called Dinosaurs existed in a great variety of sizes. Most were 25 to 30 feet long and weighed from five to ten tons. Some were much smaller, and a few early varieties were as small as chicken! *(Adapted from All Colour Treasury of Children's Knowledge by Jayant Gupta. 1993)*

Questions

1. Do the texts contain the same type of information?
2. What linguistic similarities/differences can you identify? (e.g., the use of verbs, the use of adjectives, etc.)
3. In terms of presentation format and writing, what similarities/differences can you identify from the two texts? Discuss these aspects: number of paragraphs, length of texts, and style in writing.

Task 2: Think about it.



Source: www.vectorstock.com

Before you read the following text about zebras, talk about these things in small groups.

1. Have you ever seen zebras or pictures of zebras?
2. Have you ever read anything about zebras?
3. What information about zebras did you get from reading?
4. Do you know that the stripes of zebras have some functions?
5. Do you think that zebras are black animals with white stripes, or white animals with black stripes? Why do you think so?

Task 3: Read and Skim.

Read and skim each paragraph in the reading text about zebras below. After you skim each paragraph, write the number of the paragraph next to the question it answers.

1. _____ What do zebras look like?
2. _____ How many species of zebras are there?
3. _____ What are zebras?
4. _____ What are the functions of the stripes of zebras?
5. _____ Where do zebras live?
6. _____ What do zebras eat?



Zebras are equids, a family of mammals and members of the horse family, native to Africa. The word “zebra” comes from the Portuguese zebra, which means “wild ass.” One can certainly see how the zebra might have been mistaken for the wild ass at first glance, since the

animals have similar body types.

Zebras are probably most famous for their distinctive striped coats, which make them quite memorable animals.

In addition to being found in parts of Africa, zebras are also held in captivity in zoos and conservation parks in many parts of the world, for people who want to see these animals in person without taking a safari trip. Several attempts have been made to domesticate

the zebra, with some animals being trained as riding or driving animals. However, zebras appear to be too unpredictable and flighty to fully domesticate, despite the best efforts of intrepid riders. Instead, some people breed zebra hybrids, crossing full blooded zebras with horses and other equids to produce more easily trained and handled animals which retain the characteristic zebra stripes.

There are several different species of zebra, but all of them are in the same genus, *Equus*, which they share with horses. Like other equids, zebras are odd-toed ungulates with muscular bodies which are built for running. Zebras were among the earliest animals to split from the original equids, along with asses, and as a result, they have had an extended period of time to adapt to the unique challenges of the African landscape.

These animals have very stout, muscular bodies which are designed for immense speed and strength. When threatened, a zebra can choose to run, often choosing a zig-zagging pattern to distract the predator, or they can fight, using powerful jaws and heavy hooves to attack their enemies. Like asses, zebras have tufted tails, and they also have short, upright manes of coarse hair, along with unusually large ears which give these animals a very good sense of hearing.

Zebras are herbivores, eating grass, foliage, and various shrubs. Depending on the species, a zebra may be adapted more for the open plain, or for more heavily wooded and mountainous areas. In all cases, zebras are very social animals, living in large herds which are typically overseen by a single stallion. A zebra's gestation period is 13 months, typically producing a single foal which may join the herd when it reaches adulthood, or strike out on its own to find another group of zebras.

The stripes of the zebra appear to have several functions. For one thing, they distract and confuse predators, especially when

zebras are in a herd formation, because the stripes make it hard to pick out an individual zebra. The stripes also appear to be unique to each animal, allowing zebras to readily identify each other, and they help to camouflage individual zebras, especially in wooded areas, where the play of light and shadow allows the zebra to blend.

There is some debate as to how to describe the zebra's stripes. They are typically described as white animals with black stripes, but zebras actually have entirely black skin. The most common zebra mutations create animals which are darker, rather than lighter. This proves that the zebra is actually black with white stripes. While this might seem a bit pedantic, it can make a good jumping-off point for ed debates at parties, if one feels so inclined.

(Adapted from <http://www.wisegeek.com/what-is-a-zebra.htm>)

COMPREHENSION QUESTIONS

Answer the questions briefly.

1. Where are zebras generally found?
2. What are the most obvious characteristics of zebras?
3. How can people domesticate zebras?
4. What do people do to get more-easily-trained animals?
5. Why can zebras adapt to the African land?
6. How do zebras prevent themselves from predators?
7. Why are zebras called social animals?
8. What are the functions of the stripes?
9. What is being debated? What is the fact? Why do you think so?
10. What does the last sentence mean?

Vocabulary Builder

Task 4: Find the meaning of words.



Source: www.123rf.com
Picture 6.2 Zebras

After reading the text about zebras, individually guess the meaning of each word below. Then, check them with your friends. When necessary, consult your dictionary. After that, practice pronouncing the words.

distinctive

/dɪˈstɪŋktɪv /

captivity

/kæpˈtɪvɪti /

domesticate

/dəˈmestɪkeɪt /

retain

/rɪˈteɪn /

distract

/dɪˈstrækt /

herd

/hɜːrd /

gestation

/dʒeˈsteɪʃ ə n /

foal

/fəʊl /

mutation

/mjuːˈteɪʃ ə n /

pedantic

/pɪˈdæntɪk /

Grammar Review

Task 5: Observe the adjectives.

An adjective describes or gives more information about a noun or pronoun. A lot of adjectives are found in the text about zebras.

Adjectives	Nouns
wild	ass
distinctive	coats
memorable	animals
different	species
muscular	body



Can you find in the text some other adjectives and the nouns that they describe? Write them down here!

Task 6: Observe the relating verbs.

Look through the text again. You will find verbs like **is, was, are, were, have,** and **had**. They are called **relating verbs**.

Zebras **are** equids, a family of mammals and members of the horse family, native to Africa.

Zebras **were** among the earliest animals to split from the original equids, along with asses.

Underline some other **relating verbs** in the text!



Source: www.123rf.com
Picture 6.3 A Zebra

Text Structure

Task 7: Observe the text structure.

The text about zebras above is called a *factual report (information report)*. A factual report aims at describing general phenomena, natural as well as social.

How are factual reports written? In the model text, the first paragraph of the factual report gives us a **classification** containing some general information about zebras. All the paragraphs that follow the first paragraph contain **some description** about zebras; they contain some detailed features. The paragraphs in the text seem to respond to a series of questions about zebras: the what, why, how, etc.



Read the text again, and then write in the table the appropriate questions about zebras that the paragraphs will answer.

Parts of the Text	Questions to Answer
Paragraph 1	What are zebras?
Paragraph 2	Where do zebras live?
Paragraph 3	
Paragraph 4	
Paragraph 5	
Paragraph 6	
Paragraph 7	

What is the last paragraph about?
How relevant is this paragraph
to the overall text? Discuss with
your friends.

Task 8: Create subheadings.

In writing a factual report, you can use questions to become the subheadings of the paragraphs. The subheadings become the guides in developing the paragraphs. However, the subheadings do not have to be in the form of questions. You may use words of nouns, like the following examples.

Text Structure	Questions as Subheading	Noun Words
Classification	What are zebras?	General Information
Description	Where do zebras live?	Habitat
	How many species of zebras are there?	
	What do zebras look like?	
	What do zebras eat?	
	What are the functions of the stripes?	
	What is debatable?	

C. COLLECTING INFORMATION

Task 1: Find a factual report text.



In groups, find a factual report text about animals. You can go to the library or search in the Internet. Use the following questions to help you select the text.

1. What is the animal?
2. What does the animal look like?
3. What does the animal eat?
4. Where does the animal live?
5. What other information about the animal is found in the text?

Task 3: Find the relating verbs.

Look through your text again. Rewrite the sentences that have **relating verbs (is, are, was, were, has, have, or had)**.

Compare what you have with other groups.

D. ASSOCIATING

Task 1: Vocabulary Exercise

As you already know the meaning of the (new) words in the reading text about zebras, now use the words to fill in the blanks. Consider the context of the sentences in choosing the right words.

- captivity
- distinctive
- domesticate
- distract
- herd
- gestation
- foal
- mutation
- pedantic
- retain

1. Nadia wishes that on her birthday next month her parents would take her to her grandparents' ranch to see a new-born _____.
2. A loud noise outside the interview room seemed to _____ his attention. He thought he could not respond to the interview questions well.
3. Rony is very _____. He always raises questions that the other students in the class might not think about.
4. Most baby mammals grow inside their mother's belly before they are born. Their _____ period lasts differently.
5. Many animals are now put in _____.
6. God has created that each creature is unique because of the _____ features.
7. One of the trends among animal lovers is that they try to _____ some wild animals.
8. It is very common to see a _____ of elephants in some Sumatra forests.
9. New species of animals are created through the experiment of genetic _____.
10. They think that they have to _____ their position as village heads.

Task 2: Grammar Exercise

Use the correct relating verbs (*is, are, was, were, has, have, or had*) to fill in the blanks.

1. Latin _____ the language that scientists usually use to name living things.
2. Birds _____ very strong muscles for flapping their wings, and the wings _____ the right shape for flying.
3. One of the earliest mammals _____ a rhinoceros. It started out small, but as millions of years passed, it became larger.
4. Owls _____ large, staring eyes, which make them look as if they _____ thinking very hard.
5. Of the four kinds of poisonous snakes living in the United States, the coral snake _____ the strongest venom.
6. When dinosaurs first appeared, there _____ many kinds of dinosaurs in all sorts of shapes and sizes.
7. Stegosaurus _____ a tiny brain – about the size of a walnut – even though the creature itself weighed nearly 30 tons!
8. A female kangaroo _____ a pouch so that her baby will have a place to live.
9. The easiest way to tell the difference between an alligator and a crocodile _____ to look at their faces. The crocodile's face _____ long and pointy, whereas the alligator _____ a shorter, wider face.

2. Record the kinds of pets that have been reported to the class. Discuss in groups the uniqueness of each kind of pets.

Do you still find similarities in the uniqueness? Do you think this happens randomly or intentionally? Who has created this all?

Do you feel grateful? Share what your group has with the class.

Writing

Task 1: Create your own.

Now write a factual report. Choose an animal that you like the most. You can go to the library or search in the Internet to find help. Use these subheadings when writing.

- Classification** (General information)
- Description:** Appearance; Habitat; Food; Other necessary information
- References:** Do not forget to acknowledge the sources you have obtained the information from.



Please write and present your text neatly and attractively.

Task 2: Peer Editing

Work in pairs. Exchange your writing. Check your friend's writing.

Pay attention to these points when reading it.

- The text structure: classification (general information) and description (appearance, habitat, food, other necessary information)
- The use of adjectives

- c. The use of relating verbs
- d. Spelling
- e. Punctuation
- f. Capitalization
- g. Formatting
- h. References

E. COMMUNICATING

Task 1: Cloze description

Fill in the blanks with appropriate **adjectives** or **relating verbs**.

Goldfish make the best imaginable pets. First of all, goldfish are extremely _____. They don't bark, meow, chirp, squawk, screech, or race around the house while you and your neighbors are trying to sleep. Second, goldfish _____ very small and easy to house. They don't take up more than fifteen square inches in a _____ house or apartment. In addition, goldfish _____ very _____ pets. You can buy a goldfish at your local pet store for about 50 cents, and a small bowl for it costs less than \$3.00. Thus, if you want a _____ and _____ pet that doesn't take up much room or cause any trouble, visit your nearest fish store.



Source: picturesforcoloring.com
Picture 6.5 Goldfish

Adapted from Hogue, Ann. 1996. Introduction to Academic Writing.

Task 2: Writing

Rearrange the following sentences to form a good paragraph.

1. Zoologists, the people who study animals, classify them according to the structure of their body.
2. This is known as classification.
3. Animals are often grouped together according to their similarities.
4. The simplest scientific grouping is the species, animals that are basically alike and breed among themselves.
5. For example, some animals live in water, some on land; some are meat-eaters, some eat plants, and some eat both.

Task 3: Speaking

Does anyone of you have an animal as a pet? Study about the characteristics of the animals like your pet in general. Share the information with your friends. Use these questions to help you.

1. What is the animal?
2. What does it look like?
3. Where does it live?
4. What does it eat?
5. How do you keep it?

REFLECTION



Do you know how to create a factual report? Respond to these questions to check whether you understand how to create a factual report about animals.

Source: www.123trf.com

1. Do you use general information to introduce your topic as a classification?
2. Do you give necessary description using subheadings (appearance, habitat, food, other information)?
3. Do you use present verbs?
4. Do you pay attention to spelling, punctuation, capitalization, and formatting?
5. Do you use references?

Chapter 7: Read the Nature

Tujuh Pembelajaran:

Setelah mempelajari Bab 7, siswa diharapkan mampu:

- 1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk *factual report* tentang binatang.
- 4.9 Menangkap makna dalam teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang.
- 4.10 Menyusun teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

A. WARMER

Can you identify the humorous points of these jokes?

1. Waiter, how long will my sausages be?

Oh about three inches.

2. Why didn't the man die when he drank the poison?

Because he was in the living room.

3. What's the difference between a jeweler and a jailer?

A jeweler sells watches, and a jailer watches cells.

4. Why is six scared of seven?

Because 7-8-9.

5. How do bees travel?

They take the buzz.

B. OBSERVING AND QUESTIONING

Listening

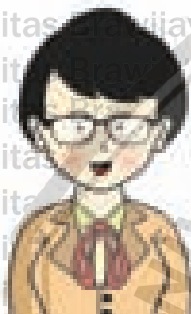
Task 1: Comprehension Questions



Your teacher is going to read a text about Tsunami. Listen carefully and later you will have to answer the questions.

1. What is a tsunami?
2. What are tsunamis often called?
3. How fast can tsunami waves travel according to National Oceanic and Atmospheric Administration (NOAA)?
4. When does the speed of tsunami waves slow down?
5. How long can the tsunami waves last?

Task 2: Oral Description



Listen to your teacher again.
You will be asked to answer some questions.
After that, you will work in pairs to describe
what tsunami is.

Reading

Task 1: Think about it.

Before you read the following text about tornadoes,
talk what you know about in your groups.

Use the following questions as hints.

1. Do you know what a tornado is?
2. What does a tornado look like?
3. Where do you think a tornado is usually found?
4. Where did you find information about tornado for the first time?

Task 2: Comprehension questions

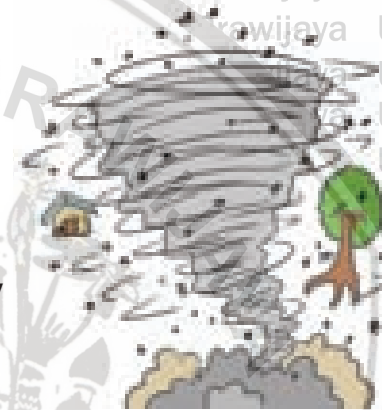
The word *tornado* comes from Spanish language and means to twist or turn. A tornado is a whirlwind produced by atmospheric conditions, mainly extremely low pressure, during a severe thunderstorm.

Tornadoes usually turn counterclockwise. They appear as funnel shaped columns of violently rotating winds that reach down from a storm and touch the ground. Although a tornado is not always visible to the eye, tornadic conditions can still be picked up on radar, or the tornado may become visible once debris and dirt are pulled into it.

A tornado may also be referred to as a *funnel cloud*, but this is technically not a correct term. While the two words are sometimes used interchangeably, a funnel cloud is different, not in its make up, but in the fact that it does not touch the ground. Another name that is often used to describe a tornado is *twister*, due to its violent twisting motion.

The tornado is one of the most unpredictable and destructive forces of nature, often destroying everything in its path. A tornado is usually preceded by severe storms, which may include lightning, high winds, and frequent hail. It can change course without notice, and is usually accompanied by a roaring sound, or as some describe it, the sound of freight train.

(Taken from <http://www.wisegeek.com/what-is-a-tornado.htm>)



Source: picturesforcoloring.com
Picture 7.1 A Tornado

Read the text above carefully, and then answer these questions briefly.

1. What does the word *tornado* mean?
2. What is a tornado?
3. How do tornadoes usually turn?
4. What do tornadoes look like?
5. What are the other names of tornadoes?
6. Why is it technically not correct to refer tornadoes as funnel clouds?
7. Why is a tornado described as a twister?
8. What usually precedes a tornado?
9. What usually accompanies a tornado?
10. What does the word **some** in the last line refer to?

Vocabulary Builder

Task 3: Find the meaning of words.

After reading the text about tornado, individually guess the meaning of each word below. Then, check them with your friends.

When necessary, consult your dictionary.

After that, practice pronouncing the words.

severe: /si'vɪr/

counterclockwise: /'kaʊntər'klɔ:kwaɪz/

violent: /'vaɪələnt/

visible: /'vɪzɪbəl/

interchangeably: /,ɪntə'tʃeɪndʒəblɪ/

debris: /dɛ'brɪz/

make up: /meɪkʌp/

destructive: /dɪ'strʌktɪv/

precede: /pri'sɪd/

course: /kɔ:rs/



Source: picturesforcoloring.com
Picture 7.2 A dictionary

Grammar Review

Task 4: Observe the present verbs.

Look through the text again. You will find verbs like *comes*, *means*, *is*, *turn*, *appear*, and *reach*. They are called *the Simple Present Tense*. Observe these sentences:

The word “*tornado*” *comes* from Spanish language.

The word *means* to twist or turn.

A tornado *is* a whirlwind produced by atmospheric conditions.

Tornadoes usually *turn* counterclockwise.

They *appear* as funnel shaped columns of violently rotating winds.

They *reach* down from a storm and *touch* the ground.



Underline some other present verbs in the text!

Do you know why some verbs end with **-s** (e.g., *comes*, *means*) and some other verbs do not (e.g., *turn*, *appear*)? Discuss with your friends!

Text Structure

Task 5: Observe the text structure.

The text about tornado above is called a *factual report* (*information report*). A factual report aims to provide information about natural or social phenomena. In this case, the text about tornado is an example of **natural phenomena**.

How are factual reports written? The first paragraph of a factual report gives us a **classification** containing some general information about the phenomena, in this case, tornado (e.g., the origin of the word). All the paragraphs that follow contain some description about tornado; the description provides details. The description answers to these questions: What is it? What does it look like? What special features does it have?



Read the text again, and then write in the table below the appropriate questions about tornados that the paragraphs will answer.

Parts of the Text	Questions to Answer
Classification	Paragraph 1: Where does the word tornado come from? What does it mean?
Description	Paragraph 2: What do tornadoes look like?
	Paragraph 3: What special features do tornadoes have?
	Paragraph 4: What other special feature do tornadoes have?

C. COLLECTING INFORMATION

Task 1: Read the text below carefully, and then practice reading it aloud. Mind your pronunciation and intonation.

A tsunami is a giant wave (or series of waves) created by an undersea earthquake, volcanic eruption or landslide. Tsunamis are

often called tidal waves, but this is not an accurate description because tides have little effect on giant tsunami waves.

Far out in the ocean, tsunami waves don't get very high, but they move very fast. In fact, the National Oceanic and Atmospheric Administration (NOAA) reports that tsunami waves can travel as fast as a jet plane.

As a tsunami gets closer to land and the ocean depth decreases, the speed of the tsunami wave slows down and the height of the tsunami wave increases dramatically—along with its potential for destruction.

One thing is certain about tsunamis: they are unpredictable. Once a tsunami makes landfall, the waves can last from five to fifteen minutes and do not follow a set pattern. NOAA warns that the first wave may not be the largest.

Not all undersea earthquakes or other seismic events create tsunamis, which is why tsunamis are difficult to predict.

(The article is taken from: <http://environment.about.com/od/environmentalevents/f/what-is-a-tsunami.htm>)

Task 2: Observe the present verbs.



Look through the text again.

Underline all the verbs in the present forms like in the following example.

A tsunami is a giant wave (or series of waves) created by an undersea earthquake, volcanic eruption or landslide. Tsunamis are often called tidal waves, but this is not an accurate description because tides have little effect on giant tsunami waves.

Task 3: Find a factual report text.

In groups, find a factual report text about natural phenomena. You can go to the library or search in the Internet. Use the following questions to help you select the text.

1. What is the natural phenomenon?
2. What does the phenomenon look like?
3. What features does the phenomenon have?
4. What other features does the phenomenon have?



Present your text neatly and attractively so that the other groups want to read it. Take turn sharing the information you have with the class.

Task 4: Find the present verbs.



Look through your text again.
Rewrite the sentences that have present verbs. Compare what you have with other groups.

D. ASSOCIATING

Task 1: Vocabulary Exercise

Fill in the blanks with the appropriate words. Consider the contexts of the sentences in choosing the right words.

severe anticlockwise course violent
visible debris interchangeably
make up destructive precede

1. The occurrence of cyclones is usually characterized by inward spiraling winds that rotate _____ in the Northern Hemisphere and clockwise in the Southern Hemisphere of the Earth.
2. This _____ material moves according to the wind direction.
3. Scientists can hypothesize that certain signs of natural phenomena _____ certain events.
4. Environmental education is useful in minimizing _____ behaviors to the environment.
5. Once the building was destroyed, the social workers had to work hard to clean up and remove all the _____.
6. Pilots depend on coordinates to ensure that they are in the right _____.
7. _____ behaviors might be caused by severe mental illness.

8. The team had to work very hard how to find ways to _____ their loss in the prestigious match.
9. We are very sorry to hear that our friend is experiencing a _____ brain damage after the car accident.
10. The students just learned from the teacher's explanation that the two terms are used _____ in science.

Task 2: Grammar Exercise

Put the verbs in the brackets into the correct present form.

1. Many people (use) the Internet to do electronic shopping.
2. Much of the giant panda's way of life still (remain) a mystery.
3. Scientists (learn) natural phenomena from time to time.
4. Catatumbo Lightning (occur) only over the mouth of the Catatumbo River where it (empty) into Lake Maracaibo.
5. Like most land crabs, red crabs (use) gills to breathe and (take) great care to conserve body moisture.
6. The remains of a Caribbean hurricane (threaten) to sweep away summer's warm weather this weekend with gale-force winds and heavy rains.
7. All snakes (have) teeth, but only poisonous snakes (have) fangs.
8. Snow (have) an open and therefore soft, white, and fluffy structure, unless subjected to external pressure.

9. Tropical cyclogenesis (describe) the process of development of tropical cyclones.

10. Seen from Earth, Mercury (appear) to move around its orbit in about 116 days, which (be) much faster than any other planet.

Task 3: Speaking

Some natural phenomena include flood, earthquakes, landslides, or rainy season. In groups, find some information about one natural phenomenon as assigned by your teacher. You can go to the library or search in the Internet. Use the following questions to help you.

1. What is the natural phenomenon?
2. What does the phenomenon look like?
3. What features does the phenomenon have?
4. What other features does the phenomenon have?

Present what your group has found in front of the class. Use pictures or other necessary media to help clarify your presentation.

Task 4: Writing (Create your own).

Now write a factual report. Choose a natural phenomenon that is worth sharing. You can go to the library or search in the Internet to find help. Use these subheadings when writing.

1. **Classification** (General information about the natural phenomenon)
2. **Description**: Details about the features of the phenomenon.



Do not forget to write and present your text neatly and attractively.

Task 5: Peer Editing

Work in pairs. Exchange your writing. Check your friend's writing. Pay attention to these points when reading it.

1. The text structure: classification (general information) and description (details about the features)
2. Language features: the simple present tense
3. Spelling
4. Punctuation
5. Capitalization
6. Formatting



Source: picturesforcoloring.com
Picture 7.3 Peer Editing

E. COMMUNICATING

Task 1: Cloze Description

Fill in the blanks with appropriate words.



Volcanic eruptions happen when lava and gas are discharged from a volcanic vent. The most common consequences of this are population movements as large numbers of _____ are often forced to flee the moving lava flow. Volcanic eruptions often _____ temporary food shortages and volcanic ash landslides called Lahar.

The most dangerous _____ of volcanic eruption is referred to as a 'glowing avalanche'. This is _____ freshly erupted magma forms hot pyroclastic flow which has temperatures of up to 1,200 degrees. The pyroclastic _____ is formed from rock fragments following a volcanic explosion, the flow surges down the flanks of the _____ at speeds of up to several hundred kilometers per _____, to distances often up to 10 kms and occasionally as far as 40 kms from the original _____ site. (Adapted from <https://www.ifrc.org/en/what-we-do/disaster-management/about-disasters/definition-of-hazard/volcanic-eruptions/>)

Task 2: Writing

Rearrange the following sentences to form a good paragraph.



1. Nest building is an instinct.
2. Cardinals and thrushes make this kind of nest.
3. Birds do not learn to build nests.
4. Some swallows make their nests in a hole in a tree or rock.

5. They line the bottom of the hole with grass, feathers, fur, and moss.
6. Many birds make a cup-shaped nest out of twigs and grass.

REFLECTION

Do you know how to create a factual report?
Respond to these questions to check whether you understand how to create a factual report about natural phenomena.



Source: www.123trf.com

1. Do you use general information to introduce your topic as a classification?
2. Do you give necessary description (specific features) using subheadings?
3. Do you use present verbs?
4. Do you pay attention to spelling, punctuation, capitalization, and formatting?
5. Do you use references?

Chapter 8: Students Don't Bully

Tujuh Pembelajaran:

Setelah mempelajari Bab 8, siswa diharapkan mampu:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk *factual report* tentang binatang.
- 4.9 Menangkap makna dalam teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang.
- 4.10 Menyusun teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

A. WARMER

The following is a list of top 10 qualities of a good friend. However, the words are incorrectly arranged. Find the ten words by reading carefully these two groups of seemingly-nonsense words from the left top down and then up to the right and down again. As an example, the first quality is **trustworthy**. What are the other nine qualities? Work in pairs and compete to be the quickest in finding them.

trust	peNda
worth	blere
yforg	spect
iVing	fulsE
loYa	lfles
lstrA	ssupp
ightf	ortiv
orwar	enOnj
denth	udgme
usias	ntali
ticide	nsPiring

Source: <http://arias100.hubpages.com/hub/Top-10-Qualities-You-Should-Look-For-In-A-Friend>



Are there any other qualities a good friend should have? Discuss with the class.

B. OBSERVING AND QUESTIONING

Listening

Task 1: Listen to your teacher.

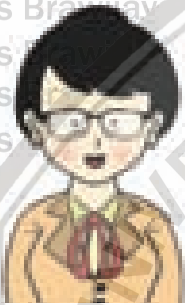
Listen to your teacher reading a text aloud. Answer the questions briefly.



Comprehension Questions

1. What is friendship?
2. In what branch of science do people learn friendship?
3. What does research say about friendship?
4. What are the characteristics of friendship?
5. What do people who form a friendship have in common?

Task 2: Retell.



Listen to your teacher. She is going to read the text aloud. Try to answer the comprehension questions. Use your answers to retell the text in your own words.

Reading

Task 1: Think about it.

Do you know what bullying is? Before you read the text, discuss what questions you can probably ask.

1. Your question: _____
2. Your question: _____

Task 2: Read and skim.

Read and skim each paragraph in the reading text about bullying below. After you skim each paragraph, write the number of the paragraph next to the question it answers.

1. _____ What is physical bullying?
2. _____ What is verbal bullying?

3. _____ What is bullying?
4. _____ What are the effects of bullying?
5. _____ What is cyber bullying?
6. _____ What is another effect of bullying?
7. _____ What is emotional bullying?

Teenage Bullying

Bullying includes behaviors that focus on making someone else feel inadequate, or focus on **belittling** someone else. Bullying includes harassment, physical harm, repeatedly demeaning speech and efforts to **ostracize** another person. Bullying is done with the intention of bringing another person down. It is important to realize that there are different kinds of bullying.

Physical Bullying: This is the most obvious form of bullying. In this type of bullying, the instigator attempts to physically dominate another teen. This usually includes kicking, punching and other physically harmful activities. These are designed to **instill** fear in the one bullied, and **coerce** him or her to do something.

Verbal Bullying: When someone verbally bullies another, he or she uses **demeaning** language to **tear down** another's self-image. Bullies who use verbal techniques **excessively** tease others, say belittling things, and use a great deal of sarcasm with the intent to hurt the other person's feelings or humiliate the other teen in front of others.

Emotional Bullying: This is even more **subtle** than verbal bullying. Teenage bullying that includes emotional methods aims at getting someone else to feel isolated, and alone. This type of bullying is designed to get others to ostracize the person being bullied.

Cyber Bullying: Electronic bullying is becoming a very real problem for teens. This type of bullying uses instant messaging,

cell phone text messages, and online social networks to humiliate and embarrass others. This can be especially **devastating** to the people being bullied because they cannot even find a safe place in the virtual world.

There are a number of effects that come with teenage bullying. First of all, there are the obvious physical problems and injuries that can result from physical bullying. However, emotional, verbal and cyber bullying can deeply affect teens as well. These activities can lead to depression (and even suicide), drug use and **stunted** social development. These problems can affect a person well into adulthood.

Another problem is **retaliation**. In some cases, bullied teens have violent fantasies of attacking their bullies. There are instances in which these teens become violent. They turn to their classmates in order to get revenge. This can be a cause of heartbreak and difficulty.

(Adapted from <http://www.bullyingstatistics.org/content/teenage-bullying.html>)

Task 3: Comprehension questions

Read again the text above and then answer these questions briefly.

1. What is bullying?
2. What do bullies usually do to other people?
3. What is the purpose of bullying?
4. How many types of bullying are there?
5. What differentiates one type of bullying from another?
6. What are the effects of bullying?
7. Which do you think is the most damaging kind of bullying?

8. Why do the bullied teens fantasize of attacking the bullies?
9. Why do the bullied teens seek for support to their classmates in retaliating the bullying instead of doing it themselves?
10. How can retaliation cause heartbreak?
11. What is the author's purpose in writing this article?

Vocabulary Builder

Task 4: Identify the meaning of words.

Match the words in the left column to their meanings on the right column. See the example.

1. belittle (verb)	a. not good enough, not big enough, etc. for a particular purpose
2. ostracize (verb)	b. refuse to accept someone as a member of the group
3. inadequate (verb)	c. to make someone or something seem small or unimportant
4. instigator (noun)	d. A person who initiates something
5. instill (verb)	e. to force someone to do something they do not want to do by threatening them
6. coerce (verb)	f. to teach someone to think, behave, or feel in a particular way over a period of time
7. demeaning (verb)	g. making someone feel ashamed or embarrassed to destroy something deliberately
8. tear down (verb)	h. to destroy something deliberately
9. subtle (adjective)	i. not easy to notice or understand unless we pay careful attention

10. stunted (adjective)	j. Action against someone who has done something bad to you
11. devastating (adjective)	k. making someone extremely sad
12. relation (noun)	l. not developing properly or to full size

Task 5: Practice pronouncing.

Observe the phonetic transcription. Practice pronouncing the words.

belittle: / bi'li:tl /

ostracize: / 'ɒstrəsaɪz /

inadequate: / ɪn'ædɪkwət /

instigator: / 'ɪnstɪgeɪtər /

instill: / ɪn'stɪl /

coerce: / 'kɔ:ɜ:s /

demeaning: / di'mi:nɪŋ /

tear down: / ter daʊn /

subtle: / 'sʌtl /

stunted: / 'stʌntɪd /

devastating: / 'devəsteɪtɪŋ /

Task 6: Copying - Writing

Grammar Review

Task 7: Identify the gerund in the subject position.

Read the following sentences. Pay attention to the subjects of the sentences, the words printed in bold. They are called *gerunds*.

Try to understand what *gerunds* are by answering the questions.

- **Bullying** includes behaviors that focus on making someone else feel inadequate.
- Cyber **bullying** is becoming a very real problem for teens.

- Electronic **bullying** uses instant messaging, cell phone text messages, and online social networks to humiliate and embarrass others.
- **Kicking and punching** are examples of physical bullying.
- **Building** friendship with all students develop our communication skills.
- **Making fun** of other people is not something to enjoy.

Questions:

1. What is the part of speech of the words printed in bold in the subject position?
2. What are the base forms of the words?
3. What is the part of speech of those words before they are put in subject position?
4. What conclusion can you draw?

Task 7: Identify the gerund in the object position.

Read the following sentences. Pay attention to the objects of the sentences, particularly the bold-faced words. Answer the questions.

- Physical bullying included **kicking, punching**, and other physically harmful activities.
- Bullying is done with the intention of **bringing** another person down.
- It focuses on **belittling** someone.

Questions:

1. What is the part of speech of the words printed in bold in the object position?
2. What are the base forms of the words?

3. What are the parts of speech of the words before they are put in the object position?

4. What conclusion can you draw?

Text Structure

Task 8: Observe the text structure.

The text about bullying above is called a *factual report* (*information report*). A factual report aims to provide information about natural or social phenomena. In this case, the text about bullying is an example of **social phenomena**.

How are factual reports written? The first paragraph of a factual report gives us a **classification** containing some general information about the phenomena, that is, bullying (e.g., the definition). All the paragraphs that follow the first paragraph contain **some description** about bullying; the description provides details. The description refers to these questions: What is it? What does it look like? What special features/characteristics does it have?



Read the text again, and then write in the table below the appropriate information about bullying.

Paragraph	Main Idea	Details	Purposes of the Text
One			

Two			
Three			
Four			
Five			
Six	Problems that arise from bullying.	Physical and psychological problem: injuries, depression, suicide, drug use, stunted social development.	as a supporting paragraph that describes/ elaborates the effect of bullying.
Seven			

C. COLLECTING INFORMATION

Reading

Task 1: Read and analyze the text.

Read another text about friendship, a relationship among teenagers

which is much healthier than bullying. Do you think this text is of the same type as the text about bullying? Read the text below carefully and then practice reading it aloud.

Best Friend Forever

Among many friends that people have, some of them may eventually become true friends. Those who finally become true friends usually have these characteristics.

First, true friends have a commitment to their friends' happiness. True friends are consistently willing to put their friends' happiness before friendship. True friends will not refrain from telling something that may even risk breaking the friendship for the sake of their friends' happiness. That is because they will not lack the mercy to correct their friends when the friends are wrong.

The next characteristic is respect. True friends respect their friends' life principle, and will not ask them to place the friendship before the principle. They will not ask their friends to compromise the principle in the name of friendship or anything else.

The last characteristic deals with a good influence. True friends inspire their comrades to live up to their best potential, and not to indulge their friends' best drive.

Best friends forever are friends with those traits. In a friendship of people with such characters, people can look forward to having healthy relationship, which is a contributory factor in life happiness.

(Adapted from www.psychologytoday.com)

Task 2: Questions

1. What is the author's purpose in writing this passage?
2. What general information do you get after reading the passage?
3. What specific information do you get?
4. What is the function of each paragraph?
5. How is each paragraph related to each other?

Vocabulary Builder

Task 3: Find the meanings of words.

Read the meaning of the following words. Do the meanings match the words? Correct any mismatch.

- | | |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------|
| 1. refrain
(/ rɪˈfreɪn /) | a. a friend, especially someone who shares difficult work or danger |
| 2. indulge
(/ ɪnˈdʌldʒ /) | b. abstain/ to not do something you want to do |
| 3. comrades
(kəmˈræd /) | c. to let yourself do something that you enjoy, especially something that is considered bad for you. |
| 4. contributory
(/kɒnˈtrɪbjʊtɔri /) | d. being one of the causes of a particular result |

Grammar Review

Task 4: Identify the gerunds.

Look through the text titled Teenage Bullying again and then find the gerunds in the object position. Identify the phrases. See A for an example.

A. refrain from telling

B. _____

C. _____

Speaking

Read the text about friendship again. Then, retell the text orally using your own words. Use the following questions to guide you.

1. How many characteristics of true friends are there?
2. What is the first characteristic? What does it mean?
3. What is another characteristic? What does it mean?
4. What is the next characteristic? What does it mean?
5. So, what is a best friend?

D. ASSOCIATING

Task 1: Vocabulary Exercise

Choose the appropriate words to fill in the blanks. Consider the contexts.

indulge belittle ostracize inadequate subtle
contributory coerce demeaning down
comrades refrain devastating origin
retaliation instill instigator stunted tear

1. The most sophisticated and delicious dish in the world, which is internationally acknowledged, has its _____ in Padang, West Sumatra. Do you know what that is?
2. I will always remember you as my best friend ever. The first time I came here as a new student from a remote area, you were the one who befriended me while the other students still _____ me.
3. To be a good person, never _____ yourself and other people because every human being is God's masterpiece that have their own designated contribution in making the world a better place. Think positively.
4. We were beginning to talk about _____ against the neighboring school whose some students bullied our friends when more senior students reminded us to report the case to the school principal.
5. Our English teacher never makes us feel _____ and stupid if we make mistakes. We really enjoy learning English with him.
6. Good teachers are concerned about creating positive and friendly atmosphere at school because uncaring atmosphere can lead to _____ growth of EQ (emotional quotient).
7. The police finally arrested the students who became the _____ of the school brawl and worked together with the school and their parents to educate those problematic students.
8. The key to winning friendship and being positively popular is never use _____ and sarcastic words to other people.

9. Sincere and continuing supports from friends and teachers help victims of bullying overcome the _____ effect of bullying.
10. We should stand together against those who _____ us to do something negative, such as making fun of some of our classmates.
11. I feel lucky to be one of the students here because this school _____ great learning enthusiasm and social concern into all its students.
12. Widen your _____ smile. Sincere big smile on your face can make your own day and others' cheerful. That's the easiest way of doing good deed.
13. When dealing with problematic students, the wise school principal chooses encouraging words that do not _____ the students' positive self-image.
14. As his best friend, I always tell him to _____ from smoking.
15. Peanuts are delicious but they are bad for my acne. However, I sometimes _____ myself in munching peanuts and my BFF, Diela, usually reminds me not to eat too much.
16. Both of us come from poor family so that we have to work to get money for our school tuition. That difficulty has strengthened the bond between _____ and me. We always help each other.
17. Eating junk food is a _____ factor in many kinds of diseases.

Task 2: Grammar Exercise

Put the verbs into the **-ing** form (gerund).

1. **(fish)** in this lake is forbidden.

Fishing in this lake is forbidden.

2. (develop) good relationship is more rewarding than making trouble.

3. (tip) the waiters ten to fifteen percent is the custom here.

4. (prevent) bullying is every body's obligation.

5. (wash) dishes is my daily chore.

6. (give) advice should be done carefully by using non demeaning words.

7. (teach) friends what we are good at can sharpen the skills that we have.

8. (smoke) damages teenagers' health, but some students keep on ignoring the fact.

9. (exercise) regularly is a strategic investment for a happy life in the future.

10. (offer) help sometimes gives you nothing but a relief; and that leads to true happiness because we will feel meaningful.

Task 3: Grammar Exercise

Put the verbs in the brackets, which are in the object position of preposition, into the -ing form.

1. Gina is afraid of [go] _____ to the bus station herself. I think I will teach her karate to make her more confident about herself.
2. Do not refrain from [learn] _____ new things that can make you more capable of doing many things though it is difficult at the beginning.
3. After the unforgettable community service experience, we look forward to (meet) _____ again in the program.
4. She is a genius who enjoys her days by [use] _____ her being genius to help her friends understand mathematics.
5. If you want to pass the national exam successfully, focus your energy and attention on [master] _____ the subjects that you are not good at.
6. He works in the afternoon in that photocopy service center to get some pocket money without neglecting his academic responsibility.
7. Before [swim] _____, we do some warming up exercises.
8. The school librarians tell the new students that they do not need to put the newspapers and magazines away after [read] _____ them.

9. Do not ever dream of [become] _____ successful without [work] _____ hard. There is no gain without pain.
10. Those students live far away from school and they have to go to school on foot. By [walk] _____ long distance every day, they develop strong bone and muscles and good stamina. That is a blessing in disguise.

Task 4: Find another text.

In groups of four, find another factual text report about human interactions or other social phenomena. You can go to the library or search in the Internet. Use the following questions:

1. What is the social phenomenon?
2. What features does the phenomenon have?
3. What other features do the phenomena have?

Present your text neatly and interestingly so that other groups want to read it. Take turns sharing the information you have with the class.

Task 5: Find the gerunds.

Work in groups. Examine the text carefully. Identify any verbs in the subject and object positions. Rewrite the sentences that have those verbs. Compare what you have with other groups' works.

Writing

Task 6: Create your own.

Now write a factual report. Choose a social phenomenon that is worth sharing. You can ask your social studies teacher, discuss it with your classmates, go to the library, or search in the Internet to

find help. You can also observe your surroundings. For instance, you can observe how students generally behave in the class, in recess time, in the canteen, during the flag ceremony, etc. Then write the factual report. Use these subheadings when writing.

1. **Classification:** General Information about the social phenomenon
2. **Description:** details about the features of the social phenomenon.

E. COMMUNICATING

Task 1: Writing Display

Display your report writing on the display board as suggested by your teacher. Do your best to make your writing interesting.

Task 2: Speaking – Role Play

Read again the previous texts on bullying or friendship. Hold a talk show as if you were all on TV. Present live broadcast at TV talk show on bullying or friendship among teenagers.

If you choose the topic about bullying for instance, you need some classmates to become the TV host, a bully student, a bullied student, an expert on bullying, a school principal, a police officer, and parents of the bullied and bully.

In addition to that, you also need to make a script of the talk show. The script consists of the ideas or statements/questions that each person in the talk show should say, and what to do first and later.

It also tells who should do that.

To get the ideas of what to say, you can go the

Internet to find the needed information. What first

question do you need to ask for that purpose? Yes,

What are the key words to type on Google? Discuss

that with your groups.



REFLECTION



Do you know how to create a factual report? Respond to these questions to check whether you understand how to create a factual report about natural phenomena.

Source: www.123trf.com

1. Do you use general information to introduce your topic as a classification?
2. Do you give necessary description (specific features) using subheadings?
3. Do you use present verbs?
4. Do you use -ing forms for verbs used as subjects or objects?
5. Do you pay attention to spelling, punctuation, capitalization, and formatting?
6. Do you use references?

Chapter 9: Do You Know How Potteries are Made?

Tujuh Pembelajaran:

Setelah mempelajari Bab 9, siswa diharapkan mampu:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk *factual report* tentang binatang.
- 4.9 Menangkap makna dalam teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang.
- 4.10 Menyusun teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

A. WARMER: Guessing Games

Let's play a game. Your teacher will read a description of something. Please guess, what is being described? Let's try. Pots, dishes, and other articles made of earthenware or baked clay. What are they? Pottery. Now, please guess in groups. The group that can guess the most is the winner.

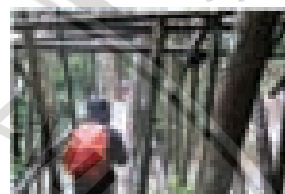
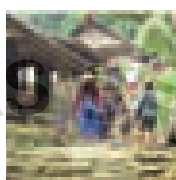
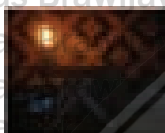
1. Another name of Iran
2. The revival of art and literature in the 14th, 15th and 16th centuries
3. The action of making something new
4. Having or using images in black, white and shades of grey; black and white
5. Allowing light to pass through but not transparent
6. Having or using images in many colors
7. Decorated with flowers
8. A swallow of the Arabian Sea between Iran and the Arabian Peninsula
9. An activity to produce something, especially in a big amount
10. Making something more beautiful by putting some ornaments to it

B. OBSERVING AND QUESTIONING

Reading

Task 1: Read the following text about Persian pottery.

PERSIAN POTTERY



Source: futureofflight.org
Picture 9.1 Persian Pottery

Pottery is one of the oldest and most widespread of the decorative arts, consisting chiefly of functional objects (such as vessels, plates, and bowls) made of clay and hardened with heat. Earthenware is the oldest and simplest form; stoneware is fired at a high temperature to cause it to vitrify and harden; and porcelain is a fine, generally translucent form of pottery.

Persian pottery (sometimes called *Iranian pottery*) refers to the pottery works made by the artists of Persia (Iran). The ceramic art of Persia is one of the world's greatest and most influential artistic traditions.

The history goes back to early Neolithic Age (7th millennium BCE) with the production of coarse, unglazed wares. In 717 CE, when the Arab empire was one of the strongest, Persian pottery was developed based on Roman,

Greek, Egyptian, and Central Asiatic ideas. During the 9th century under the Abbasid government, cobalt blue and other metallic oxides to produce blues and greens were used. Colors such as manganese purple, tomato red, olive green, yellow and brown were applied to the surface and then covered with a transparent glaze, creating a glossy and smooth finish. By the 12th century, Persian ceramic styles were well established and they set the standards for further innovations and conventions.

Recent excavations and archaeological research revealed that there were four major pottery-manufacturing areas in the Iranian plateau. These included the western part of the country, namely the area west of the Zagros mountains (Lurestan), and the area south of the Caspian Sea (Gilan and Mazandaran). These two areas are chronologically as far as is known today, the earliest. The third region is located in the northwestern part of the country, in Azarbaijan. The fourth area is in the southeast, i.e. the Kerman region and Baluchestan. To these four regions one may also add the Kavir area, where the history of pottery making can be dated back to the 8th millennium BCE.

Persian pottery gained its renaissance, after its downfall due to Mongol conquest, during the Safavid period. The most important product in Kubachi ware of the Safavid period is the polychrome-painted. The designs appear in blue, brownish-red, yellow and green under clear glaze. Portraits of people are painted against floral or simple scroll backgrounds. Others depict landscapes or just flowers. Apart from large dishes, small bowls, dishes and jugs are also known in these types. The beauty of Persian pottery during renaissance

period gained new impetus, and was partly under the influence of Ottoman and European, and Chinese traditions.

Iranian pottery also has white (gombroon) wares. The term "Gombroon" derives from the old name of modern Bander Abbas, which in Safavid times was an important port on the Persian Gulf. The "Gombroon" ware has a hard faience body, which is considerably thinner than that of contemporary lustre ware. As often described, lustre ware has a very hard and compact white body and was decorated in golden, brownish or reddish colour. Gombroon ware is occasionally even translucent.

Through the centuries, Persian potters have adopted and refined newly introduced forms and blended them into their own culture. *(This article is adapted from three Internet sources: <http://www.merriam-webster.com/dictionary/pottery>, http://en.wikipedia.org/wiki/Persian_pottery, and http://www.cais-soas.com/CAIS/Art/iranian_pottery.htm)*

When reading the text, what questions come up in your mind? Write the questions in the space below, then work in pairs and ask your friends using the questions you have written.



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.....



Vocabulary Builder

Task 2: Write down the synonyms of the following words.

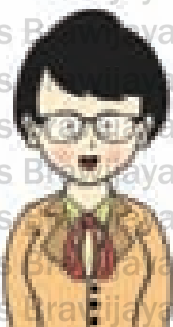
- effiance (n) : _____
- glaze (n) : _____
- scroll (n) : _____
- lustre (n) : _____
- depict : _____
- vessel (n) : _____
- impetus (n) : _____

Pronunciation Practice

Task 3: Listen to your teacher reading these words. Repeat after him/her.

- ware:** /wɛr/
- polychrome:** /'pɑ, li, kroʊm/
- porcelain:** /'pɔrsələn/
- glaze:** /gleɪz/
- scroll:** /skroʊl/
- landscapes:** /'lænd, skeɪps/
- depict:** /dɪ'pɪkt/
- translucent:** /træn' slusənt/
- vessel:** /'vesəl/
- impetus:** /'ɪmpətəs/
- momentum:** /moʊ'mentəm/

C. COLLECTING INFORMATION



Read the following conversation about pottery products in Malang and practice the conversation with your friends.

Benny and Ana are two senior high school students in Malang, East Java. They are talking about pottery products in Bethek, a pottery-manufacturing area in Malang.

Beny: Hi Ana, I heard you visited ceramic village in Bethek last week. Is it true?

Ana : Yes, you're right.

Beny: Anything interesting?

Ana : It was the first time for me to visit the pottery-manufacturing area. I was surprised that there were more than 10 ceramic factories in Bethek. You know Bethek is not a large area, but ...

Beny: Do they have any association?

Ana : No, they are kind of traditional manufacturers. They have a good potential actually. Their products show a high level of creativity.

Beny: I see.

Ana : I think the government needs to help them improve their quality by setting up an association for the producers and the artists.

Beny: You're right. The association can also help them market their products to other places,

not only in Malang area.

Ana : You're right. They might even sell their products to overseas market.

Benny : Alright, let's think of how we can help them

Ikhsan : Atim, do you know how to make ceramic products?

Atim : Yes, first mix the materials.

Ikhsan : What are the materials?

Atim : Kaolin, felspard, kwarsa and ball clay. Mix them with water.

Ikhsan : What's next?

Atim : Filtering. The mixture must be filtered to get the smooth material.

Ikhsan : I see. And then they form it?

Atim : Yes, correct. They do it by pouring the mixture in a cast, let it stand until it dries.

Ikhsan : Then...

Atim : The next step is firing in 1.220 degrees celcius. It takes 10 hours for firing and 24 hours for cooling down.

Ikhsan : Wow, it's a long process.

Atim : The last step is decorating. Here, the artists draw different kinds of pictures depending on the customer's order or their own creation.

D. ASSOCIATING

Text Structure



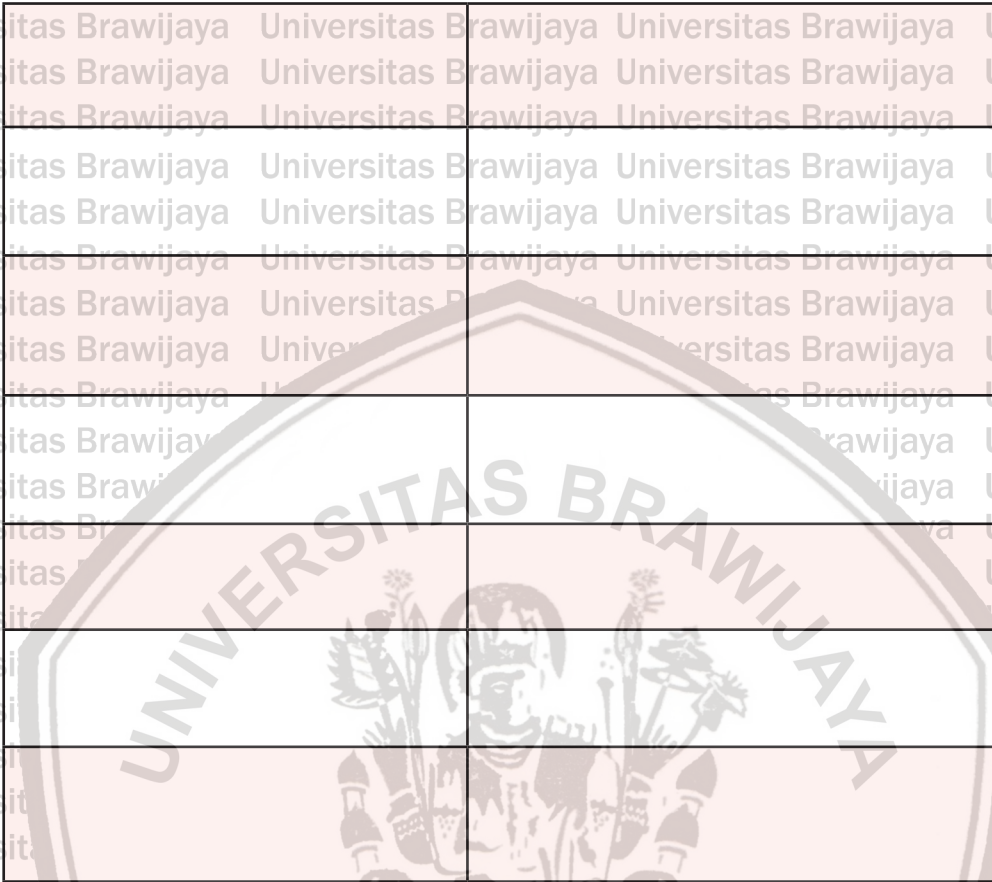
Now, let's understand the text structure. Then, fill in the blanks by referring to the text about Persian Pottery.

Observe the text structure.

The text about 'Persian Pottery' above is called a *factual report* (*information report*). The first paragraph of the model text gives us some general information about Persian pottery which includes a **classification** of it. All the paragraphs that follow the first paragraph contain **some description** about Persian pottery; they contain some detailed features of the things being described.

Read the text again, and then write in the table below the appropriate information about Persian pottery that the paragraphs deal with.

Introductory Paragraph	
Supporting Paragraph 1	
Supporting Paragraph 2	
Supporting Paragraph 3	
Supporting Paragraph 4	
Concluding Paragraph	



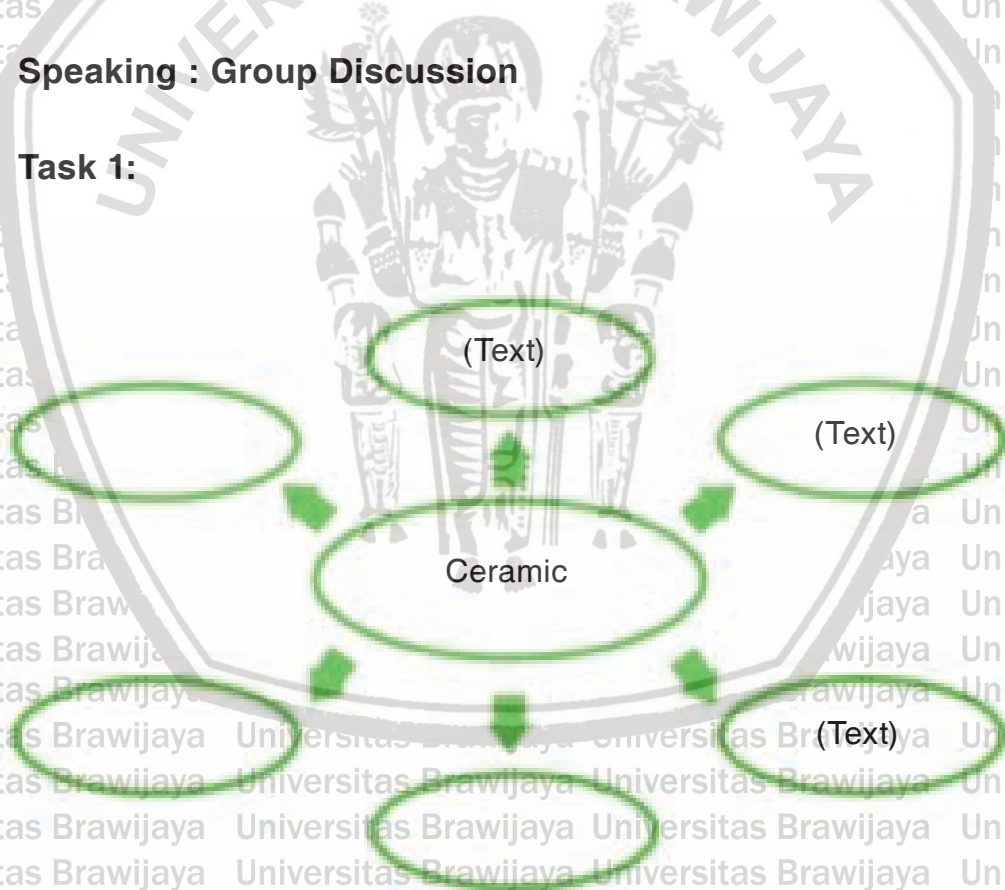
Discuss this phenomenon in a group of 5; each of you will be a mayor, a worker, the owner, a student, and a customer. Think of **pros** and **cons**.

Observe pottery workshops in your area. If there's no such manufacturer, you can observe other product manufacturers. Prepare to report the results of your observation to your friends. Start by generating ideas, then make an outline, and finally write the factual report.

E. COMMUNICATING

Speaking : Group Discussion

Task 1:



Task 2: Write down an outline of your essay. You can add more supporting paragraphs as necessary.

Introductory paragraph:

(write down your subheading).

Supporting paragraph 1:

(write down your subheading).

Supporting paragraph 2:

(write down your subheading).

Supporting paragraph 3:

(write down your subheading).

Supporting paragraph 4:

(write down your subheading).

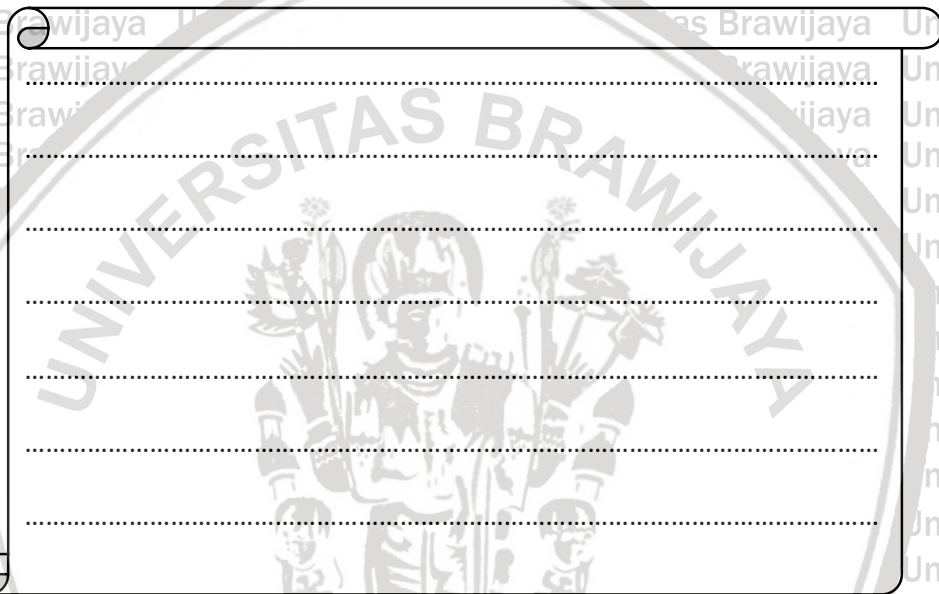
Supporting paragraph 5:

(write down your subheading).

Concluding paragraph:

(write down your subheading).

Task 3: Develop your outline into a good factual report. Use more space if needed.



Peer feedback

Exchange your writing with your friends. Ask your friends to give feedback to your writing and give feedback to your friend's writing. Your teacher will guide you how to give feedback.

Rewriting

Based on the feedback given by your friends, rewrite your essay.

REFLECTION



Source: www.123trf.com

Do you know how to create a factual report? Respond to these questions to check whether you understand how to create a factual report about natural phenomena.

1. Do you use general information to introduce your topic
2. Do you give necessary description (specific features) using subheadings (history, location, appearance, and other information)?
3. Do you use present verbs and past verbs?
4. Do you pay attention to spelling, punctuation, capitalization, and formatting?

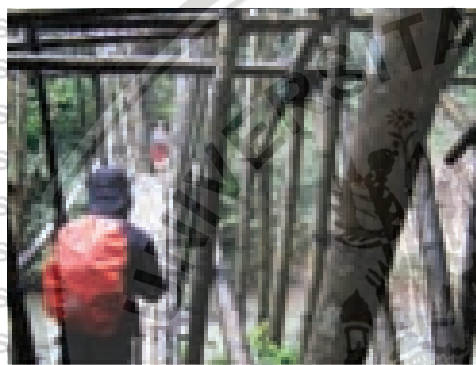
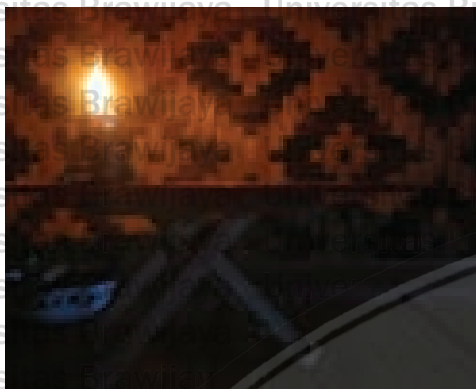
Chapter 10: What Can We Learn from Baduy People?

Tujuh Pembelajaran:

Setelah mempelajari Bab 10, siswa diharapkan mampu:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk *factual report* tentang binatang.
- 4.9 Menangkap makna dalam teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang.
- 4.10 Menyusun teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

A. WARMER: GUESSING GAME



Sources:

A. <http://discoveryourindonesia.com/wp-content/uploads/2014/01/night-in-baduy.jpg>

B. <http://discoveryourindonesia.com/wp-content/uploads/2013/03/suku-baduy.jpg>

C. <http://discoveryourindonesia.com/wp-content/uploads/2013/03/Baduy.jpg>

D. <http://discoveryourindonesia.com/wp-content/uploads/2014/01/people-in-baduy.jpg>

Picture 10.1-4 Baduy Tribe

B. OBSERVING AND QUESTIONING

Reading

Task 1: Think about it.

Before you read the following text about Baduy people, talk about these things in small groups.

1. Do you know anything about Baduy people?
2. Where do they live?
3. What are their characteristics?
4. How do they live in their community?

Task 2: Read the text below carefully, and then answer the questions that follow.

Little more than three hours away from Jakarta there is a traditional community that has turned their back away from modern technology. They don't own phones, use the Internet, wear shoes or listen to the radio. Living in voluntary isolation, they are a secretive group who turn away outsiders. This group lives close to the city of Banten and they are known as the Baduy people.

Generally, the Baduy are divided into two groups: the Baduy Dalam and the Baduy Luar. The Baduy Luar act as a buffer zone to stop visitors from entering the Sacred Inner circle, the Baduy Dalam. Even though both groups are barefoot, it is so easy to differentiate them. Baduy Dalam wear white and black cloth as clothing, meanwhile Baduy Luar wear black and other colors of clothing just like us. Some people say that the black cloth the Baduy Luar people wear is an indication that they are not pure anymore, that they are breaking some rules of the community, such as their willingness to accept modern influence into their daily lives.

Right after we go into the outermost village of Baduy called Kaduketu, we can sense a different atmosphere straight away. We can see middle-aged women walking around with a log over their shoulder and kids chasing each other with big smiles on their face. Traditional Baduy houses in Kaduketu are made of bamboo that is bound with rattan wood. It is impossible to find a concrete house inside Baduy territory.

With many great views and fresh air, Baduy offers a lot of things for us to explore. You can take a bath down the river or simply walk around, observing the interesting Baduy's daily life. The Baduy relies on farming to meet their daily needs. During harvest season, they will keep their paddy into the barn

that is called 'leuit'. Leuit is usually located quite far from the settlement, keeping the paddy safe if any disaster happens in their living space.

Electronic devices are banned inside Baduy Dalam. Hence, it is prohibited to take photographs. "There are lots of stories about tourists who forced to take a shot but they were followed by bad lucks afterwards. Their camera fell down the hill or into the river," said Jaka, a Baduy Luar native.

If we're thinking about what to do when we come here, then we need not worry because there are lots on offer, like enjoying the true relaxing times and the feeling of being isolated from modern technology and man-made things. One favorite thing to do might be observing communal life in the settlement. It is a very relaxing experience and sometimes visitors find themselves missing the simplicity and beauty of the place. *(Compiled and adapted from: <http://discoveryourindonesia.com/baduy/> and <http://www.globalindonesianvoices.com/11598/baduy-travel/>)*

1. What is the traditional community referred to in paragraph one?
2. What are the characteristics of this traditional community?
3. What is the similarity between people in Baduy Dalam and Baduy Luar?
4. What are the differences between people in Baduy Dalam and Baduy Luar?
5. What is the different atmosphere that you can sense when you enter Kaduketu?
6. Is it possible to find concrete houses in Kaduketu? Why?
7. What can you explore in Baduy?
8. What is '**leuit**'?

9. Are visitors allowed to take photographs in Baduy Dalam? Why?

10. What are the writer's favorite activities when she visits Baduy?

Vocabulary Builder

Task 3: Find the meaning of words.

After reading the text about Baduy people, individually guess the meaning of each word below. Then, check them with your friends.

When necessary, consult your dictionary. After that, practice pronouncing the words.

voluntary: / 'va:lɒntəri/

turn away: / tɜːnə 'wei/

sacred: / 'seɪkrɪd/

barefoot: / 'berfɒt/

indication: / ,ɪndɪ 'keɪʃən/

rely on: / rɪ 'laɪə:n/

barn: / bɑːrn/

settlement: / 'setlmənt/

banned: / bænd/

isolated: / 'aɪsəleɪtɪd/

Grammar Review

Task 4: Observe the noun phrases.

Look through the text again. Can you find *noun phrases*? **Noun**

Phrase is a word or a group of words in a sentence that function as a noun, for example pay attention to the words in the italic forms at the sentence below:

Little more than three hours away from Jakarta there is a *traditional community* that has turned their back away from *modern technology*.

Underline some other noun phrases in the text. Do you know what words make up noun phrases, adjective + noun, adverb + noun, or noun + noun? Discuss with your friends.

Text Structure

Task 5: Observe the text structure.

The text about Baduy people above is called a *factual report (information report)*. A factual report aims to provide information about natural or social phenomena. In this case, the text provides information about Baduy people.

How are factual reports written? The first paragraph of a factual report gives us a **classification** containing some general information about the phenomena, that is, the Baduy people (i.e. description of the general characteristics of the people and where we can find them). All the paragraphs that follow the first paragraph contain **some description** about Baduy people; the description provides details. The description refers to these questions: Who are they? What do they look like? What special characteristics do they have?

Read the text again, and then write in the table below the appropriate questions about Baduy people that the paragraphs will answer.

Parts of Text	Questions to Answer
Classification	Paragraph 1: Where do Baduy people live? What is their general characteristic?
Description	Paragraph 2: How are Baduy people classified? What are the similarities and differences?
	What sort of situations can you find in Kaduketu?

Paragraph 4: What features do Baduy have to offer?
Paragraph 5: Why are electronic devices banned in Baduy?
Paragraph 6: What can you enjoy when you visit Baduy?

C. COLLECTING INFORMATION

Listening

Task 1: Listen to your teacher reading the text below carefully, and then practice reading it aloud.

Anak Dalam tribe or Orang Rimba is one of minority tribes who live on the island of Sumatra precisely in the province of Jambi and South Sumatra. History says they came from Pagaruyung, who fled to Jambi. This has reinforced the fact that indigenous tribes have a common ancestor in the language and customs of the tribe of Minangkabau, such as the matrilineal system.

The majority people of Anak Dalam tribe live in Jambi province, with an estimated population of about 200,000 people. They live in 3 different ecological regions, namely people in the northern stronghold of Jambi province, in Bukit Tigapuluh national park, and in the south province of Jambi.

They are nomadic and live their life based on hunting and gathering, although many of them now have agricultural land. Once a week, people from Anak Dalam tribe usually walk in the night to reach the village in Palm Oil plantations in Bukit Duabelas. At this occasion, they come out from the jungle and go to the village market to buy some things and to sell their catch of fish. Some people of Anak Dalam tribe already live in modernity but the oldest ones still live deep inside the forest and still try to follow a nomadic life and subsist on what they hunt and gather from forests. *(Adapted from: <http://idocrase-indonesia.blogspot.com/2012/11/suku-anak-dalam.html>)*

Task 2: Comprehend the text.

Listen to your teacher reading the previous text again. Answer the questions that follow.

1. What is the text about?
2. Where do Anak Dalam people live?
3. Where did they come from?
4. What is the population?
5. What are the three ecological regions?
6. How do they live?
7. What do they usually do once a week?

Speaking

Task 1: Presentation

Use the questions in Task 2 to present information about Anak Dalam people. Take turns presenting in front of the class.

Task 2: Conversation

1. Make a group of four or five students.
2. Create a conversation on one of the following topics:
 - a. Two tourists are visiting Baduy. They talk about the life in Baduy. They also talk with people in Baduy about the life there.
 - b. Imagine that you and your friends are people from Anak Dalam tribe. What will change in your life? Is there anything that you will miss?

Reading

Task 1: Find a report text.

In groups, find a report text about people. You can go to the library or search in the Internet. Use the following questions to help you select the text.

Task 2: Vocabulary Exercise

indication rely on
isolated barn
voluntary turn away sacred
settlement banned



1. For Baduy people, the color of clothing is an _____ whether they are obedient towards the traditional culture or not.
2. The _____ in Kaduketu consists of houses made of bamboo bound with rattan.
3. Electronic devices are _____ in Kaduketu; hence, visitors are not allowed to take photographs.
4. The similarity between people in Baduy Dalam and Baduy Luar is that both are _____.
5. As a traditional community, Baduy people preserves their original culture and choose to _____ from modern technology and outsiders.
6. Baduy people live in _____ isolation even though they are only a few hours away from Jakarta.
7. Leuit is a _____ that is used to keep the paddy that the people get during the harvest season.
8. People in Baduy _____ farming to fulfill their daily needs.
9. For its people, Baduy Dalam is considered _____ . Visitors can only enter the place _____ once they get permission from the elders.
10. For the visitors, sometimes they enjoy the feeling of being _____ to get away from hectic life in big cities.

Grammar Exercise

Task 2: Match the adjective on the left column to the noun on the right column to make up noun phrases.

comfortable	clothing
electronic	people
indigenous	trekking shoes
interesting	views
travel	places
whole	night
natural	devices
recreational	agency
traditional	cities
big	experiences

Task 3: Use the noun phrases in part A to complete the sentences below. Put the verbs in the brackets into the correct present form.

1. On holidays, people go to such as beaches.
2. Observing the life of in remote areas is very interesting.
3. Nowadays, people who live in begin to choose travelling to isolated tribes as a holiday activity option.
4. It takes a for people in Anak Dalam tribe to walk from the forest to the nearest village.
5. Usually, a has a lot of information about the transportation options to visit remote areas like Baduy.
6. Visitors switch off their before they enter Baduy Dalam.
7. The best part of having a holiday in a remote area is that we can see great

8. Visitors prepare before hiking in forests.
9. People in Baduy Luar wear clothing like us, while people in Baduy Dalam wear more
10. Journalists are not allowed to take photographs in Baduy, so they write their..... in the report.

Writing

Task 3: Create your own.

Now write a factual report. Choose a topic about people that is worth sharing. You can:

1. Go to the library or search in the Internet to find references.
2. Observe people's life around you such as about the way of life, the habit, and tradition.

When you write, use these subheadings.

1. **Classification** (General information about the social phenomenon).
2. **Description:** details about the features of the people.



Don't forget to write and present your text neatly and attractively.

Task 4: Peer Editing

Work in pairs. Exchange your writing. Check your friend's writing. Pay attention to these points when reading it.

1. The text structure: classification (general information) and description (details about the features).
2. Spelling
3. Punctuation
4. Capitalization
5. Formatting

E. COMMUNICATING

Task 1: Publish your work.

Publish your work from the writing task above. You can present it in the class using power point presentation. You can also write your composition attractively on a piece of paper and stick it on your classroom wall.

Task 2: Cloze description

Fill in the blanks with appropriate words.

Baduy is quite _____ as a weekend gateway for people who live in Jakarta. But it is not for them who want beaches, sea and loads of holiday snapshots. The Baduy Dalam people think that taking photos is taboo and _____ modern technology. Visitors used to be prohibited to stay _____ in Baduy Dalam, but nowadays it is _____ as long as you make very good friends with people from Baduy Luar who can recommend you to one of the Baduy Dalam.

When you want to _____ this area, make sure you _____ proper trekking shoes or sandals since the track is more than 10 kms and not such an easy walk, especially during the rainy season. Don't worry about the long walk though, you will be spoiled by the _____ views. The rich nature surrounding the Baduy settlement means that the Baduy _____ are able to make their own clothes. They also _____ some handicrafts that they make, like scarves, bracelets and fabrics for visitors. They also _____ food, like homemade honey. *(Adapted from: <http://discoveryourindonesia.com/baduy/>)*

Task 3: Writing

Rearrange the following sentences to form a good paragraph.

1. They are constructed only of natural materials, such as bamboo and palm thatching.
2. Most Baduy houses are uniformly simple.
3. Outside the house, there is no modern device or even domestic animal is used in their traditional farming techniques.
4. Usually, the houses are made without windows.
5. They use no modern utensils, mechanized equipment or manufactured materials, such as glass or plastic.
6. It is also impossible to find any furniture, chairs, tables or other furnishings.

Task 4: Rewrite the text.

Rewrite the text about Baduy people or Anak Dalam tribe. You should use your own words.

R E F L E C T I O N

Do you know how to create a factual report? Respond to these questions to check whether you understand how to create a factual report about natural phenomena.

1. Do you use general information to introduce your topic?
2. Do you give necessary description (specific features) using subheadings?
3. Do you use present verbs and past verbs?
4. Do you pay attention to spelling, punctuation, capitalization, and formatting?
5. Do you use references?

Chapter 11: Who Was Involved?

Tujuh Pembelajaran:

Setelah mempelajari Bab 11, siswa diharapkan mampu:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.
- 4.13 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

A. WARMER



Share with a classmate sitting next to you an interesting, important, or surprising piece of news that you have heard from TV, radio, newspaper, or people around you.

Take turns doing that.

B. OBSERVING AND QUESTIONING

Listening

Task 1: Listen to this news item.

Your teacher will read this piece of news aloud. Check whether you can answer the questions following that. Therefore, close your book. Do not read the text.

Bukit Barisan regional military command (Kodam) chief Major General Istu Hari Subagio vowed to take stern action against any Indonesian Military (TNI) personnel involved in illegal logging and/or forest burning in North Sumatra's forest conservation area. TNI gets tough with illegal loggers.

Two days ago, Major General Subagio gave a speech in a ceremony to discharge a TNI soldier. During the ceremony Subagio said that no soldiers or civil servants were above the law. The TNI soldier, a chief serving at the Wira Bima military command post (Korem) in Pekanbaru, Riau, was dishonorably discharged from the Army. He was found guilty of involvement in illegal logging and burning forested land in Bengkalis regency, Riau.

Subagio said that the chief soldier deserved to be discharged from TNI for repeatedly committing these offenses. In 2000, he was sentenced to three months and 15 days in jail because of fuel hoarding. Three years later, he was sentenced to three years' imprisonment and fined Rp 500 million for illegal logging and forest burning in Riau. (Adapted from *The Jakarta Post*, May 9, 2014, p. 5)

Task 2: Answer the following questions.

1. What is the news about?
2. Where did it happen?
3. When did it happen?
4. Why did that happen?
5. Who were involved in the event?
6. How serious was the violation? Why do you think so?
7. Are you in favor of Mr. Subagio's decision or against it? Why?
8. In your opinion, what can prevent us from committing such a crime?

Task 3: Reading Aloud

Take turns practicing reading the news aloud. Pay attention to your pronunciation.

Reading I: Observe and Compare

Task 1: Observe the texts.

Read these two texts about infrastructures. In groups, compare them by referring to the aspects in the table.



Text 1

Since 1981, the Humber Bridge in England has been the world's longest-span (1,410 meters) bridge. Like most other long-span bridges, it is a suspension bridge. In a suspension bridge, the bridge deck hangs, or is suspended, from thick steel cables. They are made of tens of thousands of kilometers of thin steel wires bound together.



Source: www.nelps.wordpress.com
Picture 11.1 Humber Bridge

The cables go up and over tall towers on either side of the gap to be spanned. They are anchored firmly at each end. In the largest suspension bridges, the towers have to be built slightly out of parallel to allow for the curve of the Earth!

(Source: *Children's First Cyclopedia*, compiled by M. Dempsey)

Text 2

The construction of the Jakarta metropolitan area's new 21-kilometer-long Antasari – Depok – Bogor toll road kicked off on Thursday as the government boosted efforts to support the capital city's expansion.

The toll road connection will give the public an alternative access to ease congestion on Jl. Sawangan and Jl. Margonda in Depok, which is the only major route to Jakarta from Depok.

"The Antasari-Depok toll road is an important project as it is part of the ring and radial road system in Jakarta," Public Works Ministry Director General of Highways Djoko Murjanto said during the launch. *(Taken from The Jakarta Post, May 9, 2014, p. 13)*

Aspects	Text 1	Text 2
Social function		
Text structure		

Linguistic features

Task 2: Answer the following questions orally.

1. Do you know reported speech? In which text did you find reported speech?
2. Do you think that reported speech is commonly found in texts like Text 2? Why do you think so?

Task 3: Create your own questions about the two texts.

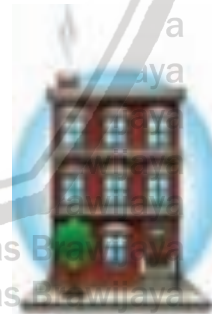
Do you have any question so far about the two texts? Write down your questions and ask your friends or your teacher to get the answers.

Reading II

Task 1: Think about it.

Before you read the following news item about tenants of apartments, talk about these things in small groups.

1. Do you find any apartment in your towns/cities?
2. Where are apartments usually found?
3. What do apartments generally look like?



Source: www.shutterstock.com
Picture 3.2 Apartment

4. How are apartments different from houses?
5. Can you think of the advantages or disadvantages of living in an apartment compared to living in a house?

Task 2: Comprehend the text.



Read the following news item. Then, answer the questions to check your comprehension.

Tenants advised to obey regulations on apartment

Jakarta: A building architect has advised families planning to live in an apartment to study all the relevant regulations prior to moving in to help prevent unexpected security-related occurrences.

“Tenants must obey certain regulations when living in an apartment, which is far different from living in a landed-house,” Fendhi Ibhindar said.

“Tenants of an apartment should abide by regulations set by the owner of the high-rise building,” he added.

“This is important, especially for a family that has a young child,” he was quoted as saying by *okezone.com*.

According to him, the trend of living in an apartment in Jakarta started only 10 years ago. Living in an apartment has increasingly become popular.

“Most of Jakarta’s residents are more accustomed to living in a landed house and when they live in an apartment, many are not ready for apartment-living habits and regulations. They have to abandon their mindset of living in a landed-house,” he said.

He said that an owner of apartment should also consider aspects of design and building materials that are safe for children.

“The quality of building materials should be prioritized,” he said.

“Children’s safety should be the main concern with regards to the building materials that are used,” he said. (Source: from *The Jakarta Post*,

May 9, 2014, p. 18 – with adaptation)

Answer the questions briefly.

1. What is the source of the text?
2. What is the text about? What is the social function of the text?
3. Which one is the headline? Write it down.
4. Why do you think living in an apartment is getting popular?
5. Can you identify some regulations of living in an apartment?
6. Who sets the regulations?
7. Did you find any information about **who** in the text?
8. Did you find any information about **where** in the text?
9. Did you find any information about **what** in the text?
10. Did you find any information about **why** in the text?

Vocabulary Builder

Task 3: Find the meanings of words.

After reading the text about tenants of apartments, individually guess the meaning of each word below. Then, check them with your friends. When necessary, consult your dictionary. After that, practice pronouncing the words.

obey: /əʊ'beɪ /

regulation: /,regjʊ'leɪʃ ə n/

occurrence: /ə'kɜ: rəns /

tenant: /'tenənt /

owner: /'oʊnər /

(be)accustomed: /bi:əkʌstəmt/

abandon: / ə' bændən /

concern: / kən' sɜ:rn /

Grammar Review

Task 4: Observe the reported speech.

Observe the verbs of saying to report what the participant in the news said. Then, compare the differences between *direct speech* and *reported (indirect) speech*.

Direct	He	said	"Tenants	have to	obey	certain regulations."
Reported (indirect)	He	said	"Tenants	had to	obey	certain regulation."

Rewrite the text. All of the direct speeches have to be changed to reported (*indirect*) speeches.

<i>Direct</i>	He	said	"Many tenants	are not	ready for apartment-living habits"
<i>Reported (indirect)</i>	He	said	"Many Tenants	were not	ready for apartment-living habits."

Task 5: Observe the past verbs.

Look through the text again. You will find many verbs in the past form (e.g. **said, added, etc.**). The verbs are used in the past form to report events in the news item because the events actually happened. Please underline the past verbs in the text.

Text Structure

Task 6: Observe the text structure.

The text about tenants of apartments above is called **a news item**. The function of a news item is to inform readers or listeners about events of the day that are considered important or newsworthy.

How are news items written? They usually start with an eye-catching **title (the headline)**. The headline needs to be very interesting to attract readers' attention. The first paragraph in the news item is called the **lead paragraph**, which usually contains the **details** about **who, where, what, and why**. They summarize the events. Supporting paragraphs elaborate the summary of the events in more details.

Read the text again, and then write in the table below the appropriate information from the text. That is how news items are structured.

Parts of the Text	Information from the text
Headline	
Summary of events	Who?
	What?
	What?
	Why?
Quotes	Any quote from authorities or people involved?

C. COLLECTING INFORMATION

Task 1: Find a news item.



Source: dreamstime.com

In groups, choose an interesting or newsworthy event reported in newspaper.

You can go to the library or search in the Internet. Use the following questions to help you select the text.

1. Is the headline interesting?
2. Is the information useful to share? Why do you think so?

Parts of the Text	Information from the text
Headline	
Summary of events	Who?
	Where?
	What?
	Why?



Present your text neatly and attractively so that the other groups want to read it. Take turns sharing the information you have with the class.

Task 2: Find the direct speech.



Look through your text again. Write down the **direct speech**. Then, put the **direct speech** into indirect (**reported**) **speech**. Share what you have with the class.

Task 3: What is the Trending News?

Write a piece of news item by responding to these questions.

1. What is the trending news you heard on TV or read in newspaper today?
2. What information can you collect? What are the details of information (Who? Where? What? Why?)?

Then, follow these steps.

1. Write the headline.
2. Write the details of the news.
3. Include direct speech in your text.

D. ASSOCIATING

Task 1: Vocabulary Exercise

Fill in the blanks with the appropriate words.

obey regulations occurrences owner
abandon concern tenants (be) accustomed to

1. The government has just launched new _____ to make taxpayers comply with their obligation.
2. _____ are required to pay a deposit, which usually amounts to a one-month rent.
3. The new governor advised the city residents to wake up and _____ the rules so that the capital city would develop as expected.
4. Many people had to _____ their residence because of the frequent heavy earthquakes.

5. Under the new regulations, the _____ of the rented house has to be responsible for the provision of convenient facilities.
6. _____ of traffic accidents in this highway are getting higher and higher, which implies the need for more strict rules on speed limit.
7. At present, the _____ of the government is related to educating girls living in rural areas.
8. The family members seem to _____ the severe weather changes in this country.

Task 2: Create sentences.

Study the list of words in Task 1 again. Create your own sentences using the words.

Task 3: Grammar Exercise

Put the verbs in the brackets into the correct past form.

1. The distribution of NKRI maps (begin) last Friday at Caturwarga elementary school.
2. The policy on higher minimum wages (bring) greater prosperity to local workers.
3. Limited infrastructure and facilities such as clean water resources, schools, and healthcare services (worsen) the life quality of the local residents.
4. My grandfather (fly) to Denpasar the other day for a senior citizen award.
5. One victim (tell) the online news portal about the incident on Saturday night.
6. It's so sad that many spectators (throw) trash in the city stadium during the final football match last week.

7. The local people (build) the mosque in the 16th century, and the mosque now becomes one of the official cultural heritage sites.
8. The online enrollment system (be) in accordance with the central government's instruction.
9. Local poets and musicians (get) wider recognition as the provincial administration (grant) an award to traditional artists.
10. The anniversary events (draw) large number of people to come and celebrate.

Task 4: Writing

Now write a news item. Choose an interesting or newsworthy event that has happened at or around the school. Write it up in the form of newspaper report for publication in your school magazine. Include these elements when writing.

1. **Headline** (Interesting? Smart?)
2. **Lead paragraph:** Summary of events (Who? Where? What? Why?)
3. **Supporting paragraphs:** More detailed information of the summary (Who? Where? What? Why?)

Please write and present your text neatly and attractively.

Task 5: Peer Editing

Work in pairs. Exchange your writing. Check your friend's writing.

Pay attention to these points when reading it.

1. The text structure: the headline, the summary of events in the lead paragraph (Who? Where? What? Why?), and detailed elaboration of the events in the supporting paragraphs (Who? Where? What? Why?).
2. The use of past verbs
3. The use of direct speech
4. Spelling
5. Punctuation
6. Capitalization
7. Formatting

E. COMMUNICATING

Task 1: Cloze News

Fill in the blanks with appropriate words.

son described presented told
expect like winner news but

British playwright Harold Pinter, a master of sparse dialogue and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq, was the surprise _____ of the Nobel literature prize on Thursday.

The 75-year-old Londoner, _____ of a Jewish dressmaker, is one of Britain's best-known dramatists for plays

The Birthday Party and The Caretaker, whose mundane dialogue with sinister undercurrents gave rise to the adjective “Pinteresque”.

An intimidating presence with bushy eyebrows and a rich voice, he was _____ by Swedish Academy head Horace Engdahl, who _____ the prize, as “the towering figure” in English drama in the second half of the 20th century.

Pinter _____ Reuters Television he was _____ overwhelmed by the _____: “I haven’t had time to think about it _____ I am very, very moved. It was something I did not _____ at all at any time.”

(Source *The Jakarta Post*, October 14, 2005, p. 1)

Task 2: Rewrite the news.

Rewrite the news above using your own words. Use this sentence to begin your rewriting.



Harold Pinter was a British playwright. _____

Task 3: Write a news report.

The following are notes from a journalist’s notebook.

1. International donors to Vietnam, Indonesia, and Laos announced on Thursday.

2. More than \$17 million to help fight the bird flu virus.
3. The virus having killed more than 60 people in Asia.
4. Triggering fears of a global pandemic.
5. A top-level delegation of US and global health officials touring Southeast Asia.
6. Searching for ways to curb the spread of the H5N1 virus.

Write a newspaper report using those notes. Read again the previous examples of newspaper reports (in Observing – listening – task 1; Reading I – task 1; Reading II – task II; and Communicating – task 1/cloze test) to give you ideas on how to make one.

Remember to include these elements in writing:

1. Write an interesting headline.
2. Write the summary of the events in the lead paragraph (Who? Where? What? Why?)
3. Provide quotes (direct speech) from the people involved.
4. Use past verbs.
5. Pay attention to spelling, punctuation, capitalization, and formatting.

Task 4: Retell the event.



Study the notes in Task 2.
Imagine yourself as a news reader on a radio or television. Retell the news to the class example.

REFLECTION



Source: www.123trf.com

Do you know how to create a news item? Respond to these questions to check whether you understand how to create a news item.

1. Do you use a catchy and interesting headline?
2. Do you have a lead paragraph that summarizes the important event?
3. Do you elaborate the summary into more detailed information?
4. Do you provide direct speech?
5. Do you use past verbs?
6. Do you pay attention to spelling, punctuation, capitalization, and formatting?

Chapter 12: What's the News?

Tujuh Pembelajaran:

Setelah mempelajari Bab 12, siswa diharapkan mampu:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.
- 4.13 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

A. WARMER: Pairwork

Discuss with your friends problems that might happen to school registration using online system.



B. OBSERVING AND QUESTIONING

Reading

Read the following text taken from a newspaper.

Parents upset, disappointed with online school registration

(Source: The Jakarta Post, Jakarta | Headlines | Sat, July 05 2014, 9:25 AM)

Hundreds of parents thronged the Jakarta Education Agency's office in Kuningan, South Jakarta, to report problems with the online school registration system on Friday.

During their visit to the agency's office, the parents expressed their dissatisfaction with the online system, which according to them was disorganized and made it difficult for them to register their children for enrollment in public schools.

Riki Setyanto, one of the parents, said that he had registered his daughter for enrollment at state vocational high school SMKN 47 Jakarta but she then got rejected due to the minimum height policy applied by the state-run school.

However, he added, his daughter was also turned down after she registered at a different school because her name was still listed for SMKN 47 Jakarta.

“First my daughter was rejected because of her height, and now due to technical issues, she can’t register at any school. I just want to get her into a good school,” he said, adding that he hoped the agency could solve the problems as soon as possible.

Nuraisyah Paransa, another parent, also said that she was unable to register her son at any state-run high school due to similar technical problems.

She said that her son was initially accepted at a public East Jakarta school through the public admission phase. However, he did not re-register with that school as he wanted to shoot for a better state-run school through the local admission phase.

“But the second school rejected him because it said that he had been accepted through the public admission phase. Since my son did not re-register at the first school, now he isn’t registered anywhere,” she said.

The online registration system has been applied in the capital since 2004. No such problems occurred with the previous registration system.

This year’s student admission system has three phases: public admission, where students vie for seats with other students throughout the country; local admission, where students compete with others in the same province; and third admission, where students who did not get accepted during first and second admission resubmit their applications.

Lasro Marbun, head of the Jakarta Education Agency, said that anyone who did not re-register in the public admission phase and was unable to register during local admission or third admission, could register their children at private schools.

“They can then transfer them to a public school in the second semester,” he said on Thursday as quoted by *kompas.com*.

However, Rida Afrida, who wanted to register her son at state junior high school SMP 194, did not agree with that idea. According to her, a lot of people have chosen public schools over private schools for financial reasons.

“I cannot pay for a private school, if he thinks that is a good alternative for us, he should just give us the money to pay for those schools,” she said.

Meanwhile, acting Jakarta governor Basuki “Ahok” Tjahaja Purnama said that the parents should be patient and not panic.

“We had no problems last year. The process might be a little complicated but there’s no reason to panic,” Ahok told reporters at City Hall. (*idb/dwa*)

(Adopted from: <http://www.thejakartapost.com/news/2014/07/05/parents-upset-disappointed-with-online-school-registration.html>)

Vocabulary Builder

Write down the synonym of the following words:

- throng (v)** : _____
- dissatisfaction (n)** : _____
- enrollment (n)** : _____
- turn down (v)** : _____
- vie (v)** : _____
- submit (v)** : _____

Pronunciation Practice

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

upset : /ʌp 'set/

through /θruː/

dissatisfaction : /ˌdɪsætɪ 'sfækʃən/

disappointment : /ˌdɪsə 'pɔɪntmənt/

enrollment : /en 'rɔɪlmənt/

registration : /ˌredʒɪ 'streɪʃən/

vocational : /vəʊ 'keɪʃənəl/

turn down : /tɜːn daʊn/

reject : /'rɪdʒekt/

vie : /vaɪ/

submit : /səb 'mɪt/

QUESTIONING

When reading the text, what questions come up in your mind? If you don't have any questions to ask, ask questions the answers of which are the ones underlined in the text. Write the questions in the space below, then work in pairs and ask your friends the questions you've written.



A large rectangular area with a decorative scroll-like border. Inside, there are several horizontal dotted lines for writing.

C. COLLECTING INFORMATION

Comprehension questions: Answer the following questions by referring to the text from the newspaper above. Compare your answer with your friends:

1. What is the main problem faced by the parents?
2. Why did the parents feel disappointed with the online system?
3. Who was rejected from school due to his/her height?
4. What happened to Nuraisyah Paransa's son?
5. Mention some technical problems in the registration using the online system!
6. Why is the online system problematic this year?
7. Why do people prefer public schools to private schools?
8. If you were one of the parents, what would you do to respond to some problems with the online system?
9. What do you think about Ahok's response to the parents' protest?
10. If you were Ahok, what would you do to respond to the parents' concerns?

E. ASSOCIATING

Text Structure: Now, let's understand the text structure. Fill in the blanks by referring to the text.

Main event	
Who was involved?	
When did it happen?	

Source of news	
Statement from the head of the Jakarta Education Agency	
Statement of one of the parents	
Statement from the governor	

Grammar Review

Now, let's focus on grammar. Pay attention to the news headline. What can you learn from that?

Direct and indirect sentences appear in the text above. Complete the blank spaces in the following column with direct and indirect sentences.



Direct sentence

Indirect sentence

"First my daughter was rejected because of her height, and now due to technical issues, she can't register at any school. I just want to get her into a good school," he said.

“First my daughter was rejected because of her height, and now due to technical issues, she can’t register at any school. I just want to get her into a good school,” he said.

Nuraisyah Paransa, another parent, also said that she was unable to register her son at any state-run high school due to similar technical problems.

“But the second school rejected him because it said that he had been accepted through the public admission phase. Since my son did not register at the first school, now he isn’t registered anywhere,” Aisyah said.

Lasro Marbun, head of the Jakarta Education Agency, said that anyone who did not re-register in the public admission phase and was unable to register during local admission or third admission, could register their children at private schools.

“They can then transfer them to a public school in the second semester,” Lasro Marbun said on Thursday as quoted by kompas.com.

“I cannot pay for a private school, if he thinks that is a good alternative for us, he should just give us the money to pay for those schools,” Rida said.

“We had no problems last year. The process might be a little complicated but there’s no reason to panic,” Ahok told reporters at City Hall.

F. COMMUNICATING

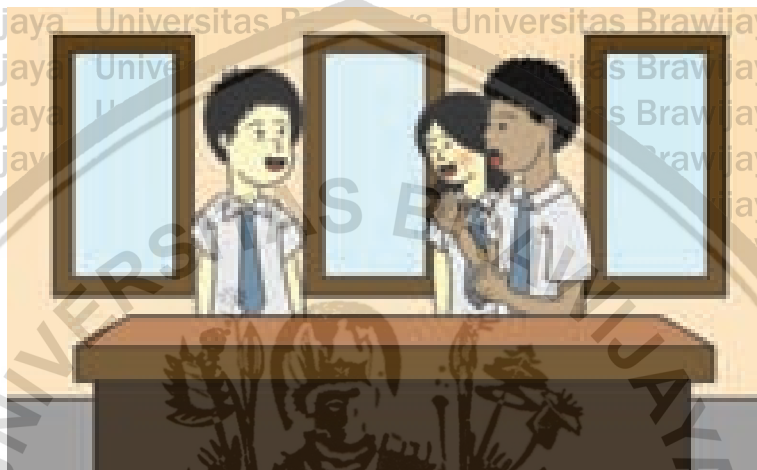
Writing - Summarizing

Your teacher has asked you to cut news from a newspaper. Read the news that you bring to class. Write important things from the news in the following spaces.

A large, semi-transparent watermark of the Universitas Brawijaya logo and crest is centered on the page. The crest features a central figure holding a staff, flanked by two smaller figures, all within a shield-like shape. The text 'UNIVERSITAS BRAWIJAYA' is written in a large, curved font around the crest. Below the crest, there are several horizontal dashed lines for writing.

Speaking

Sit in groups of three and tell your friends about the news that you have summarized.



Regroup - Exchange Your News.

Students sit in another group and tell one of her/his friend's news to the new groups.

R E F L E C T I O N



Discuss with your friends and teacher the difficulties that you have when reading a news item and when telling the news to your friends. Then, ask your friends' and teacher's suggestions to solve your problems.

Source: www.123trf.com

Chapter 13: It's Garbage In Art Works Out

Tujuh Pembelajaran:

Setelah mempelajari Bab 13, siswa diharapkan mampu:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.
- 4.13 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

A. WARMER: Pairwork

Rearrange the following letters into meaningful words. The words can be found in the news script in Part B Task 5 following this section.

elcycer	sctlpreuu
coeinrnta	sthar
irinrpatgcoor	yitn
unganerliv	iheibxt
rezogniec	retaicple
seurec	tertuex
birda	

B. OBSERVING AND QUESTIONING

Listening Comprehension

Task 1: Spend a minute or two writing down waste that you produce from your daily activities.

- plastic bottles
 -
 -
-
 -
 -

Task 2: Compare the list to your classmate's. What is the common waste that you produce?

- food leftovers?
- paper?
- vegetable?
- fruit skin?
- cardboard?
- wooden stuff?
- Plastic bottles, bags, glasses?

Task 3: What question(s) can you ask after you all know the kind of waste most frequently produced? (Your questions can be related to how to live a more efficient life with less waste, how environmentally dangerous your waste to the environment, or how to recycle the waste, etc)

Task 4: If you listen to a news report about **an artist that turns plastic bags into art**, what QUESTION do you need to generate? Discuss that with your partner.

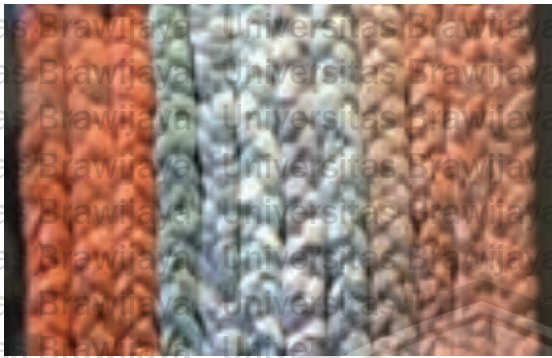
The question(s) is/are:

Some possible answers:

Task 5: Now listen to the radio news. Your teacher will play the recording or read aloud a script of a news report. Close your book.

While listening, check if the answers to your questions are right.

Artist Turns Plastic Bags into Art



Source: <http://learningenglish.voanews.com/content/plastic-bag-as-art/1966951.html>
Picture 13.1 Colorful Braids

Task 6: Vocabulary Builder

Put a tick (V) when the meaning of the words and their meanings match. There are two words whose meanings do not match. See number one as an example.

1. sculpture (noun): an object made out of stone, wood, clay, etc	v
2. container (noun): something such as a box or bowl used to keep something in	
3. tiny (adjective): extremely small	
4. to braid: mengepang	
5. braid: kepangan	
6. to unravel: to fasten or tie something firmly	
7. to incorporate: to include something as part of a group system, etc.	
8. to replicate: doing something again to get the same result again	
9. to loop: to move in a circular direction that shapes the form of a loop	
10. to secure : stop being twisted together (mengurai)	
11. masterpiece: the best work of art	
12. treasure: a very important and valuable object	

C. COLLECTING INFORMATION

Task 7: Comprehension Question

Listen to the news again. Your teacher will play the recording or read aloud the script of the news report again. After that, read the following questions and answer them briefly. Do it individually first, then check your work by comparing your answers to a classmate's.

1. What is the news about?
2. When and where was the event told by the reporter take place? Who were involved?
3. What does Irby do with her newspaper plastic bag?
4. How did she come out with the idea of turning the plastic bags into artwork?
5. Who are Caty Weaver, June Simms, Allita Irby, Charlotte Hogan, Alita Meyer, and Shirley Watts?
6. Is the news important? Why do you think so?
7. Is it very common to change plastic waste into valuable things? Why do you think so?
8. Do you think that Irby's work is significant? Why do you think so?
9. How can Irby's idea and works contribute to the betterment of their environment?
10. If your environment around you is ideal, how can you express gratefulness?

Task 8: Identifying Text Structure

Listen again. The text you just listened to or read is an example of a radio news report. In the following boxes are the parts of the news script. Read them carefully. After that, number the following boxes to show which part comes first and which parts come later.

The field reporter mentions her name to end the report.

The broadcaster in the studio tells the newsworthy event in the form of a summary.

The broadcaster in the studio welcomes listeners to the program and introduces her name.

The field reporter introduces her name and reports the event with more detailed information by interviewing some actors and witnesses of the event.

The broadcaster in the studio ends the program by mentioning her name and inviting listeners to join the program again next time.

Task 9: Pronunciation Practice

Listen to your teachers pronouncing the following words carefully.

Repeat after her/him.

1. **sculpture**: / 'skʌlptʃər/
2. **container**: / kən 'teɪnər/
3. **break down**: / 'breɪkdaʊn/
4. **tiny**: / 'tɪni/
5. **braid**: / breɪd/
6. **unravel**: / ʌn 'rævəl/
7. **incorporate**: / ɪn 'kɔ:pəreɪt/
8. **replicate**: / 'replɪkeɪt/
9. **loop**: / lu:p/

10. **secure:** / sɪˈkjʊr/
11. **trash:** / træʃ/
12. **masterpiece:** / ˈmæstərpiːs/
13. **treasure:** / ˈtreʒər/

Task 4: Read the following news item of similar topic taken from a newspaper. What do you learn from the text?

Indonesia Opens Regional Recycling Conference



Attendees at the 3R Forum look at toy motorcycles made from recycled parts, Surabaya, Indonesia. (Petrus Riski/VOA)

Petrus Riski

February 25, 2014 1:44 PM

SURABAYA, INDONESIA—Indonesia has opened a regional recycling conference aimed at increasing awareness of waste management for economic and environmental benefits.

The Fifth Regional 3R Forum in Asia and the Pacific, which opened in Surabaya Tuesday, is being attended by 300 participants from nearly 40 Asia and Pacific countries.

The city was chosen to host the event because of its success in managing municipal waste through the 3Rs, Reduce, Reuse, and Recycle.

Mayor Tri Rismaharini said waste transportation is expensive and that the best way to address the problem is at its sources, with every household involved in recycling activities. "We can see that every year there is a reduction in the volume of trash that ends up in the landfill. When I was the head of Sanitation and Parks, it was 2,300 cubic meters per day. Currently it's 1,200 cubic meters," she explained. "So you can see the reduction, which goes to composting centers, also in the community, and waste management centers."

The mayor said the city also runs a program for children called eco school.

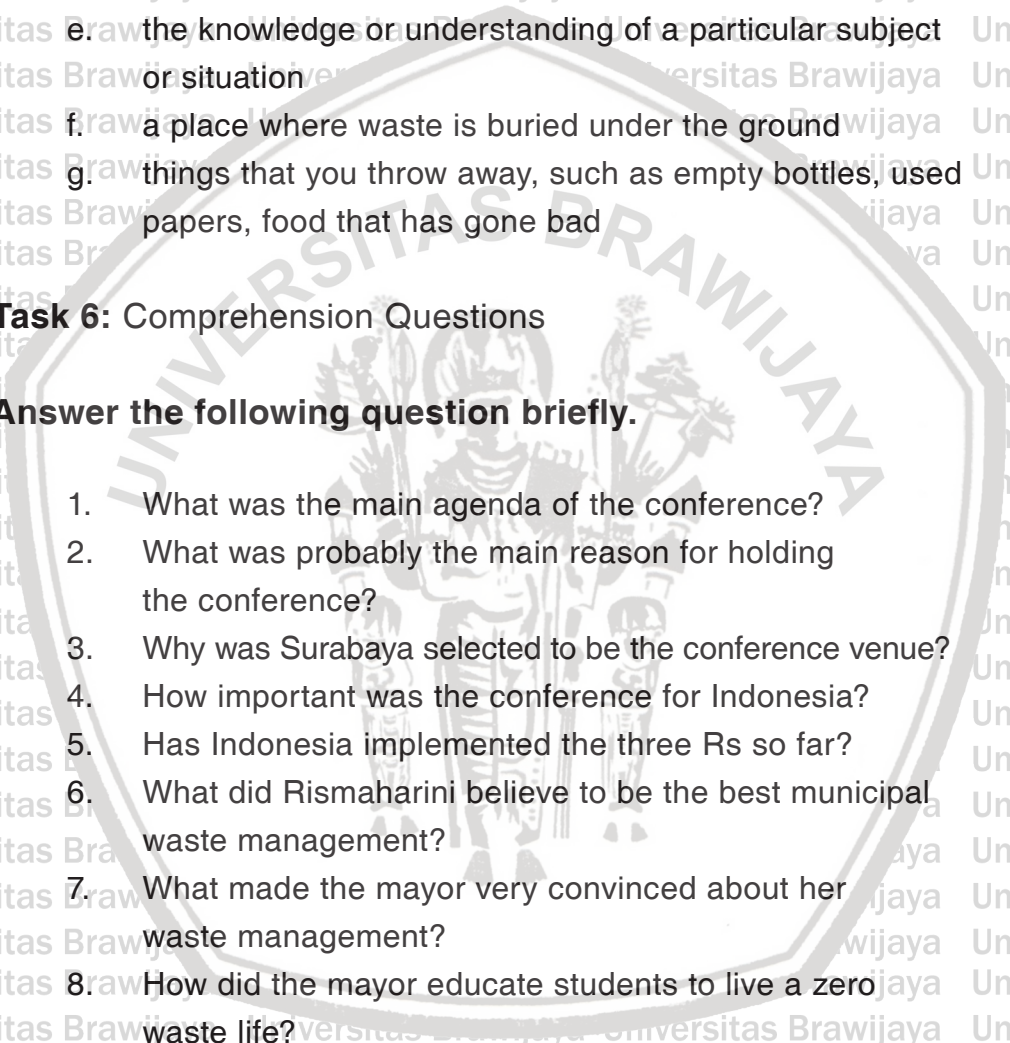
"The school does not only teach about the environment but also introduces environmental-friendly practices, such as the eco school program where they bring their own plates and cups to reduce plastic waste. They even don't use drinking straws," added Tri Rismaharini.

The conference will continue until Thursday.

(Sources: <http://www.voanews.com/content/indonesia-opens-regional-recycling-conference/1858981.html>)

Task 4: Vocabulary Builder

Find the boldfaced words in the text, then match them with their meaning below. Use the context of the sentences in the text to decide which word matches which meaning.

- 
- a. a decrease in the size, price, or amount of something or the act of decreasing something
 - b. related to or belonging to the government of a town or city
 - c. All the people who live in one house
 - d. places to make plants, leaves etc. into compost
 - e. the knowledge or understanding of a particular subject or situation
 - f. a place where waste is buried under the ground
 - g. things that you throw away, such as empty bottles, used papers, food that has gone bad

Task 6: Comprehension Questions

Answer the following question briefly.

1. What was the main agenda of the conference?
2. What was probably the main reason for holding the conference?
3. Why was Surabaya selected to be the conference venue?
4. How important was the conference for Indonesia?
5. Has Indonesia implemented the three Rs so far?
6. What did Rismaharini believe to be the best municipal waste management?
7. What made the mayor very convinced about her waste management?
8. How did the mayor educate students to live a zero waste life?
9. What do you think about the mayor's concept on municipal waste management?

Task 7: Making a script for a news broadcast

Read Task 2 again (in **C- COLLECTING INFORMATION**).

After you get inputs from your teacher about the structure of a radio news report, use the information to modify the reading text above into a script for a news broadcast. Do that in pairs, then compare your work with your classmates.

E. ASSOCIATING

Task 1: Text Structure

Your teacher will read again the radio news. The following table shows how the ideas in a news item are arranged. Fill in the following table with the information in the boxes in Task 8 (OBSERVATION), or the radio news script you have just made.

Opening	
Main event/ newsworthy event	
Elaboration	
Closing	

Vocabulary Exercise

Task 2: Fill in the blanks with the right word from the following list.

Some words can be used more than once.

braids unravel loop replicate secure
container treasure masterpiece tiny landfill
sculptures awareness break down municipal
incorporate compost reduce braid trash

1. In the art class, the art teacher told us to make _____ of animals or tress from clay that later can be donated to a kindergarten next to our school.
2. Every household in our city should think of how to _____ the amount of _____ taken to the _____. The three Rs should be in the mind of all people.
3. My mother told me that in the old time it was difficult to buy soupy kinds of food. We had to bring our own _____ from home because plastic _____ were not as popular as it is now.
4. It takes years for plastic waste to _____. Therefore, live a zero waste life by bringing your own (plastic) bags or containers wherever you go.
5. This box is full of _____ little seeds that can turn into organic green leafy vegetables that have significantly large contribution to your health. Let's grow our own vegetables.
6. As a little girl, I enjoyed wearing my hair in _____; and now I enjoy weaving and twisting to _____ my friend's long hair.

7. Could you help me _____ this rope over these sacks? We need three strings more to _____ the knots of these three sacks of rice.
8. What is this nation's most precious _____ that can guarantee this country's welfare? It is the high-spirited and environmentally concerned young generation like you.
9. Environmentally concerned city architects will _____ environment-friendly features in their design of the city planning.
10. Do you agree if I say that Andrea Hirata's "Laskar Pelangi" is a _____? It has been translated into many languages and we should be proud of that.
11. As the last assignment, you need to do a research project. If you want to _____ your senior's research you need to explain why it is important to do that again and in what way your own research will be different from your senior's.
12. The hair stylist _____ the ribbon over the braids then tightened the _____ so that braids will not _____.
13. The _____ government provides free _____ as free fertilizers for our plants.
14. Schools should have eco programs that aim at developing students' _____ about their environment.

Grammar Review

Task 3: To form a noun we can add suffix -ion to verbs. Study the examples in the first few numbers and then complete the rest. You can make the list longer. Work in pairs.

Verb

Noun

1. incorporate
2. pollute
3. exhibit
4. represent
5. replicate
6. create
7. promote
8. donate
9. contribute
10. produce

- incorporation
- pollution
- exhibition
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

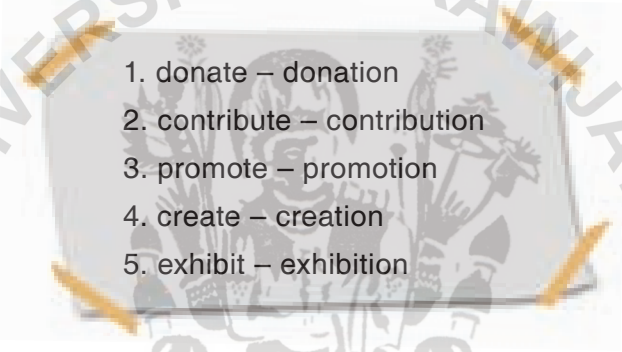
Grammar Exercises

Task 4: Now try to use them in sentences. See the example.

1. Think of what you can **contribute** to make your school atmosphere and environment better. Your meaningful **contribution** will make you feel better about yourself.
2. The artist {replicate} the hairstyle of an Indian ethnic group in America, the Navajo. The [replicate] looks beautiful.
3. I [promote] Sita and Budi to be the representatives of our class in the student organization. I will use poster for the [promote].
4. The architect [incorporate] environmentally friendly materials in the design of the public library. The [incorporate] will make the new building harmonious with the surrounding.
5. The painting [exhibit] will take place in the main hall of the library. Not only national artists but also some high school students will [exhibit] their works there.

6. Do not [pollute] this lake. If you do, the [pollute] will finally harm our health.
7. Be proud of being able to [create] this pop-up book yourself. Though it is not the best, you should appreciate the originality of your [create]. This is really much better than copying other people's work.
8. Children in the landslide area need our [donate] for buying books and other learning materials. I suggest that everyone in this class [donate] some of their pocket money.

Task 5: Try to write sentences that use the noun and verb forms of the following words.

- 
1. donate – donation
 2. contribute – contribution
 3. promote – promotion
 4. create – creation
 5. exhibit – exhibition

Listening – transcribing a news item

Task 6: Listen to the recording of a news item that your teacher is playing carefully. Try to transcribe the news item that you hear. After that, compare your work with your classmate's sitting next to you.

F. COMMUNICATING

Speaking

Let's do a role-play. Follow these steps to make an interesting role-play. Choose one of the role plays provided below.

Task 1: Role Play one – news broadcast

1. First, make groups of four to five students.
2. Find some information about plastic recycling. You can find it in the Internet, newspapers or magazines.
3. Read again the script of news report in section B task 5 and section C task 10.
4. Find the differences between the format of the news items for newspapers and radios.
5. After you find them, choose the most interesting news from a newspaper and rewrite it into a news script for a radio broadcast.
6. Then make a preparation for a radio broadcast.
7. Decide who will be the broadcaster in the studio, on site reporter, and actors and witnesses of the event told in the news report. The group can also designate some members to be the experts who give comments about the event. Enjoy the role-play.

Task 2: Role Play two – news writing and broadcast

1. Work in groups of four to five.
2. Look for interesting things in the class and school or around that are worth reporting. Your group may need to interview some people (witnesses) of the thing you want to report. Decide who will interview whom.
3. Work together to write and edit the news report. Study again the previous discussion and exercises in this chapter and previous ones on the grammar, expressions, and organization of ideas of news report.
4. Decide who will be the broadcaster in the studio, reporter(s) in the field, and actors and witnesses

of the event told in the news report. The group can also designate some members to be the experts who give comments about the event. Try your best and enjoy the role-play.

REFLECTION



Source: www.123trf.com

Read again the instructional objectives. Is there any objective that you have not been able to accomplish? Read the activity which is still difficult. Don't hesitate to ask for help to your teacher.

Extension - Listening

Go to <http://learningenglish.voanews.com/> and find more learning sources to develop your listening skills. Share any interesting text worth listening to with your classmates from the link or any other link. Exchange any important information that you get.

Chapter 14: Tell Me How...

Tujuh Pembelajaran:

Setelah mempelajari Bab 14, siswa diharapkan mampu:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.
- 4.13. Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

B. OBSERVING AND QUESTIONING

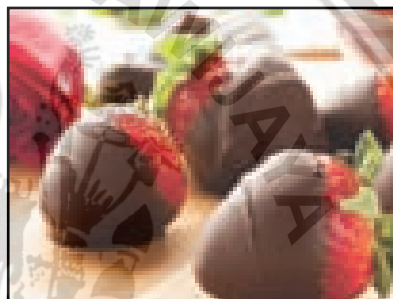
Listening

Task 1: Now, close your book and listen to your teacher reading a recipe to make 'Chocolate Dipped Strawberries.' While listening, make a note on the keywords.

How to Make Chocolate Dipped Strawberries

To make chocolate dipped strawberries, **first**, prepare all the ingredients:

- 2 chopped squares semisweet or bittersweet chocolate
- ½ tablespoon whipping cream
- Dash almond extract.
- 8 strawberries



Source: <http://www.daylightfoods.com>
Picture 14.1 chocolate covered strawberries

Second, combine the chocolate and the whipping cream in a glass measuring cup or bowl. Microwave at medium power for 1 minute until the chocolate melts, stirring after 30 seconds. Stir in the almond extract and cool slightly.

Finally, dip each strawberry into the melted chocolate, allowing the excess to drip off. Place on a waxed paper—lined baking sheet. Refrigerate or freeze for approximately 15 minutes until the chocolate is set.

- Share your note with your friend next to you. Discuss any difficult words that you find.
- Listen again to your teacher reading the recipe and complete your note.

Vocabulary Builder

Task 2: Observe the recipe above, and write down the synonyms of the following words.

dipped	whipping cream
chocolate	stir, stirring
semisweet	melted
bittersweet	waxed paper
chopped	lined baking sheet

Pronunciation Practice

Task 3: Listen to your teacher reading these words. Repeat after him/her.

1. **dip (v):** /dɪp/
2. **ingredient (n):** /ɪn'grɪdiənt/
3. **chop (v):** /tʃɒp/
4. **dash (n):** /dæʃ/
5. **combine (v):** /'kəmbaɪn/
6. **melt (v):** /mɛlt/
7. **stir (v):** /stɜr/
8. **cool (v):** /ku:l/
9. **excess (n):** /'ɛk'sɛs/
10. **drip off (v):** /drɪp'ɒf/
11. **set (a dj):** /sɛt/

Task 4: Follow the instructions.

Again, listen to your teachers' instructions to make Chocolate Dipped Strawberries. Follow the instruction by doing some actions as if you really make the Chocolate Dipped Strawberries.

Text Structure

Task 5: Observe the text structure.

The text about chocolate dipped strawberries above is called **a procedure**. A procedure text aims at describing how something is done or made through a sequence of actions or steps.

How are procedures written? In the model text, the title shows the **goal**, that is, the **name** of the procedure to be carried out (i.e., *How to make chocolate dipped strawberries*). This is then followed with **a list of materials**, that is, **a list of things** which are needed in making the chocolate dipped strawberries. The next part refers to **the procedure**, that is, the steps to be followed in making the chocolate dipped strawberries.

A procedure text contains a lot of **commands** (imperative sentences) such as *Combine*, *Dip*, etc. and **time sequencers** such as **first**, **second**, etc.

Still related to the recipe above, play the roles of the speakers in the dialogs.

Complete the blanks with suitable expressions.



A: Which one do you like, the semisweet or the bittersweet one?

B: I like the bittersweet one.

A: _____ chocolate
dipped strawberries?

B: Sure, first prepare the ingredients.

A: _____ ?

B: 2 squares semisweet or bittersweet chocolate,
 $\frac{1}{2}$ tablespoon whipping cream, dash almond extract
and 8 strawberries.

A: What's the next step?

B: Mix chocolate _____

Then _____

A: Why should it be cooled slightly?

B: _____

A: _____ ?

B: Dip each strawberry into the melted chocolate.

A: _____ ?

B: About 15 minutes.

A: Do you know what text structure is used in the text about
how to make chocolate dipped strawberries above?

B: It's a sequential text structure.

A: _____ ?

B: The author puts steps in making the chocolate
dipped strawberries.

A: What's _____ ?

B: The author would like to inform the readers about the
way to make chocolate dipped strawberries.

C. COLLECTING INFORMATION



Now, bring a recipe from home. Read the recipe that you have brought from home, and fill in the blanks below.

TITLE:	
Ingredients:	
The 1st step:	
The 2nd step:	
The 3rd step:	
The 4th step:	
The 5th step:	
The last step:	

D. ASSOCIATING

Speaking



Now work in pairs and do the following instructions!

Task 1: Telling what steps to take

- Give your recipe to your friend.
- By referring to the note that you've just made, tell your friend about the steps he/she needs to do to make the food mentioned in your recipe.
- Ask your friend to check whether the steps you mention are the same with those in the recipe.
- Ask your friend to give you feedback.
- Exchange roles: your friend will tell you his/her recipe and you listen to him/her and do the above steps.

Task 2: Discussion

Discuss with your friend the similarities and differences between your recipe and his/her recipe.

E. COMMUNICATING

Task 1: Cloze Description

Fill in the blanks with the appropriate words.

Crab soup might become one of the favorite foods for many families. These are the steps to make crab soup.

Source: www.123trf.com

1. Place whole tomatoes, water, lima beans, corn, carrots, chopped onion, Old Bay seasoning, and beef broth, in a 4 quart. Heat to simmer, cover, and for 5 minutes.
2. Bring water to . Add crab claws and boil 6 minutes. Drain and set aside
3. Stir crabmeat (and crabs claws, if desired) into tomato and vegetable . Cover and simmer 10-15 minutes longer. hot.

Task 2: Practice giving instructions.

In groups, practice giving and following instructions. In turn, give instructions to your friends to make foods/cakes in your recipe and ask your friend to do the actions.

Task 3: Discussion

Discuss with your friends in your groups of four the difficulties you feel in giving instructions and in following instructions and how to overcome them. To help you, you can complete the following table before and during the discussion.



Name	Difficulties	
You	In giving instructions	In following instructions
Your friend		
Your friend		
Your friend		

REFLECTION

Do you know how to create a procedure? Respond to these questions to check whether you understand how to create a procedure text.

1. Do you have the goal to accomplish?
2. Do you have the materials/things/ingredients?
3. Do you know the steps?
4. Do you use commands?
5. Do you use time sequencers?
6. Do you pay attention to spelling, punctuation, capitalization, and formatting?
7. Do you use references?

Chapter 15: Do It Carefully!

Tujuh Pembelajaran:

Setelah mempelajari Bab 15, siswa diharapkan mampu:

- 1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk resep, sesuai dengan konteks penggunaannya.
- 4.15 Menangkap makna dalam teks prosedur lisan dan tulis berbentuk resep.

A. WARMER

B.

Work in groups to discuss these questions:

1. Do you have something that is very special to you?
2. What is it?
3. Why is it so special to you?
4. Does the thing need special care?
5. How do you take care of it?

OBSERVING AND QUESTIONING

Reading

Task 1: Observe and Compare.

Observe these two texts. In groups, compare them using the questions that follow.

TEXT 1

Last Saturday, students of Year 12 went for a trip **to the botanical garden**. Some teachers were also **with us**. We gathered together **in front of the school yard very early in the morning**. It took us about **two hours by bus to get there from our school**.

At the botanical garden, we did several things. First, we bought the entrance ticket. Second, we listened to our teachers'

instruction about group activities. Next, we divided ourselves into groups based on our personal interests. Then, each group followed the assigned teacher. We spent the rest of the day with our groups doing a lot of activities. It was really a fun day for us.

TEXT 2

Headlice can be treated by wet combing. For it to be effective, wet combing needs to be regular and thorough. These are the steps of wet combing. First, wash the hair using ordinary shampoo and apply plenty of conditioner, before using a wide-toothed comb to straighten and untangle the hair. Second, switch to the louse detection comb. Third, draw the comb down to the ends of the hair with every stroke, and check the comb for lice. Next, remove lice by wiping or rinsing the comb. Then, work methodically through the hair, section by section, so that the whole head is combed through. Finally, rinse out conditioner and repeat the combing procedure. Repeat the procedure on days 5, 9, and 13, so that you clear young lice as they hatch, before they have time to reach maturity. (Source from <http://www.nhs.uk/Conditions/Head-lice/Pages/Treatment.aspx> - with adaptation)

Questions

1. Do the texts contain time sequencers (e.g., first, second, next, then, etc.)? What are their functions?
2. Do you think the two texts have the same purpose in society? Why do you think so?

Task 2: Observe the adverbial phrases.

Notice the words printed in bold in Text 1 of Task 1. They are called **adverbials**. In procedural texts, adverbials are commonly found. Discuss with your teacher what adverbials are.

Examples of Adverbials:

Last Saturday; to the botanical garden; with us; in front of the school yard; very early in the morning; about two hours; by bus; from our school.

Can you identify other adverbials in Text 1 and Text 2?

Task 3: Think about it.

Before you read the following text about how to breed leopard geckos, talk about these things in small groups.



1. Have you ever seen leopard geckos or their pictures?
2. Have you ever read anything about leopard geckos?
3. What information about leopard geckos did you get from reading?

Task 4: Read and skim.



Read and skim each paragraph in the reading text about how to breed leopard geckos below. Then, answer the questions that follow.

How to Breed Leopard Geckos

Leopard geckos can be easy to breed for some, but difficult for others. In this article, you will see the simplest way to breed leopard geckos here.

Things You'll Need

1. Cage for Geckos (20 Gallon for two, 10 Gallons more for each additional female)
2. Laying box. A plastic container filled with damp moss for the female to lay in.
3. Incubation Medium (usually Perlite)
4. Lots of crickets dusted with calcium for egg growth
5. Very small crickets for the babies

STEPS:

1. Get a male and female leopard gecko.

The males have hemipenal bulges below the vent whereas females do not. Males and females both have a V-shaped row of scales above the vent but only the male's scales here are hollow and produce wax. This wax is for scent marking their territory.

2. Prepare a large cage for the male and female to live in together.

Geckos can be kept together without the need to separate them unless you see major aggression. It is sometimes normal when first introducing a male and female for there to be a little squabbling, but this usually stops within the first week. Breeding should occur within a week.

For a pair you will need at least a 20 gallon long tank. You may also choose to house one male with 4-5 females; add 10 gallons of space for each additional gecko.

If you see major drama/fighting, separate the pair. You'll want to confirm they are not both males. If one male and one female, you can reintroduce them again later.

3. Get the incubator ready for the eggs and provide a lay box.

You can use a plastic sandwich container with a lid for this purpose. Cut an entry hole on one side and fill it with damp moss (This can be used as the moist hide too).



Source: www.clipartbest.com
Picture 15.1 Gecko

4. Ready the laying box to put in the cage.

Females dig to lay their eggs, so you will provide a place for them to dig. In about 4 to 5 weeks, the female will lay her eggs. Normally, you will see her digging in the laying box and laying the eggs in pairs. It will be easy to tell she has laid the eggs, particularly since she will be much thinner.

5. Place the eggs in the incubation medium.

Remove them from the laying box and be careful not to rotate or jiggle the eggs. After 24 hours of being laid, the embryo inside attaches itself to the side wall of the egg. Rotating or jiggling this egg could cause the embryo to come loose and drown inside, killing it.

If you want girls, set the incubation temperature 80 to 85 degrees; if you want males, set the temperature 90 to 95 degrees, and if you want a mix, set the temperature in the middle!

6. Observe the developing embryos.

After a few weeks you will be able to "candle" the eggs using a small flashlight. You don't have to touch the eggs, just take them into a dark room and shine the light as close to the shell as you can. You should see pink inside with red blood vessels. The further along the eggs are, the more you will also see the baby inside as a dark mass. After around 60 days, give or take depending on the incubation temperature, the eggs should hatch.

7. Have tiny crickets readily available.

Babies will start eating insects within a day or two of being hatched. (Source: <http://m.wikihow.com/Breed-Leopard-Geckos> - with adaptation)

Task 5: Comprehension Questions

Answer the questions briefly.

1. What is the text about?
2. What is the purpose of the text?
3. What parts does the text have?
4. How many materials are there needed?
5. How many steps are there?
6. What are they?
7. Do you think the steps have to be put in order? Why do you think so?
8. What should we do if we want to have male or female leopard geckos?



Vocabulary Finder

Task 6: Find the meaning of words.

After reading the text about how to breed leopard geckos, individually guess the meaning of each word below. Then, check them with your friends. When necessary, consult your dictionary. After that, practice pronouncing the words.

breed: /bri:d/

leopard geckos: /'lepərd 'gekɔs/

cage: /keɪdʒ/

seperate: /'sep ə ri:t/

aggression: /ə'gref ə n/

lid: /lɪd/

lay: /leɪ/

temperature: /'temprətʃər/

hatch: /hætʃ/

Grammar Review

Task 7: Observe the commands (imperative sentences).

The text about how to breed leopard geckos contains a lot of *commands (imperative sentences)*, such as *Get, Prepare, etc.* Circle all the commands in the text.

Task 8: Observe the adverbial phrases.

The text about how to breed leopard geckos contains a lot of *adverbials*, such as *above the vent, for cent, without the need, etc.* Circle all the commands in the text.



Text Structure

Task 9: Observe the text structure.

The text about leopard geckos above is called *a procedure*. A procedure text aims at describing how something is done or made through a sequence of actions or steps.

How are procedures written? In the model text, the title shows the **goal**, that is, the **name** of the procedure to be carried out (*How to breed leopard geckos*). This is then followed with a list of materials, that is, **a list of things** which are needed in breeding leopard geckos. The next part refers to **the procedure**, that is, **the steps** to be followed in breeding leopard geckos.

A procedure text contains a lot of **commands** (imperative sentences) such as *Get, Prepare*, etc. and **time sequencers** such as *first, second, etc.*



Read the model text again, and then write in the table below the appropriate parts of the procedure text.

Parts of the Text	Difficulties
Goal	How to breed leopard geckos
Materials	Things you'll need :
Steps	Steps 1:
	Steps 2:
	Steps 3:
	Steps 4:
	Steps 5:
	Steps 6:
	Steps 7:

C. COLLECTING INFORMATION

Speaking

Please read again the information you have written down in the table above. By referring to the information, prepare some notes for your oral presentation. Take turns presenting the information you have in front of the class.

Writing

Task 1: Find a procedure text.

In groups, find a procedure text about how to make something or how to do something. You can go to the library or search in the Internet. Use the following questions to help you select the text.

1. What is the goal?
2. What are the materials/things/ingredients needed?
3. What are the steps to take?

Present your text neatly and attractively so that the other groups want to read it. Take turn sharing the information you have with the class.

Task 2: Find the commands.

Look through your text. Write down the commands (imperative sentences). Share what your group has with the class.

Task 3: Find the time sequencers.

Look through your text. Write down the time sequencers. Share what your group has with the class.

Task 4: Find the adverbials.

Look through your text again. Write down the adverbials. Share what your group has with the class.



D. ASSOCIATING

Task 1: Vocabulary Exercise

Use the appropriate words to fill in the blanks.

breed cage separate aggression
lid lay temperature hatch

1. Dina has bought a more unique _____ for the newly-hatched birds.
2. Throughout the experiment, the students have to ensure that the _____ is relatively the same from time to time.
3. The family intend to _____ a new species of leopard geckos.
4. The neighbors finally decided to _____ their areas by using fences.
5. Salamanders are oviparous and _____ large eggs in clumps in water.
6. It seems to take about twenty days for this egg to _____.

7. On the _____ of the plastic container is a wooden sculpture of an animal.
8. The animals have to be separated because the male one shows much _____.

Task 2: Grammar Exercise

Use the appropriate verbs indicating **commands (imperative sentences)** to fill in the blanks. When you finish, read all the items again and **circle the adverbials** you can identify.

1. _____ the floor please. It looks so dirty because of the muddy spots.
2. _____ the scissors; they are on my desk. We need to cut the paper into smaller pieces.
3. All the dishes seem to be ready to serve for dinner except the crackers. _____ them with the olive oil.
4. _____ the hot water into the cup. _____ some sugar and then _____ it.
5. _____ the lamb for tomorrow barbeque.
6. You do not have to see the teacher for submitting this assignment. Just _____ your work in _____ her mailbox.
7. _____ dressed soon. We are running out of time for the party.
8. _____ your dirty clothes today, please; otherwise, you do not have anything to wear tomorrow.

9. _____ the onion to be fried and then put into the vegetable soup.
10. _____ a bath now if you do not want to be in a long queue.

Writing

Task 3: Create your own.

Now write a procedural text. Choose a goal that you are good at. You can go to the library or search in the Internet to find help. Use these points when writing.



1. What is the goal?
2. What are the materials/things/ingredients needed?
3. What are the steps to do?

Please write and present your text neatly and attractively.

Task 4: Peer editing



Work in pairs. Exchange your writing. Check your friend's writing. Pay attention to these points when reading it.

1. The text structure: goal, materials, and steps
2. The use of commands (imperative sentences)
3. The use of time sequencers
4. Spelling
5. Punctuation
6. Capitalization
7. Formatting
8. References

E. COMMUNICATING

Writing

Rearrange the following sentences to form a good paragraph.

1. Consult your pharmacist for the right over-the-counter lotion or spray.
2. Remember that medicated treatments should only be used if a living (moving) head louse is found.
3. Using medicated lotion or spray is an alternative method of treating head lice.
4. Follow instructions that come with the medicated lotion or spray when applying it.
5. However, no medicated treatment is 100% effective.
6. Depending on the product you are using, the length of time it will need to be left on the head may vary, from 10 minutes to 8 hours.

REFLECTION

Do you know how to create a procedure? Respond to these questions to check whether you understand how to create a procedure text.

1. Do you have the goal to accomplish?
2. Do you have the materials/things/ingredients?
3. Do you know the steps?
4. Do you use commands?
5. Do you use time sequencers?
6. Do you pay attention to spelling, punctuation, capitalization, and formatting?
7. Do you use references?

Chapter 16: Let's Make a Better World for All.

Tujuh Pembelajaran:

Setelah mempelajari Bab 16, siswa diharapkan mampu:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.12 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 4.16 Menangkan pesan dalam lagu.

A. WARMER: PAIRWORK

Task 1: Pairwork

People say that songs create mood. Do you agree with that?

Discuss with your classmates for 10 minutes about some songs that can influence your mood.

Task 2: Brainstorm – Questioning

Now, you are going to listen to a song, titled Heal the World. From the title, with your partner, brainstorm any possibility on what the song is about. The followings are some of the possible themes.

Add the list with your own.

love between a man and a woman	solving world problem
epidemic diseases	giving sympathy
environmental problem	humanity disaster
building friendship	helping each other
caring for other people	creating world solidarity
making peace together
wars
famine
hatred

B. OBSERVING/QUESTIONING - LISTENING

Now, let's listen to the song played by the teacher. While listening, do the following activities.

Task 1: Cross the phrases from the list above (task 2) that are relevant with the song.

Task 2: Write some questions that may come across your mind as you are listening to the song. After listening, ask the teacher or your classmates about the questions to get the answer.

Task 3: The following are some parts of the song lyrics. Listen again to the song carefully and fill in the gapped parts.

Heal The World

There's A Place In Your Heart And I Know That It Is Love And This Place Could Be Much _____ Than Tomorrow And If You Really Try You'll Find There's No Need To Cry In This Place You'll Feel There's No Hurt Or _____	If We Try We Shall See In This _____ We Cannot Feel Fear Or _____ We Stop Existing And Start Living Then It Feels That Always Love's Enough For Us _____ So Make A Better World. Make A Better World... To Get There If You _____ Enough For The Living Make A Little Space For You And For Me
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Make A Better Place...

_____ The World

Make It A Better Place

For You And For Me

And The _____ Human
Race

There Are People Dying

If You Care Enough

For The Living

Make A Better Place

For You And For Me

If You Want To Know

Why

There's A Love That

Cannot Lie

Love Is Strong

It Only Cares For

_____ Giving

And The _____

Human Race

There Are People Dying

If You Care Enough

For The Living

Make A Better Place

For You And For Me

And The Dream We Were

_____ In

Will Reveal A Joyful Face

And The World We

Once Believed In

Will Shine Again In Grace

Then Why Do We Keep

_____ Life

Wound This Earth

_____ Its Soul

Though It's _____

To See

This World Is Heavenly

Be God's _____

Taken from <http://www.azlyric.com/lyrics/michaeljackson/healtheworld.html>

C. COLLECTING INFORMATION

Task 1: Vocabulary Builder

Read the following list of words and their meaning. Check whether the words on left match their meanings on the right. Identify two

words which do not match with their meanings. Correct them.
Discuss your work with your partner(s) sitting next to you.

1. Sorrow	a. polite and pleasant
2. Bliss	b. perfect happiness or enjoyment
3. Dread	c. to feel worried about something that is going to happen or may happen
4. Conceive	d. imagine a particular situation that is going to happen or may happen
5. Grace	e. a feeling of great sadness
6. Strangle	f. to limit the growth or development of something
7. Crucify	g. to kill someone by crucifying them to a cross
8. Glow	h. a soft steady light
9. Plain	i. very clear and easy to understand
10. Entire	j. all of a group, period of time, amount, etc.

PRONUNCIATION

Task 1: Listen again to the song, and pay attention to the way the words are pronounced.

Task 2: Listen to your teacher reading aloud the following words. Repeat after him/her.

sorrow: / 'sɒrəʊ /
bliss: / blɪs /
dread: / dɹed /
be conceived in: / bi: kən 'si:v in /
grace: / greɪs /
strangle: / 'stræŋgəl /
crucify: / 'krusəfaɪ /
glow: / gləʊ /
plain: / pleɪn /
entire: / ɪn 'taɪə /

Task 3: Listen to the song and sing the song. Imitate how the words are pronounced.

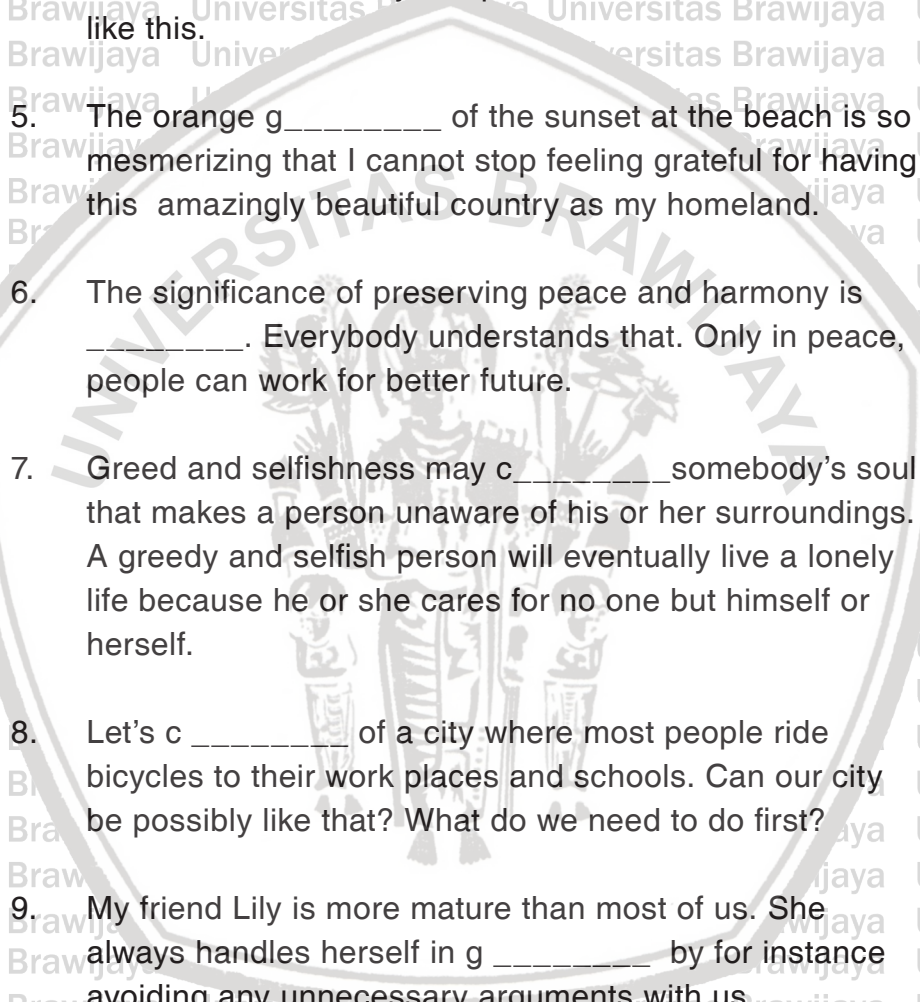
E. ASSOCIATING

Task 1: Vocabulary Exercises

Fill in the blanks with the right words. Some words can be used more than once.

entire	bliss	conceive
dread	glow	plain
strangle	sorrows	grow
crucify		

- Selfishness _____ the growth of friendship among us in this class.
- We will always remember the joys and s _____ that we have shared together during our community service that helped the victim of the landslide.

- 
3. My idea of b_____ is lying on a reclining seat under a shady tree reading a good book surrounded by children who are reading their own books too.
 4. The disaster has left nothing but the clothes that we are wearing. We are d_____ our future but optimistic because we will always help each other in difficult time like this.
 5. The orange g_____ of the sunset at the beach is so mesmerizing that I cannot stop feeling grateful for having this amazingly beautiful country as my homeland.
 6. The significance of preserving peace and harmony is _____. Everybody understands that. Only in peace, people can work for better future.
 7. Greed and selfishness may c_____ somebody's soul that makes a person unaware of his or her surroundings. A greedy and selfish person will eventually live a lonely life because he or she cares for no one but himself or herself.
 8. Let's c _____ of a city where most people ride bicycles to their work places and schools. Can our city be possibly like that? What do we need to do first?
 9. My friend Lily is more mature than most of us. She always handles herself in g _____ by for instance avoiding any unnecessary arguments with us.
 10. The days I spent in this school with my teachers and classmates have been the best moments in my _____ life so far.

Task 2: Writing

Rewrite the lyrics in the form of complete sentences with correct punctuation and capitalization. See the example below. Compare your work with your friends'. Ask questions about the differences and discuss the answers.

EXAMPLE:

There's A Place In Your Heart And I Know That It Is Love And This Place Could Be Much _____ Than Tomorrow And If You Really Try You'll Find There's No Need To Cry In This Place You'll Feel There's No Hurt Or _____	There is a place in your heart. And I know that it is love. And this place could be much brighter than tomorrow. And if you really try you'll find that there is no need to cry. In this place, you'll feel there is no hurt or sorrows.
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Task 3: Reading

Read again the lyrics of the song. Then, answer the following questions. Discuss the answers in groups of twos or threes.

1. What does the title describe? What does the composer compare the world with?
2. How does the composer describe the world that we live in now? Mention some phrases from the lyrics that can support your answer.
3. What dream does the singer have about this world? Quote some phrases from the lyrics.

4. How can the dream be realized? Show the lines that tells so.
5. What is one thing that can solve problems in this world?
6. What do you understand about these lines: “make a little space make a better place ...”

F. Communicating - Speaking

Task 1: Work in pairs.

Find another song whose lyrics raise people’s awareness of the need to do good things for family, friends, and other people.

Prepare to sing or present the song in class and explain what the song is about. Or, if you really like the song in this chapter you can choose to sing the song with your groups. When you sing, try to act out the message to make your performance captivating.

Task 2: Project

There are problems in this world out there and in our own environment, such as in our neighborhood and schools. Work in groups of three to four. Identify problems in your surroundings.

1. What questions can you ask? You can ask questions, such as whether your school environment is healthy.
2. Are the rest rooms clean enough?
3. Is your class or school bullying-free?
4. Is there any act of exclusivity among the students?
5. Is it easy to cross the street in front of the school?
6. What about the foods in the school canteen. Are they healthy?
7. Etc.

Generate more questions, then discuss the most important and feasible question to be discussed further. Perhaps you need to do some investigation to find out if such problem does exist. Then discuss how to make schoolmates aware of the problem and propose what students can do to solve the problems.

REFLECTION



Read the learning objectives of this chapter. Have you been able to reach all the objectives? If not, learn again with a partner to do it better. If you still find difficulties, do not hesitate to ask your classmates or your teacher.

Glossary

abandon (v)	: to leave a place, thing, or person forever
(be) accustomed (adj)	: familiar with something
aggression (n)	: spoken or physical behavior which is threatening or involves harm to someone or something
amid (preposition)	: in the middle of or surrounded by
appear (v)	: To become noticeable or to be present
assemble (v)	: to come together in one place or bring parts together in a single group
aviation (n)	: the activity of flying aircraft, or of designing, producing and keeping them in a good condition
bait (n)	: a small amount of food on a hook or in a special device used to attract and catch a fish or animal
banned (v)	: to forbid, especially officially
barefoot (adj)	: not wearing any shoes or socks
barn (n)	: a large building on a farm in which hay and grain are kept
belittle (v)	: to make someone or something seem small or unimportant
be enclosed (n)	: to send something in the same envelope or parcel as something else
bliss (n)	: perfect happiness or enjoyment
bittersweet (adj)	: tasting both bitter and sweet
braid (v)	: An act of forming a braid on something
be suited (adj)	: right for someone or something

braid (n) : a thin strip of cloth or twisted threads, which is fixed into clothes, uniforms, or other things made of cloth, as decoration

breed (n) : a particular type of animal or plant

cage (n) : a space surrounded on all sides by bars or wires, in which animals or birds are kept

camouflage (n) : the way that the color or a shape of an animal or plant appears to mix with its natural environment to prevent it from being seen by attackers

captivity (n) : when a person or animal is kept somewhere and is not allowed to leave

chop (v) : to cut something into pieces with an axe, knife, or other sharp instrument

coerce (v) : to persuade someone forcefully to do something when they are unwilling to do

colleagues (n) : group of people who work together

consideration (n) : when you give attention to a particular subject or fact when judging something

concern (v) : something that is important to you, or when something is important

conceive (v) : to imagine something

container (n) : a hollow object, such a box or a bottle which can be used for holding something, especially to carry or store it

counterclockwise (adj) : the opposite direction to the way in which the hands of a clock move around

course (n) : Direction

cozy (adj) : Comfortable and pleasant, especially of a building because small and warm

crucify (v) : to kill someone by crucifying them to a cross

debris (n) : broken or torn pieces of something larger

deep-sea (n)	: lowest layer in the ocean
demeaning (v)	: making someone feel ashamed or embarrassed
depict (v)	: to represent or show something in a picture or story
devastating (adj)	: making someone extremely sad
diet (n)	: the food and drink usually eaten or drunk by a person or group
dip (v)	: to put something into a liquid for a short time
dissatisfaction (n)	: lack of satisfaction
distract (v)	: to make someone stop giving attention to something
distinctive (adj)	: characteristic of one person or thing, and so serving to distinguish it from others
domesticate (v)	: to bring animals or plants under human control in order to provide food, power, or companionship
dread (n)	: to feel worried about something that is going to happen or may happen
enrollment (n)	: the action of enrolling or being enrolled
entire (n)	: all of a group, period of time, amount, etc
faience (n)	: earthenware decorated with opaque colored glazes
fins (n)	: a thin vertical part sticking out of the body of especially a fish or an aircraft which helps balance and movement
foal (n)	: a young horse
foolproof (adj)	: (of a plan or machine) so simple and easy to understand that it is unable to go wrong or be used wrongly
gestation (n)	: (the period of) the development of a child or young animals while it is still inside its mother's body

glaze (n)	: to coat with or as if with a glaze
glow (v)	: a soft steady light
grace (n)	: polite and pleasant
hatch (v)	: to (cause an egg to) break in order to allow a young animal to come out
herd (n)	: a large group of animals of the same type that live and feed together
hubbub (n)	: a loud noise, especially caused by a lot of people all talking at the same time
impetus (n)	: something which encourages a particular activity or makes that activity more energetic or effective
inadequate (v)	: not good enough, not big enough, etc for a particular purpose
incorporate (v)	: To include something as part of something larger
indication (n)	: a sign that something exists, is true, or is likely to happen
instigator (n)	: a person who initiates something
instill (v)	: to teach someone to think , behave, or feel in a particular way over a period of time
interchangeably (adv)	: (of two things) capable of being put or used in the place of each other
isolated (adj)	: not near to other places
lay (v)	: to put something in especially a flat or horizontal position, usually carefully or for a particular purpose
leisure (n)	: the time when you are not working or doing other duties
leopard gecko (n)	: Crepuscular ground-dwelling lizard naturally found in the deserts of Asia and throughout Pakistan, to parts of northern India.

lined baking sheet (n)	: baking sheet lined with foil, parchment paper, a silicone baking mat, or sprayed with cooking spray
loop (v)	: To move in a circular direction that shapes the form of a loop
luster (n)	: the brightness that a shiny surface has
make up (n)	: colored substances used on your face to improve or change your appearance
massive (adj)	: very large in size, amount or number
masterpiece (n)	: A work of art such as painting, film or book which is done or made with great skill, and is often a person's greatest work
melt (adj)	: Having turned soft or into a liquid
mutation (n)	: the way in which genes can change and produce permanent differences
obey (v)	: to act according to what you have been asked or ordered to do by someone in authority or to behave according to a rule, law or instruction
occurrence (n)	: something that happens
ostracize (v)	: refuse to accept someone as a member of the group
owner (n)	: someone who owns something
pedantic (adj)	: giving too much attention to formal rules or small details
plain (n)	: very clear and easy to understand
precede (v)	: to be or go before something or someone in time or space
qualification (n)	: an ability, characteristic, or experience that makes you suitable for a particular job or activity
regulation (n)	: an official rule of the act of controlling

rely on (phrasal verb)	: to need a particular thing or the help and support of someone or something in order to continue, to work correctly or to succeed
to replicate (v)	: doing something again to get the same result again
requirement (n)	: something that you must do, or something you need
researcher (n)	: someone who conducts research, i.e., an organized and systematic investigation into something
resume (n)	: a short written description of your education, qualifications, previous jobs and sometimes also your personal interests, which you send to an employer when you are trying to get a job
retain (v)	: to keep or continue to have something
retaliation (n)	: action against someone who has done something bad to you
sacred (adj)	: considered to be holy and deserving respect, especially because of a connection with a god
scroll (n)	: a decoration that looks like a roll of paper
sculpture (n)	: the art of forming solid objects that represent a thing, person, idea, etc. out of a material such as wood, clay, metal, or stone, or an object made in the way
secure (v)	: to fasten or tie something firmly
semisweet (adj)	: (of food) slightly sweetened, but less so than normal
settlement (n)	: a place where people come to live or the process of settling in such a place
severe (adj)	: causing very great pain, difficulty, worry, damage, etc

sophisticated (adj)	: having a good understanding of the way people behave and / or good knowledge of culture and fashion
sorrow (v)	: a feeling of great sadness
strangle (v)	: to limit the growth or development of something
stir (v)	: to mix a liquid or other substance by moving an object such as spoon in a circular pattern
stroll (v)	: to walk in a slow relaxed manner, especially for pleasure
stunted (adj)	: not developing properly or to full size
submit (v)	: to give or offer something for a decision to be made by others
subtle (adj)	: not easy to notice or understand unless we pay careful attention
surroundings (n)	: the place where someone or something is and the things that are in it
tear down (v)	: to destroy something deliberately
tenant (n)	: a person who pays rent for the use of land or a building
tentacles (n)	: one of the long thin parts like arms of some sea creatures, which are used for feeling and holding things, catching food or moving
throng (v)	: to be or go somewhere in very large numbers
tiny (adj)	: extremely small
unravel (v)	: stop being twisted together
treasure (n)	: a very important and valuable object
treat (n)	: an event or item that is out of the ordinary and gives great pleasure
turn down (v)	: to reject one's request or offer
vessel (n)	: a large boat or ship
vie (v)	: to compete with other people to achieve or get something

- violent (adj) : using force to hurt or attack
- visible (adj) : able to be seen
- voluntary (adj) : done, made or given willingly, without being forced or paid to do it
- waxed paper (n) : paper that is made moisture-proof through the application of wax
- whipping cream (n) : cream that has been beaten by a mixer, whisk, or fork until it is light and fluffy



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