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Katalog Dalam Terbitan (KDT)

Indonesia. Kementerian Pendidikan dan Kebudayaan.

Bahasa Inggris / Kementerian Pendidikan dan Kebudayaan.-- . Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017.

viii, 224 hlm.: ilus.; 25 cm.

Untuk SMA/MA/SMK/MAK Kelas X ISBN 978-602-427-106-0 (jilid lengkap) ISBN 978-602-427-107-7 (jilid 1)

1. Bahasa Inggris -- Studi dan Pengajaran

I. Judul

II. Kementerian Pendidikan dan Kebudayaan

600

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Penyelia Penerbitan: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

Cetakan Ke-1, 2014 ISBN 978-602-282-480-0 (Jilid 1a) ISBN 978-602-282-481-7 (Jilid 1b)

Cetakan Ke-2, 2016 (Edisi Revisi) Cetakan Ke-3, 2017 (Edisi Revisi) Disusun dengan huruf Myriad Pro, 12 pt.

PREFACE

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

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

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

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

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

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

Tim Penulis







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CONTENT MAPPING

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

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

Chapter	KD	Social Function	Text Structure	Language Feature	Topic-Related Activites	Skill Focus
				adverbs (finally, some time later, two years later, on November 1908)		
11 Issum- boshi	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values (folktales)	Narrative text (ori- entation, compli- cation, resolution)	- Vocabulary: top- ic-related words - Grammar: reported speech (indirect speech) vs direct speech	- Telling about folktales (e.g., Issumboshi) to entertain	Listening Reading Speaking Writing
12 Malin Kundang	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values (folktales)	Narrative text (ori- entation, compli- cation, resolution)	 Vocabulary related to character and characterization as well as settings. Grammar: simple past; adverb of time (clauses) 	- Telling about folktales (e.g., Malin Kundang) to entertain	Listening Reading Speaking Writing
The Wright Brothers	3.6 4.6	Talking about past events to develop interactional com- munication with others	Opening; exchange (talking about past events); closing	 Vocabulary: words related to Wright's experiences Grammar: simple past and present perfect 	- Talking about the life of The Wright Brothers	Reading Speaking Writing
14 Strong Wind	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values	Narrative text (ori- entation, compli- cation, resolution)	- Vocabulary: words related to characters and characterization as well as settings Grammar: simple past; past con- tinuous; adverbs (e.g., once, one day, ever since that day)	- Telling about folktales (e.g., Strong Wind) to entertain	Listening Reading Speaking Writing
15 You've Got a Friend	3.9 4.9	Entertaining, introducing moral values, and appreci- ating cultural values through songs	Structure of songs	 Vocabulary: words related to friendship Grammar: adverb clauses (if, when) 	- Discussing the moral and cultural values of songs, e.g., You've Got a Friend	Reading Writing Speaking

Chapter 1

Talking about Self



Source: Dokumen Kemdikbud Picture 1.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 1, siswa diharapkan mampu:

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



WARMER: CHINESE WHISPER

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



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

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



VOCABULARY BUILDER

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

pen pal (noun)
sound (verb)
run (transitive verb)
(be) into (preposition)
attend (school, college) (verb)
distant (adjective)
commuter train (noun)

magnificent (adjective)

mother tongue (noun)

half sister/brother (noun)

kereta komuter sangat menyukai jauh nampaknya sahabat pena bahasa pertama bersekolah/kuliah luar biasa mengelola saudara tiri



PRONUNCIATION PRACTICE

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

: / pen pæl / pen pal sound : / saʊnd / : / rʌn / run : / intu / (be) into attend : / ətend / distant : / distant / commuter train : / kəmjutə trein / : / mægnɪfɪs ə nt / magnificent mother tongue : / mʌðər tʌŋ /

half sister/brother: / haf sistər / braðər /



READING

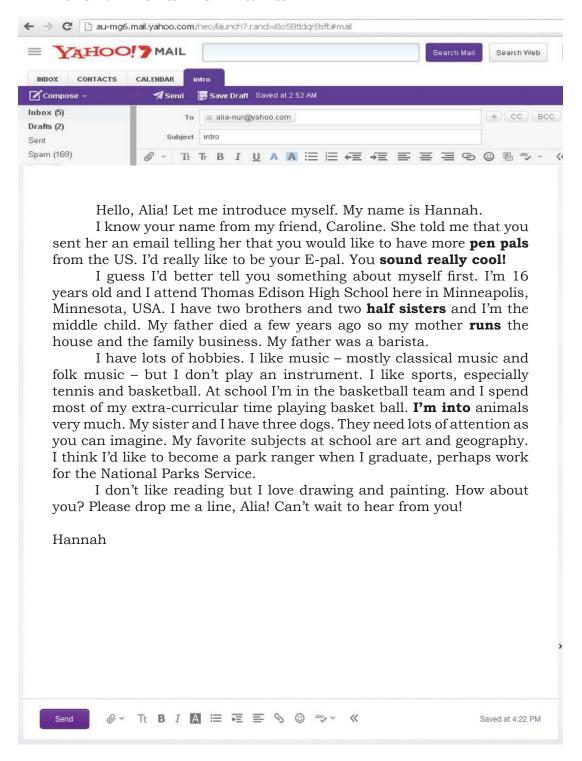
Task 1: Jigsaw

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



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

Text 1: An email from Hannah



Text 2:

A letter from Saidah

Assalamu'alaikum Alia,

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

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

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

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

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

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

Wassalam.

Cheers, Saidah

Task 2:

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

Text 1

Paragraph	Main Idea	Details
1	Hannah introduces herself.	Hannah knew Alia from Caroline.Caroline told Hannah that Alia wanted to have pen pals from USA.
2		
3		
4		
5		

Text 2

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



Source: Dokumen Kemdikbud Picture 1.4

Task 3:

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

COMPREHENSION QUESTIONS I

Answer the following questions briefly.

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

COMPREHENSION QUESTIONS II

Answer the following questions briefly.

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



VOCABULARY EXERCISES

E-pal

concert together.

meets them.

half sister

mother tongue

slip back

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

sound

(be) into

e attend magnificent

run 1. Saidah has many favorite writers and books. She frequently saves her pocket money to buy best seller books. She _____ really _____ reading. 2. In the next letter to Caroline, Alia wrote: "I like scuba diving. So if some day you visit Indonesia, I will take you to go scuba diving in Bunaken National Marine Park. The place is amazingly beautiful. Doesn't that _____ cool?" 3. Hannah and her brothers learn how to manage their store every day. Later they want to _____ their own business. 4. In her letter, Alia often introduces the beauty of Indonesia to her . In her emails, she describes many magnificent cultural events and amazing nature that can only be found in Indonesia. 5. Alia in her letter wrote that her _____ is Batakese, but she can also speak other languages, like Madurese, Indonesian, and English. 6. Unlike Saidah who _____ books, Hannah are more ____ animals. She has 3 dogs that need a lot of attention.

10. Alia likes to try to speak in English with her classmates, but just like Saidah, she also sometimes _____ into Indonesian.

7. Alia, Hanna, and Saidah become good friends. They hope that someday they can _____ a traditional or modern music

8. Hannah told Alia that she was very happy when she got a ______, a baby girl from her mother's second marriage.
9. Alia has many ______, those with whom she makes friends by writing them emails. They live in other countries, so she never



TEXT STRUCTURE

THINK-PAIR-SHARE

Task 1:

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

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

Task 2:

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

Identify the structure of the organisation of the letter.

- a. What details can you find in the opening?
- b. What's the purpose of telling the contents?
- c. What details can you find in the contents?
- d. What's the purpose of writing the closing?
- e. What details can you find in the closing?



Pronouns

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

Read the following sentences:

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

The word Alia is repeated too often and that makes the sentences not interesting. To make the sentences better we can replace Alia with pronouns:

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

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

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

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

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

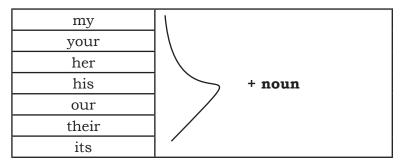
- a. I have three dogs.
- b. You like to have many pen pals.
- c. <u>He</u> studies in an elementary school.
- d. She will get married.
- e. We love Indonesia
- f. They need attention
- g. It barks when it is happy.

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

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

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

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



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

- a. I have a pen pal. My pen pal is very kind.
- b. You have three dogs. Your dogs need a lot of attention.
- c. He studies in an elementary school. <u>His</u> school is not far.
- d. She loves reading books. Her books are in that cupboard.
- e. We run the business together. <u>Our business</u> is good.
- f. They frequently come here. This park is <u>their</u> favorite place.
- g. The kitten is funny. Its tail moves fast when it's happy.
- 4. **Possessive pronouns** also show possession but possessive pronouns are not followed by nouns.

Read the following sentences. Pay attention to the underlined words



as examples of possessive pronouns.

- a. This is my book. This book is mine.
- b. These are your dog. These dogs are yours.
- c. <u>His</u> school is far from here. <u>His</u> is far.
- d. <u>Her</u> book is interesting. <u>Hers</u> is interesting.
- e. Their family business is good. Theirs is good.
- f. Our plan has many alternatives. Ours has many alternatives.

EXERCISES

- I. Read the emails in the reading section again. Underline all pronouns that you can find.
- II. Fill in the blanks with the right words.

A.	Subjective Pronouns:
1.	(Me/I) come to Yogyakarta every month.
2.	(His/He) spends the weekend playing guitar.
3.	(They/Them) told me that they sent e-mail to each other every day.
4.	(we/ours) plan to visit Thailand next year.
5.	(We/It) can climb Bromo Mountain together on July.
В.	Objective Pronouns:
1.	I am going to introduce (she/her) to one of my pen pals in Malaysia.
2.	Lolita told (we/me) that she wanted to send a birthday gift to her pen pal in Papua.
3.	My friends and I have regular meetings with pen pal seeker group. You can join (it/its) anytime.
4.	He told me that he had many e-pals but he is no longer keep in touch with (theirs/them)
5.	It is obvious that Marina desperately wants to visit Malang very soon. She talked about (them/it) frequently these days.
c.	Possessive Adjectives:
1.	I am going to wash hand. (my/me)
2.	Do you like pen pals? (you/your)
3.	$\underline{\hspace{1cm}}$ hobby is reading the biography of famous people. (He / His).
4.	She is sixteen and school is in Minneapolis (her/she)
5.	They run their family business themselves because father died last year. (they/their)

D.	Possessive Pronouns:
1.	He is very diligent and loves reading. He always brings book in(he/his) bag.
2.	$\underline{}$ (Mine/My) little brother studies in a state vocational school in my region.
3.	Alice told her pen pal that she admired JK. Rowling and collected(her/his) novels.
4.	My pen pals have the same interest with me, which is about writing. We sometimes send (their/our) piece of writings and I often give comments on (it/theirs).
5.	He told me about his family and I told(my/mine) too.
E.	Mixed (Pronouns and Possesive Adjectives):
1.	Sofia told $\underline{\hspace{0.5cm}}$ (I/me) that you would like to have more pen pals from Netherlands.
2.	I have several pen pals from UK. I write to (they/them) via email every week.
3.	Alia often tells Hannah about her rehearsal (She/Her) joins a choir club in her school.
4.	As for hobbies, we are really into sport and music. So, we can share (my/our) experience about football players and songs.
5.	My friends and I often spend long holiday in our hometowns(They/We) keep in touch via e-mail and WhatsApp.
6.	The cat licks (its/it) fur many times, and it seems to enjoy doing (its, it).
7.	Hannah said, "This is my favorite book and I want to give it to (yours/you). Now it's (yours/you)."
8.	Alia was sobbing when (she/her) read this line in the

novel _____ (she/her) got from Saidah: They know the land is not _____ (they/theirs) anymore. The landlord told _____ (they/them) to leave the land. The two brothers said to themselves," We will work very hard to collect money. Someday _____ (we/us) will return to buy his land, and it (its/it) will become _____

9. The teacher tells _____ (we/us) to make friends with students

(our/ours) forever."

	from English speaking countries so that (we/us) can
	improve our English.
10	.Alia's brother wanted to have pen pals too. Alia introduced
	(he/him/his) to Hannah's and Saidah's brothers. Now,
	they have become good friends. Sometimes Alia writes about
	(theirs/them) in (hers/her) letter to Hannah and
	Saidah.



SPEAKING

Task 1: Guessing Games - Who Am I?

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

Questions to ask:

- -Does it relate to a family relationship? -Am I female?
- -Am I a mother?
- Does it relate to a profession?
- Do I work in a hospital?
- Am I a medical doctor?
- -Does it relate to a hobby?
- -Am I an outdoor activity?
- -Am I related to music? etc.

Words to be written on post-it:

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

Task 2: Introduction Game - Party Time

A. Look at the picture.

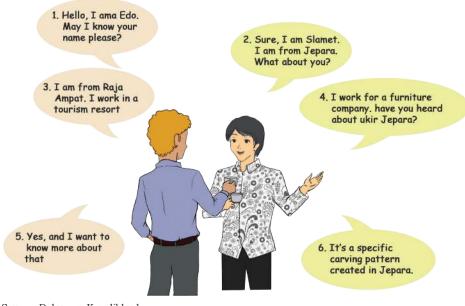
- What do you think they are doing?
- Where does it take place?
- Why do you think so?

Check your answer with your friends.



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

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



Source: Dokumen Kemdikbud Picture 1.5

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

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

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

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



Responding to an email/a letter

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

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



REFLECTION

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

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

If your answer is 'no' to one of the questions, see your teacher and discuss with him/her to help you understand and to write or talk about yourself better.

	1
.60	

Accept responsibility for your life.

Know that it is you who will get you where you want to go, no one else.

Les Brown

Chapter 2

Congratulating and Complimenting Others



Source: Dokumen Kemdikbud Picture 2.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 2, siswa diharapkan mampu:

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



Describing and Guessing

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

For example:

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

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



VOCABULARY BUILDER

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

```
ce _ _ _ _ (verb)
                           = merayakan
                           = prestasi / pencapaian
____ve___ (noun)
_ _ _ _t (noun)
                           = rok
___ u__ (noun)
                           = blus, kemeja wanita
                           = [informal] sangat bagus
_er _ _ _ _ (adjective)
_ _ nt_ _ _ (noun)
                           = isi
en _ _ _ _ _ nt (noun)
                           = penyemangat
_ pp _ _ _ _ _ (noun )
                           = penampakan, penampilan
app _ _ _ _ (noun)
                           = penghargaan
_ _ _ _ _ us (adjective)
                           = [informal] indah, atraktif
```



PRONUNCIATION PRACTICE

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

```
skirt
               : /sk3Irt /
celebrate
              : / ˈseləbreɪt /
              : / əˈtʃiːvmənt/
achievement
               : / blaʊs /
blouse
              :/təˈrɪfɪk/
terrific
content : / 'kaːntent /
encouragement : / in'kʌrɪdʒmənt /
appearance : / ə'pɪərəns /
appreciation : / əpriſieɪʃ ə n /
gorgeous
              : / ˈgɔːdʒəs /
```





Task 1:

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

Text 1

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

Samuel : Alif, congratulations. You deserved it, Man.

Alif : Thank you very much. This is because you always

help me.

Sinta : I am very happy for you, Alif. Now, that you are the

director of the company, I believe the company will

develop even faster.

Alif : (replies with a happy tone) Thank you. I cannot

forget your collaboration with me, and I will still need

your help.

Other friends shake his hands and congratulate him too.

Deni: That's wonderful, Alif.

Alif: Oh, thanks.

Santi: Good for you. Good luck. Alif: Thank you very much.

Bejo: Well done.

Alif: Thank you for saying so.

Ivan : That was great. You must be very proud of your achievement.Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

His staff also congratulate him.

Eny: Please accept my warmest congratulations, Sir.

Alif: It's very kind of you to say so. Thank you.

Bintari : I must congratulate you on your success.

Alif : Thank you very much for saying so.

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

Task 2:

Answer the following questions.

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

Task 3:

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

Text 2

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

Ditto: Cita, congratulations for being the first winner of the

school story telling competition! Excellent. You really did

it well.

Cita: Thanks, Ditto.

Ditto : I heard that you will be the representative of our school in

the story telling competition of our regency. Is it true?

Cita: Yes, you're right.

Ditto: I hope you will win as well in the next competition.

Cita: I hope so. But I'm nervous.

Ditto: Don't worry, you're a very good story teller. Good luck.

Cita: Thanks. I'll do my best. Wish me luck.

Task 4

Answer the following questions:

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

Task 5:

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

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

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



VOCABULARY EXERCISES

Task 1:

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

good luck it's good wonderful congratulations new hair cut what's new thanks a lot popular business I'm glad you think so mentioning



Source: Dokumen Kemdikbud Picture 2.2 1.**Dina**: Hi, Yuni. What's your daughter doing these days?

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

Dina: That's_____

(1) You must be very proud of her.



Source: Dokumen Kemdikbud Picture 2.3



Source: Dokumen Kemdikbud

Picture 2.4



Source: Dokumen Kemdikbud

Picture 2.5



Source: Dokumen Kemdikbud

Picture 2.6

2. Fuad :Hi Abdel.

Abdel : Oh, I'm going to take the driving test tomorrow.

Fuad : That's great, Abdel

_____! (3)

3. Tuti : How is your business,
Ria?

Ria : ______ (4) I've sold
100 items these two
days.

Tuti : Congratulations!
That's a
______ (5)
right now.

Ria

5. Ihsan : You look so cute in the______(9)

Ali : Oh, thanks for ______(10) that. By the way, congratulations for the 1st prize.

Great job, Man!

Ihsan: Thanks.

Task 2:

Complete the following conversations with your own words.

Convers	sation 1
Rani	: Hi, Anisa.
Anisa	: Hi, you look great in that pink head scarf. What a nice
	scarf!
Rani	: (1) to say that.
Anisa	: I've never seen you in that hat. Where did you buy it?
Rani	: My mom bought it for me when she went to the market.
Anisa	
	: Look. The teacher is coming!
	: Pak Sultoni.
Mr. Sult	oni: Hi, how are you?
Rani	: We're good. Thanks.
Anisa	: Excellent.
Rani	: (2) hair cut, Pak Sultoni.
Anisa	: Yes, you're looking good with your hair style.
Mr. Sult	oni: Thanks a lot. Rani, I heard you won the Math
	Olympiad. Is it true?
Rani	: Yes, I won the second prize last week.
Anisa	:(3)
Mr. Sult	oni:(4) to hear that.
Rani	: Thank you very much for saying so.
Convers	sation 2
Rudi	
Ben	: Hi, you look great in that black jacket.
Rudi	:(1) saying so.
Ben	: I've never seen you in that outfit. Is it new?
Rudi	: My sister bought it for me when she went to Singapore.
Ben	: Oh, I see.
Rudi	: Look. What a nice new hair style! Where did you have a
rtuar	haircut? I like it a lot.
Ben	:(2) think so. My brother did it.
Don	I can ask him to do yours if you want to.
Rudi	: Yes, please. Look! Andi is coming.
Ben	: Hi Andi, I heard you won the Speech Contest last
. ===	month. Congratulations!(3)
Rudi	: Fantastic! It's a great job, bro!
Andi	: Oh, thanks. It's(4) actually.
	(·) actually.

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



SPEAKING

Let's play rock, paper, and scissors.

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

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



WRITING

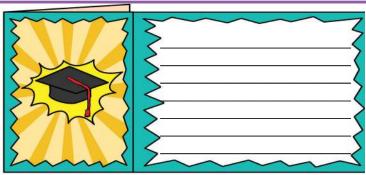
Write down the inside parts of the congratulation cards based on the cover. Two cards have been done for you as examples. Write at least two sentences. Tomy has just been promoted to be the branch manager of Jepara Ukir Company in London.



Source: Dokumen Kemdikbud

Picture 2.7

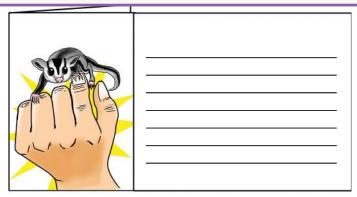
Your sister has graduated from a culinary arts program in Padang, West Sumatra. She wants to be the best chef and plans to open her own restaurant.



Source: Dokumen Kemdikbud

Picture 2.8

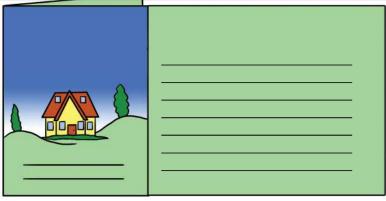
Santi has got a sugar glider from her parents. Her parents are happy because she has been brave enough to donate her blood to PMI (the Indonesia Red Cross).



Source: Dokumen Kemdikbud

Picture 2.9

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



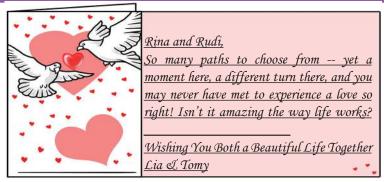
Source: Dokumen Kemdikbud Picture 2.10

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

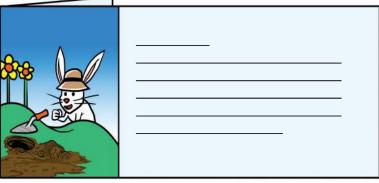


Source: Dokumen Kemdikbud Picture 2.11

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



Source: Dokumen Kemdikbud Picture 2.12 Your friend has got an opportunity to be an interpreter in an international conference on interreligion dialogue to create and preserve peace and harmony.



Source: Dokumen Kemdikbud

Picture 2.13



DIALOG: COMPLIMENTING

Task 1:

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

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

Sinta: Hi. Good, and you?

Rahmi: I'm feeling great today. How was your weekend with

your family in Batu?

Sinta : Excellent! We had a lovely time there. You should

have gone there with us.

Rahmi: Really? Hey, what a beautiful skirt you are wearing.

It matches your blouse.

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

Rahmi: Wow! That's wonderful.

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

Rahmi: Oh, sure. Please.

Sinta : Have you finished writing the book we discussed two

months ago?

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

think?

Sinta: Terrific. I like the cover. Let me see the contents.

This book is excellent. You really did a great job.

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

Sinta: Your publisher should send it to all bookstores here. Rahmi: Yes, you're right. The publisher will do it for me.

Sinta: Well, that's great. I am proud of you, Rahmi. By the way,

I've got to go now. Have a nice day!

Rahmi: You, too.

Task 2:

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



Source: Dokumen Kemdikbud

Picture 2.14

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

Notes:

COMPLIMENTING

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

When to express compliment:

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

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



Source: Dokumen Kemdikbud

Picture 2.15



Source: Dokumen Kemdikbud

Picture 2.17



Source: Dokumen Kemdikbud

Picture 2.19



Source: Dokumen Kemdikbud

Picture 2.16



Source: Dokumen Kemdikbud

Picture 2.18

Task 4:

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



Source: Dokumen Kemdikbud Picture 2.20

- **A1.** Riza is working really hard. Ami compliments Riza. Riza responds to the compliment happily.
- **A2.** Firda is showing a very nice drawing. Fadhil compliments Firda. Firda responds to the compliment.
- **B1.** Wayan is wearing a new pair of shoes. Angelina compliments Wayan. Wayan responds to the compliment.
- **B2.** Zainab looks beautiful in her new skirt. Raymond compliments Siti. Siti responds to the compliment.



SPEAKING

Task 1: Let's play rock-paper-scissors.

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

Compliments

Situation 1

You see your friend with her new haircut.

Situation 2

Your sister drives very well.

Situation 3

Your best friend handled a problem successfully.

Situation 4

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

Situation 5

Your classmate submitted her project on time.

Situation 6

Your sister's team won a game.

Situation 7

Your brother has just bought a new, smart robot.

Situation 8

Your friend has a new T-shirt.

Task 2: Let's play ball throwing.

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



Source: Dokumen Kemdikbud Picture 2.21

1100010 2.21



POINTS TO PONDER

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

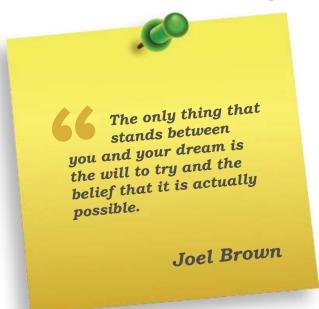


REFLECTION

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

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

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



Chapter 3

What are You Going to Do Today?



Tujuan Pembelajaran:

Setelah mempelajari Bab 3, siswa diharapkan mampu:

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



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



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

Picture 3.2

Beach



Source: www.ancol.com/pload/photo/2012/12/08/ed5547c2f9f5402566ecdbff78e846da.JPG Picture 3.3

Amusement park



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

Picture 3.4

Mall



Source: http://wildan220688.files.wordpress.com/2012/10/01-gunung-semeru.jpg Picture 3.5

Mountain



VOCABULARY BUILDER

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

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



DIALOG: EXPRESSING INTENTION

Task 1:

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

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

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

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

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

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

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

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

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

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

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

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

Santi: That sounds like a very good plan!

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

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

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

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

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

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

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

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

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

Bayu : Have a nice long weekend, everyone.

Riri, Santi : You too.

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

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

Task 2:

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

Riri	: Let's do something together this long weekend.
Santi	: It's a great idea! What about?
Bayu	: Or we could?
Riri	:
	:
	:
	: We will
_	
Santi	:
Bayu	: I would rather
Riri	:
	:
	:
	:
Santi	: So, we are going to
Bayu	:

Task 3:

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



VOCABULARY EXERCISES

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

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



GRAMMAR REVIEW

Using I WOULD LIKE TO and I AM GOING TO

Task 1:

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

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

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

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

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

Bayu : **Are you going to bake choco chips cookies** like the other day?

Riri: Well, yes. That is my favorite. But **we are going to** try to make ginger cookies too.

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

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

Santi: Uhm, not fishing I guess. But I think **I would like to bake cookies** with Riri. Thanks for asking me to join you
Riri.

Task 2:

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

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

Note:

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



SPEAKING

Task 1:

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

1. You plan to do the Biology project at the library after school. You ask your classmate, Rina, to do it together with you.
A : I am going to do my biology project at the library after
school. Rina, are you going to do that today, too?
B : Yes. I am going to do it today. The sooner we finish it the
better. We can go to the library together.
2. You plan to go to the movie this weekend. You ask several friends to go with you. Two of your friends definitely agree with you, but the other two cannot make up their minds. Use the expressions in the previous section in the conversation.
3. School holiday is coming soon. You plan to go to your grandma's house in the country. You want to find out what your friend is planning. Use the expressions in the previous section in the conversation.

4.	It will be the school's anniversary next month. You and your classmates are discussing the plan for the class performance. One of them seems to disagree with the idea because he thinks that it will need a lot of money. Use the expressions in the previous section in the conversation.
	A friend is absent because she/he is sick. You and your classmates plan to visit her/him this afternoon. However, one of them makes an excuse for not going. Use the expressions in the previous section in the conversation.

Task 2:

Act out one of the dialogs for the class.

Task 3:

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

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

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

4. Present your speech in front of the class.



WRITING

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

Holiday plan

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





REFLECTION

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

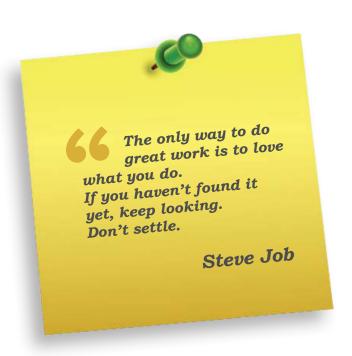
- 1. Are you able to identify the forms and uses of "would like to" and "be going to"?
- 2. Can you make statements or questions using "would like to" and "be going to"?
- 3. Do you know when to use the expressions?

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



FURTHER ACTIVITIES

Have a casual chat with your friend. Tell him/her the activities you plan to do after school. For example, you make a plan, called plan A, but you need to make a back-up plan called plan B, just in case something happens.



Chapter 4

Which One is Your Best Getaway?



Source: Document Kemdikbud's Picture 4.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 4, siswa diharapkan mampu:

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



WARMER

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

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

outdoor camping ground air conditioner sleeping bag

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



VOCABULARY BUILDER

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

```
_ _ _t_ _ _ (noun)
                             ekoturisme
_ _ _tin_ _ _ _ (noun)
                             tujuan
____la (noun)
                             tanjung
un___ (adjective)
                             tidak seperti
s _ _ _ (noun)
                             hidung (binatang)
____mo__(adjective)
                             sangat besar
es____ (verb)
                             mendirikan
h____ (noun)
                             pusat/inti
____ss___ (adjective)
                             mengesankan
ex-____ (adjective)
                             bekas tangkapan
_____tion (noun)
                             pelestarian
___z__ (adjective)
                             mengagumkan
```



PRONUNCIATION PRACTICE

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

```
destination : /,destr'ners ə n /
peninsula : / pr'nrnsjələ /
unlike : / \nn'lark /
snout : / snaut /
enormous : / r'nzrməs /
establish : / r'stæblrs /
heart : / harrt /
impressive : / im'presrv /
ex-captive : / eks 'kæptrv /
preservation : / prezə'vers ə n /
amazing : / ə'merzrn /
```



Task 1:

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

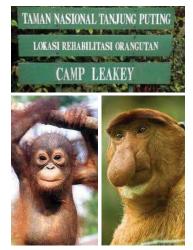
Text 1

TANJUNG PUTING NATIONAL PARK

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

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

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



Source: http://orangutanexplore.com Picture 4.2

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

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

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

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

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

Task 2:

Answer the following questions briefly.

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

Task 3:

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

Task 4:

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

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

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

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



VOCABULARY EXERCISES

Complete the following sentences using the words in the box.

amazing unlike destination impressive

	center	establish	renabilitation		
	snout	enormous	ex-captive	peninsula	
1.		swinging on	_	onkey. When he rst time, he sho	
2.			other types of	monkeys, prob	oscis
			se of their big		
3.	•	-	_	for y	ears,
		_	_	ul places to off	
	international	visitors.		_	
4.	. Visitors of the	e jungle will 1	not forget the _	nights in	n the
	boats where t	hey can enjo	y the dark nigl	nt sky decorated	with
	millions of br	ight stars tha	t they cannot e	njoy in big cities	
5.	-	_		the c	
	•			observe the prim	ıates'
	interesting be	•	•		
6.				an inform	ation
_			ists to visit Ind		
7.				ingle you can s	
			-	s. The location m	ıakes
_	it easy to read			1 .1	
8.				ok, they may asso	
	THE DAME WIT	กม	111/0 191	ming Phring Nat	นทายโ

10.I always appreciate the strength ants have because although they are very small they can carry ______ load of food.

_____ orangutans may not be afraid of meeting with humans because they used to live with them as illegal

- 11. Their unusually large _____ differentiates proboscis monkeys from other monkeys.
- 12. We may not keep endangered animals that are protected by the law as our pet. If we have one, we should send it to _____ site where it can live in a more natural habitat.

Park.



VOCABULARY BUILDER

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

e tipmoe : a perfect example

m oleumaus: a special building made to hold the dead body

of an important person or the dead bodies of

a family

i alndi : decorated with designs of wood, metal, etc.

that are set into the surface (berhiaskan)

i ctnirtae : having a lot of different parts and small details

that fit together

s rdelen : thin or narrow

o aalogtnc : having eight angles and eight sides

be ardndeo : to make something/somebody look more

attractive by decorating it or them with

something

h osue (verb): provide space for something

f asel : not real

t mob : a large grave, especially one built of stone

above or below the ground

t inge : a small amount of color

m icalastlyje: in impressive way because of size or beauty

b tkreanhtiga: impressive

r maesin : the body of a dead person or animal



PRONUNCIATION PRACTICE

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

: / ɪ'pɪtəmi / epitome : / mɔːsəˈliːəm/ mausoleum :/ˌɪnˈleɪd / inlaid : /'intrikit / intricate : / 'slendər / slender : / vk'tægən ə l / octagonal be adorned : / ə'dɔːrn /) house (verb) : / haʊs /

```
false : / forls /)
tomb : / turm /
```

majestically : / məˈdʒestɪk kli /

tinge : / tɪndʒ /

breathtaking : / 'breθ,teɪkɪŋ / remains : / rɪ'meɪnz /



READING

Task 1:

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

Text 2



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

Taj Mahal

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

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

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

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

Sources:

http://www.history.com/topics/taj-mahal http://www.tushky.com/blog/taj-mahal-in-agra/

Task 2 Answer the following questions briefly.

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

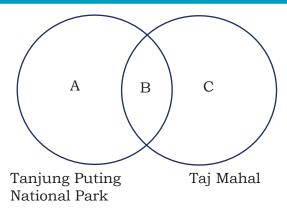
TASK 3

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

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

TASK 4

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





VOCABULARY EXERCISES

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

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

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

Nouns and Adjectives

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

For example:

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

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

Task 1:

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

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

Task 2:

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

attractive	lake
memorable	waterfall
fresh	atmosphere
deep	trees
clear	people
gigantic	air
quiet	situation
relaxing	water

friendl intrica beauti breath large variou specta misty	te ful taking s	journey dome cave flora and fauna stones souvenirs view
illioty		
1.	spectacular	view
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

Task 3:

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

Example:

```
a beautiful old tree \rightarrow opinion age noun 
a beautiful reddish leaf \rightarrow opinion color noun 
a beautiful Indonesian island \rightarrow opinion nationality noun
```

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

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

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

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

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

Task 4 Identifying noun phrases

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

Example:

internationally famous ecotourism destinations



Task 1: Editing - Pair Work

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

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

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



Source: http://nugrohorino81.student. umm.ac.id/2012/08/02/kabupatenmalang/ Picture 4.4

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

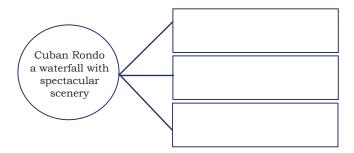
beautiful Cuban Rondo Waterfall.

Guiding questions for editing:

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

Task 2 – Rewriting description Pairwork

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



Task 3 - Writing a descriptive essay

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

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

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



SPEAKING

Describing - role play

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

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



REFLECTION

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

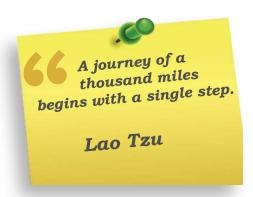
1. Can you do all the exercises in this chapter?

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



FURTHER ACTIVITIES

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



Chapter 5

Let's Visit Niagara Falls



Source: Dokumen Kemdikbud

Picture 5.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 5, siswa diharapkan mampu:

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



WARMER

Draw and Guess

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



Source: Dokumen Kemdikbud

Picture 5.2



VOCABULARY BUILDER

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

c r (verb) melewati/melintasi g o (noun) jurang a t t r (noun) pertunjukan p o (adjective) menghantam
, , , , , , , , , , , , , , , , , , , ,
p o (adjective) menghantam
s o (adjective) terendam
w a t (adjective) anti air
ill(adjective) berkilauan

```
c h _ _ _ (noun) pesona

m i _ _ (noun) kabut

s c _ _ _ (adjective) indah

e x h _ _ _ _ (adjective) mendebarkan

p l _ _ _ (verb) tercebur

s a n _ _ _ _ (noun) penangkaran

p r e _ _ _ _ (noun) pelestarian

d u _ _ (adverb) petang
```



PRONUNCIATION PRACTICE

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

```
niagara
                    : / naɪˌægərə /
                   : / gɔːrdʒ /
gorge
veil
                   : / veɪl /
bridal
                    : / 'braɪdl /
                   : / keɪv /
cave
                   : / 'hʌrɪkən /
hurricane
illuminated
                   : / ɪˈluːməneɪtəd /
                   : / 'siːnɪk /
scenic
                   : / boʊt /
boat
exhilarating
                  : / ɪgˈzɪləreɪtɪŋ /
plunge over : / plʌndʒ 'oʊvər /
sanctuary : / ˈsæŋktʃuəri /
apparatus : / ˌæpəˈreɪtəs /
                    : / 'entrəns /
```



VISITING NIAGARA FALLS



Source: Dokumen Kemdikbud Picture 5.3

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

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

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

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

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

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

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

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

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

Task 1:

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



source: www.niagara-usa.com Picture 5.4

source: www.niagara-usa.com Picture 5.5

source: www.niagara-usa.com Picture 5.6



source: www.niagara-usa.com Picture 5.7



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



source: www.niagara-usa.com Picture 5.9

Paragraph 2____ Paragraph 3____ Paragraph 4_c__

Paragraph 5____ Paragraph 6____ Paragraph 7____

Task 2: COMPREHENSION QUESTIONS

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

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

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

POINTS TO PONDER

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

Task 3:

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



VOCABULARY EXERCISES

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

	illuminated scenic	soaked charm exhilarating preservation	mist plunge			
1.	Waves are	again	st the pier. Yo	ou can		
	hear the sound very clearly.					
2.	In the morning, the small town is covered in					
3.	Explore Cheddar through photos in the					
	internet. They inspire you to come and visit.					
4.	Her shoes got _	as sh	e walked throu	igh the		
	wet grass.					
5.	Don't forget to be	ring your	jacket. It	's dark		
	outside, it's likel	y going to rain.	-			
6.	Somerset	help her	forget her comp	olicated		
	problems.	_	-			
7.	Christiano Rona	ıldo came to Bal	i to campaign	for the		
	0	f the environmen	ıt.			

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



GRAMMAR REVIEW

PASSIVE VOICE

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

Task 1:

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

Passive	Active

Task 2:

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

Active	Passive



SPEAKING

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



Source: Dokumen Kemdikbud Picture 5.10



Task 1:

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

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

Task 2:

Collaborative Description

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

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

When writing, pay attention to the following guiding questions:

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



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

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



Task 3:

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

Use the following questions to guide you:

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



REFLECTION

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

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

Chapter 6

Giving Announcement



Tujuan Pembelajaran:

Setelah mempelajari Bab 6, siswa diharapkan mampu:

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



WARMER

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

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



VOCABULARY BUILDER

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

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



PRONUNCIATION PRACTICE

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

```
cancel : / 'kæns ə l /
stadium : / 'steɪdiəm /
approval : / ə'pruːv ə l /
proceed : / prə'siːd /
```

```
in accordance with : / In ə'kɔːd ə ns wɪθ /
unforeseen
                  : / ˌʌnfɔː'siːn /
a first-come basis : / ə fɜːrst kʌm 'beɪsɪs /
tremendous
                 : / trɪˈmendəs /
registration fee : / ,redʒə'streɪʃə n fiː /
                  : / rɪ'zɜɪvd /
reserved
```



READING

Jigsaw

Task 1:

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

Text 1: An Announcement about Concert Cancellation

Cancellation of JYJ Concert in Singapore

+ Write a Note

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

Dear Fans and Media

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

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

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

The Management Faith & D Entertainment

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

Text 2: An Announcement about McMaster Mini-Med School



ANNOUNCEMENT

McMaster Mini-Med School

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

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

With registration fees participants receive:

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

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

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

Or register online by visiting

www.fhs.mcmaster.ca/conted

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

Task 2:

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

Text 1

Text 1		
Paragraph	Main Idea	Details
1	The Faith & D Entertainment Management announces the cancellation of the concert.	 The management has just been notified by CJes Entertainment, the artiste agency of JYJ. CJes Entertainment has decided to cancel JYJ World Tour Concert in Singapore. The concert is scheduled on 23 April 2011. The concert is held at Singapore Indoor Stadium.
2		
3		

Text 2

TOAL Z		
Paragraph	Main Idea	Details
1	The McMaster Mini-Med School announces the commencement of the 2009 program.	 The school welcomes the 2009 students. The term lasts for seven weeks. The term begins Tuesday, March 3, 2009.
2		
3		
4		

Task 3:

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

COMPREHENSION QUESTIONS I

Answer the following questions briefly.

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

COMPREHENSION QUESTIONS II

Answer the following questions briefly.

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

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



proceed

cancel

tremendous

VOCABULARY EXERCISE

Complete the following sentences using the words in the box.

a first-come basis

reserved

approval

unforeseen

stadium

registration fee

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



TEXT STRUCTURE

THINK-PAIR-SHARE

Task 1:

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

Elements of the Announcement	Purposes	Details
Opening		
Contents		
Closing		

Task 2:

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



GRAMMAR REVIEW

Forming Nouns from Verbs

Task 1:

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

Examples:

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

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

Task 2:

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

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

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



LISTENING

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

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

LINK 1: https://www.youtube.com/watch?v=ujPidSx7Vus LINK 2: https://www.youtube.com/watch?v=BI7RSN9MTyQ



4)

SPEAKING

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

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



WRITING

Task 1:

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

ANNOUNCEMENT

To All Members of Riza's Club Please be informed that Riza Regional Game

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

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

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

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

Task 2:

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

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

		Manageme		



REFLECTION

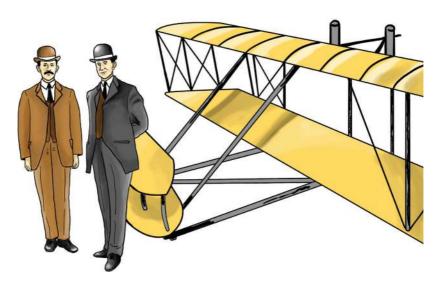
At the end of this unit, ask yourself the following questions to know how effective your learning process is.

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

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

Chapter 7

The Wright Brothers



Source: Dokumen Kemdikbud

Picture 7.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 7, siswa diharapkan mampu:

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



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



Picture 7.2

Wright Brothers



Picture 7.3



Picture 7.4

Wright Brother's Airplane

Modern Airplane

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



VOCABULARY BUILDER

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

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

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



PRONUNCIATION PRACTICE

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

```
inventor
               : / in venter /
invention
               :/ in'ven[ə n/
airplane
               :/ 'eəpleɪn/
tool
              : / tu:l /
inspiration : / inspəˈreɪʃər
helicopter : / ˈheləkɑːptər /
               :/ inspareifan/
rubber band : / 'rʌbər bænd /
interested
             : / 'Intrested /
kite
               : / kaɪt /
experiment
               : / ik'speriment /
breeze
              : / bri:z /
soften
              : / 'spf ə n /
crash
              : / kræ[/
flight
              : / flaɪt /
               :/ 'glaɪdər/
glider
               :/di'zain/
design
```



Task 1: Read the following conversation.

Interview With The Wright Brothers

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

Host : Hello and welcome to our talkshow tonight, Great

Inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions. What do you call your invention?

Orville : We invented airplane.

Host : Airplane? What is the tool for?

Wilbur: It's a tool that will help human being to fly!

Host : Oohhh, is it like a flying car? How did you get the

inspiration?

Orville : Our dad gave us a toy helicopter that flew with the help of

rubber bands. We've been interested in the idea since

then.

Wilbur : Orville has always liked to build kites, so, we have

experimented with making our own helicopters for a while

now

Host : But that was only a toy, what about the actual plane?

Wilbur : Orville made the first flight with our first plane at Kitty

Hawk on December 14, 1903.

Host : Why did you choose Kitty Hawk?

Orville : Kitty Hawk had a hill, good breezes, and was sandy. The

condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for

120 feet.

Wilbur : We have worked and experimented with gliders to

perfect the wing design and controls since then.

Host : I see. So you've had the newest version of your airplane?

Wilbur: Yes. Recently, I took a newly designed airplane that

we called the Flyer II for the first flight lasting over 5

minutes.

Host : How amazing! I think this invention will be a big thing

soon.

Wilbur : Our father has asked us not to fly together. He said it's for

the safety reason.

Orville : Yes, we will continue making more experiment so that

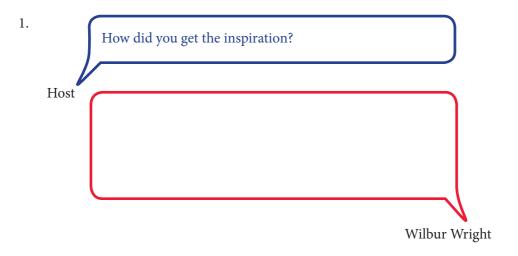
airplane will be available for everyone soon.

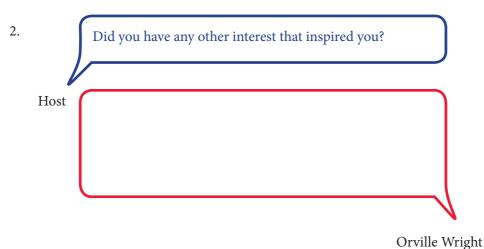
Host : Okay, we wish you good luck with the next experiments.

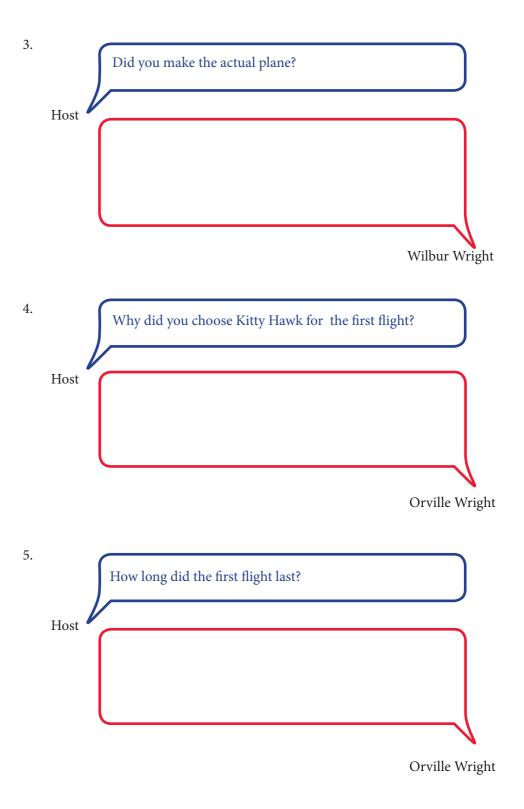
•••

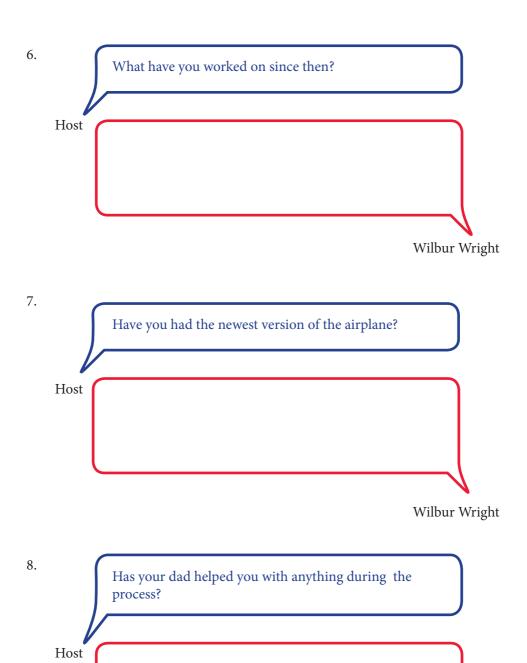
Made with materials from: http://www.ducksters.com/biography/wright_brothers.php

Task 2:Supply the dialog with the correct expressions based on the conversation above.









Wilbur Wright



VOCABULARY EXERCISES

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

nventors	invention	airplane
ool	inspiration	helicopter
ubber band	interested	kites
experiment	breeze	soften
oroke	flight	glider
lesign		

1.	Wright brothers were great	Airplane was their
2.	One of the essential which is used in almost all cooking activ	
3.	"Do you see that big H on the ground?"landing."	"That's a spot for
4.	It's bright, sunny and windy today. The k can go out and play	
5.	The students are in the biology lab to- with frogs	
6.	I can tie my hair into a pony tail using a	
7.	Some artists have different sources ofwork. It can be natural scenery, tradition	
8.	When the beg their compartment.	ins to take off, its tires fold up into
9.	I am noti	n baking cakes. I like knitting better.
10.	When the car hit the tree, the windshield	into pieces.



SIMPLE PAST TENSE vs PRESENT PERFECT TENSE

Task 1:

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

Orville : Our dad **gave** us a toy helicopter that flew with the help of rubber

bands. We've been interested in the idea since then.

Wilbur : Orville *has always liked* to build kites, so, we *have experimented*

with making our own helicopters for a while now.

Host : But that was only a toy, what about the actual plane?

Wilbur : Orville **made** the first flight with our first plane at Kitty Hawk on

December 14, 1903.

Host : Why **did** you **choose** Kitty Hawk?

Orville : Kitty Hawk **had** a hill, good breezes, and was sandy. The condition

would help soften the landings in case of a crash. The first flight

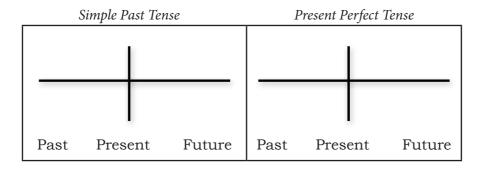
lasted 12 seconds and they flew for 120 feet.

Wilbur : We *have worked and experimented* with gliders to perfect the

wing design and controls since then.

Can you tell what pattern is written in bold type? What about the pattern in the bold italic type?

Task 2: Complete the diagram below. Place this symbol (X) and lines at the diagram that can show *Simple Past Tense* and *Present Perfect Tense*.



USING THE SIMPLE PAST TENSE

Task 1:

10.

your activities yesterday. Things you did yesterday Things you didn't do yesterday Task 2: Use the words in Task 1 to make sentences in the simple past tense. 1. 2. 3. 4. 5. 6. 7. 8. 9.

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

USING PRESENT PERFECT TENSE

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

Task 3:

Example:

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

Extended statement: I have helped my mom in the kitchen since old.	I was 12 year
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



Task 1:

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

Example:

Your classmate's sentence:

I ate dinner with my family last night.

Possible extended questions:

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

Task 2:

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

Example:

Your partners sentence:

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

Possible extended question:

How have you helped your mom in the kitchen?

Task 3:

Interview with an inventor

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

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



WRITING

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

Interview form:

Host : How did you get the inspiration?

Orville : Our dad gave us a toy helicopter that flew with the help of

rubber bands. We've been interested in the idea since then.

Wilbur : Orville has always liked to build kites, so, we have experimented

with making our own helicopters for an while now.

Paragraph form:

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



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

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

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



FURTHER ACTIVITIES

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



Chapter 8

My Idol



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

Tujuan Pembelajaran:

Setelah mempelajari Bab 8, siswa diharapkan mampu:

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



WARMER

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



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



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

POINTS TO PONDER

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



VOCABULARY BUILDER

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

- 1. hit by lightning (adjective)
- 2. a meet-and-greet event (noun)
- 3. excited (adjective)
- 4. lobby (noun)
- 5. memorabilia (noun)
- 6. showed up (verb)
- 7. waved (verb)
- 8. crowd (noun)
- 9. sang along (verb)
- 10. autograph (noun)
- 11. speechless (adjective)
- 12. unreal (adjective)
- 13. cool/awesome (adjective)
- 14. friendly (adjective)
- 15. nervous (adjective)
- 16. amazing (adjective)

- a. waiting room
- b. come or arrive
- c. sing together
- d. get along
- e. fan meeting
- f. merchandise
- g. wonderful
- h. move
- i. signature
- j. great
- k. surprised
- 1. anxious
- m. very happy
- n. unbelievable
- o. can't say a word
- p. a lot of people



PRONUNCIATION PRACTICE

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

```
: / hit bai 'laitnin /
hit by lightning
a meet-and-greet event
                            : / ə mixt ænd grixt ɪ'vent /
excited
                            : / ik'saitəd /
lobby
                            : / 'løbi /
                            : / mem ə rəˈbɪliə /
memorabilia
showed up
                            : / ∫oʊd ʌp /
waved
                            : / weɪvd /
                            : / kraបd /
crowd
                            : / sæŋ ə'lɒŋ /
sang along
                            : / 'ɔɪtəgraɪf /
autograph
                            : / 'spixtsləs /
speechless
unreal
                            : / ˌʌnˈrɪəl∢ /
cool/awesome
                            : / kuːl / / ˈɔːs ə m /
                            : / 'frendli /
friendly
                            : / 'naːvəs /
nervous
                            : / ə'meɪzɪŋ /
amazing
```



READING

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



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

Meeting My Idol

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

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

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

Questions:

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

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



VOCABULARY EXERCISES

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

Task 1:

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

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

Comprehension check

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

I also got her autograph. I went to Plaza Indonesia yesterday for a meet-and-greet event with Agnes Monica. At the end of the day, I met other fans in a meeting. Hundreds of her fans had been waiting for her. When she appeared, I took some pictures with her. I am so happy to have had such a memorable experience.
Task 2: Use the words in the box again to complete the sentences reflecting other contexts.
1. One of the reasons why I like to study in this class is because all my classmates are They are always nice to me.
2. I was surprised when a big birthday cake suddenly from under the table. It has been hidden there for my surprise birthday party.
3. The police formed a line in front of the stage to avoid the from climbing up the stage.
4. Today, we have to present our paper in front of the class. I'm very
5. On the weekends, my family and I like to spend our time doing karaoke at home. We with the singer on the DVD screen. It's fun.
6. The students were very when the teacher announced that they were going to have an excursion to the local public library.
7. I really want to have an of my favorite football player, Lionel Messi, on my jersey.
8. When we arrived at the top of the mountain, we were, The scenery was magnificent.
9. I was when I knew that my dad gave me a new laptop for my birthday.
10. Afgan is an singer. His songs are always a hit.
TEXT STRUCTURE

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

Task 1:

Answer the questions below about the text on page 96.

1.	Who were involved in the event?					
2.	When and where did the event happen?					
3.	How were the events in the text arranged?					
4. Write the sequence of the events in the text!						
5.	Was there any conclusion/evaluation of the story?					

Task 2: Individually, complete the following chart to find out the structure of the recount text on page 96.

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

	3.
	4.
A conclusion (if any)	

Task 3:

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



GRAMMAR REVIEW

Using Past Verbs

Task 1:

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

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

Task 2:

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

SPEAKING

Task 1

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

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

Task 2

If I met Afgan/If I were Afgan

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

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

Task 3

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

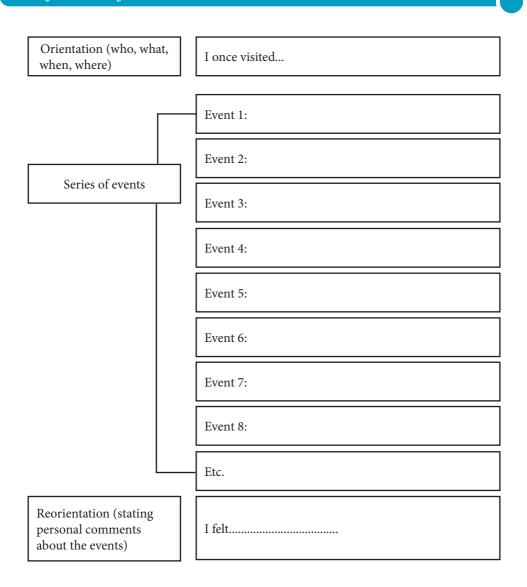
Orientation (who, what, I once visited... when, where) Event 1: Event 2: Series of events Event 3: Event 4: Event 5: Event 6: Event 7: Event 8: Etc. Reorientation (stating personal comments about the events)



Picture 8.5



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





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

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

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



FURTHER ACTIVITIES

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

Chapter 9

The Battle of Surabaya



Tujuan Pembelajaran:

Setelah mempelajari Bab 9, siswa diharapkan mampu:

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



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

С	M	A	В	R	Е	A	D	X	Z	A	С	K
О	D	I	Е	D	I	N	T	О	В	Z	S	G
M	Е	T	A	D	V	A	N	C	Е	D	U	О
I	F	R	О	W	0	N	G	Α	G	S	R	T
C	Е	0	K	W	0	M	A	N	A	F	R	I
S	N	О	L	О	S	T	N	О	N	Е	Е	D
T	D	Н	A	M	P	Е	R	Е	D	L	D	R
О	Е	S	W	T	Η	О	U	G	Н	T	Е	О
О	D	0	Е	О	T	О	T	A	L	L	R	P
K	О	L	A	L	0	W	Н	О	L	Е	Е	P
M	K	D	P	D	L	С	A	U	S	Е	D	Е
A	A	I	О	Н	D	S	W	Н	Е	R	О	D
S	N	D	N	R	Е	F	U	S	Е	D	Ι	S
S	R	X	Е	S	T	A	R	T	Е	D	О	T
О	U	В	Е	T	R	A	Y	Е	D	T	О	О

Regular verb	Irregular verb



VOCABULARY BUILDER

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

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



PRONUNCIATION PRACTICE

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

```
remembrance : / rəmem.brəns /
bloody
               : / bl^d.i /
surrender
               : / s ə ren.dər /
               : / wep.ən.ri /
weaponry
                :/dIfaI.ənt/
defiant
drop
                : / drpp /
leaflet
                : / li.flət /
anger
                : / æŋ.gə r /
militia
                :/mɪlɪʃ.ə/
```

feel betrayed :/fil//bItreId/
reinforcement :/ri.Inf3.smənt/
casualty :/kæ3.ju.əl.ti/
hamper :/hæm.pə r/
advance :/advans/



READING

Task 1: Reading Comprehension

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

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

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

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

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

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

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

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

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

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

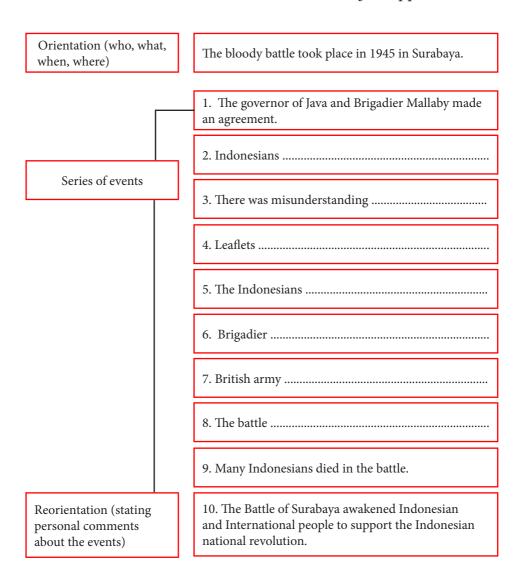


TEXT STRUCTURE

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

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

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





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

surrender	rally (verb)	siege (noun)	hamper
advance	reinforcement	rally (noun)	help
remembrance	anger	defiant	refuse
faith in Good fighting aga 2. The instruction 3. The city wa	m fighters were for and people's dream inst the aggressors. militia refused to surrender their value so the surrender of	n strengthened the to obey the B weaponry to them. that nobody could	em to keep on British army's d get in or get
food. 4. To ensure the weaponry a 5. Do not bethe will	ty. Luckily, the people that they would win to the battle good logistical support the people and logistical support to the loyal to the people and the really me. I can be really	the battle, the fore round, some of vet. o our agreement. o angry, and that o	eign army sent which include Your betrayal
6. Last week,	e no more collabora teenagers beginning of bike-to bicycles	_ in the center of	
7. The defeat movement	in the Battle of Sonly for a while. The dothers to continue	ne heroic spirit ha	ad spread out
-	secretly	to take back the o	conquered city

	On every November 10, my school holds a ceremony in of our national heroes. We pray together and I usually go to the library to read again the biography of General Sudirman and then pray for him. He is my favorite hero. Do not to life problems. Keep on looking for the best solutions. Our reapposibility is to do our best and leave the
	solutions. Our responsibility is to do our best, and leave the rest to God.
11	Students from many schools held a massto protest the rampant corruption and demanded the corruptors in that institution to be arrested.
12	Priski's mother told her to drop out from school because Priski's father died last month. Priski that because she knows that education is important for her future. She her mother earns money by making some snack that she sells in the school canteen every day.
く	GRAMMAR REVIEW
Та	
	sk 1: Read the following incomplete sentences. Complete
	sk 1: Read the following incomplete sentences. Complete em with am/is/are (present) or was/were (past).
th	em with am/is/are (present) or was/were (past).
th 1.	em with am/is/are (present) or was/were (past). In 1945, they 17, so they 85 now. Today the weather cold, but last Monday it terribly
1. 2.	em with am/is/are (present) or was/were (past). In 1945, they 17, so they 85 now. Today the weather cold, but last Monday it terribly hot.
1. 2. 3.	In 1945, they 17, so they 85 now. Today the weather cold, but last Monday it terribly hot. I very thirsty. Can somebody give me a glass of water, please?
1. 2. 3.	In 1945, they 17, so they 85 now. Today the weather cold, but last Monday it terribly hot. I very thirsty. Can somebody give me a glass of water, please? The defiant freedom fighters very brave. They fought till
1. 2. 3.	In 1945, they 17, so they 85 now. Today the weather cold, but last Monday it terribly hot. I very thirsty. Can somebody give me a glass of water, please? The defiant freedom fighters very brave. They fought till death to defend the city. I happy with Surabaya now. Years ago, it very dirty
1. 2. 3. 4. 5.	In 1945, they 17, so they 85 now. Today the weather cold, but last Monday it terribly hot. I very thirsty. Can somebody give me a glass of water, please? The defiant freedom fighters very brave. They fought till death to defend the city. I happy with Surabaya now. Years ago, it very dirty and messy.
1. 2. 3. 4. 5.	In 1945, they 17, so they 85 now. Today the weather cold, but last Monday it terribly hot. I very thirsty. Can somebody give me a glass of water, please? The defiant freedom fighters very brave. They fought till death to defend the city. I happy with Surabaya now. Years ago, it very dirty and messy. Don't buy those weapons. They dangerous and illegal.
1. 2. 3. 4. 5.	In 1945, they 17, so they 85 now. Today the weather cold, but last Monday it terribly hot. I very thirsty. Can somebody give me a glass of water, please? The defiant freedom fighters very brave. They fought till death to defend the city. I happy with Surabaya now. Years ago, it very dirty and messy. Don't buy those weapons. They dangerous and illegal. Hey, I like your new hat. It fits you well, and when you wear it, it reminds me of the 1945 freedom fighters it expensive?
1. 2. 3. 4. 5.	In 1945, they 17, so they 85 now. Today the weather cold, but last Monday it terribly hot. I very thirsty. Can somebody give me a glass of water, please? The defiant freedom fighters very brave. They fought till death to defend the city. I happy with Surabaya now. Years ago, it very dirty and messy. Don't buy those weapons. They dangerous and illegal. Hey, I like your new hat. It fits you well, and when you wear it, it reminds me of the 1945 freedom fighters it expensive? This time seventy years ago my grandfather in
1. 2. 3. 4. 5. 6. 7.	In 1945, they 17, so they 85 now. Today the weather cold, but last Monday it terribly hot. I very thirsty. Can somebody give me a glass of water, please? The defiant freedom fighters very brave. They fought till death to defend the city. I happy with Surabaya now. Years ago, it very dirty and messy. Don't buy those weapons. They dangerous and illegal. Hey, I like your new hat. It fits you well, and when you wear it, it reminds me of the 1945 freedom fighters it expensive?
1. 2. 3. 4. 5. 6. 7. 8. 9.	In 1945, they 17, so they 85 now. Today the weather cold, but last Monday it terribly hot. I very thirsty. Can somebody give me a glass of water, please? The defiant freedom fighters very brave. They fought till death to defend the city. I happy with Surabaya now. Years ago, it very dirty and messy. Don't buy those weapons. They dangerous and illegal. Hey, I like your new hat. It fits you well, and when you wear it, it reminds me of the 1945 freedom fighters it expensive? This time seventy years ago my grandfather in Surabaya joining the militia to fight against the British army.

last year, they _____ pessimistic.

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

	take place	anger	siege	hamper		
	rally	betray	break	advance		
	conquer	feel	betray	surrender		
1.	His unruly behavior frequently many teachers an classmates. However, Mrs. Sabariah never gets tired of givin					
	him advice eve	·		0 0		
2.	2. The city was in fire. After analyzing the situation, the gen					
	go out of the b		to move. The	y secretly to		
3.	She cannot buy gadget, clothes, shoes, and textbooks. However					
	the poverty never the progress of her study. For textbooks, she usually borrows them from the school library.					
4.	Don't cheat in exam. Cheating means that you your					
5.	own life principle. The robber to surrender, but the police persuaded					
_	them to give u	p.				
6.	Never best friends for our own advantage because best friends are like precious treasure.					
7.	On every Sunday morning, the student organizations and their					
	_	-		n square to entertain plastic in daily life.		
8.				ol despite the financial		
				his life problems		
9.	successfully. I			founding fathers and		
	mothers in the training field. The ceremony w					
10	tribute to then When I was i		America I	heard Tanah Pusaka		
10	10. When I was in Columbus, America, I heard Tanah Pusa song. I very emotionally touched, and I even crie					
	missed Indonesia, my beloved country.					



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



SPEAKING

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

Ami : Riza, look! That heroic monument stands high and strong.Riza : Hmm.... It is a remembrance for us to our heroes' struggle on this country.

Ami : Yeah, many of them became casualties of the war.

Riza: I had an unforgettable experience there.

Ami : Really? What was it?

Riza: When I was in Junior High School, my school held a program called "Keep our city clean and green!"

Ami : What did you do?

Riza: My schoolmates, my teachers, and I rallied in the monument area at 6 a.m and began to clean the area around the monument until it's clean and tidy.

Ami : That's a very good program.

Riza: Yes, it was. We also planted some trees around it.

Task 2: Sharing an experience

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

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

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

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

Task 3: Speaking Game

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

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



WRITING

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

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

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

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



REFLECTION

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

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

Chapter 10

B.J. Habibie



Source: www.pre04.deviantart.net9e25thprei2015022fbbj_habibie_by_rhusman-d8ey6jo.jpg Picture $9.1\,$

Tujuan Pembelajaran:

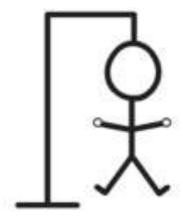
Setelah mempelajari Bab 9, siswa diharapkan mampu:

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



Hangman

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





VOCABULARY BUILDER

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

descent (noun) pensiun a sick leave (noun) pengunduran diri reacquainted (verb) meninggalkan/ menyerahkan settled in (verb) berteman kembali marque (noun) cuti sakit respectively (adverb) secara berurutan retirement (noun) merek/label resignation (noun) keturunan sworn in (verb) menetap, tinggal relinquishing (verb) menerbitkan release (verb) disumpah



PRONUNCIATION PRACTICE

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

agriculturist : / ægrɪˈkʌltʃ ə rɪst /

descent : / dɪˈsent /

reacquainted : / rɪəˈkweɪntəd /

wage :/weɪdʒ/

aerodynamics : / eərəʊdaɪˈnæmɪk /

announced : / əˈnaʊnsd / resignation : / ˌrezɪgˈneɪʃ ə n /

chaos : / 'keɪ-ɒs /
relinquishing : / rɪ'lɪŋkwɪ[ɪŋ /



READING COMPREHENSION

B.J. HABIBIE



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

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

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

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

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

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

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

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

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

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

Task 1: Form Completion

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

Short Bio

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

Task 2: Comprehension Questions

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

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

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



POINTS TO PONDER

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



VOCABULARY EXERCISE

Complete the following sentences using the words in the box.

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

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

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



TEXT STRUCTURE

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

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

Paragraph	Details
Orientation (opening)	When and where Habibie was bornHabibie's parents and how they metHabibie's father dieds
Event 1	
Event 2	
Event 3	
Event 4	
Event 5	
Reorientation (closing)	



THE SIMPLE PAST TENSE

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

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

Past Tense: Irregular Verb

Make a sentence from each of the following irregular verbs.

Example:

see – saw: I saw him yesterday.

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

SPEAKING

Task 1:

Read the following dialog. Take turns reading it.

Nadia : Who is your idol, Rima?Rima : My parents. What about you?Nadia : BJ Habibie. I like him very much.

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

Nadia: You're right.

Rima : He worked and stayed in Germany, right?

Nadia : He did. But he never forgets his country. He once made us proud for his

achievement in making planes avowed by the world.

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

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

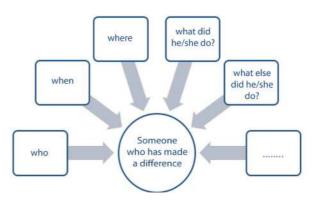
Rina : Now, he seems to enjoy his retirement with family.

Nadia: That's why I love him.

Task 2:

Talking about Someone Who has Made a Difference

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



Task 3: Sharing

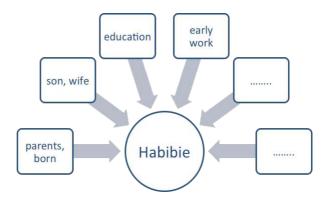
Tell your partner about the figure you have chosen. Use your notes in the previous task to help you.

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



Task 1: Independent Writing

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



Task 2: Peer Feedback

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

Use the following guide to give feedback for your classmate.

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

Task 3: Rewrite the Biographical Recount

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



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

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



FURTHER ACTIVITIES

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

Chapter 11

Cut Nyak Dhien



Source: Dokumen Kemdikbud Picture 11.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 11, siswa diharapkan mampu:

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



WARMER: DESCRIBE AND GUESS

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

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

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



VOCABULARY BUILDER

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

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

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



PRONUNCIATION PRACTICE

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

guerrilla forces : / gəˈrɪlə fɔːrses / aristocratic : / ˌærəstəˈkrætɪk /

```
was renowned
                     : / wəz rɪˈnaʊnd /
                     : / ɪ'vækjueɪt /
evacuate
                     : / rɪˈkleɪm /
reclaim
declare
                     : / dɪ'kler /
surrender
                     : / səˈrendər /
                     : / bɪ'treɪ /
betray
assault
                     : / ə'sɔːlt /
treason
                     : / 'triːz ə n /
shed tears
                     : / ʃed tɪəz /
                     : / 'maːrtərd /
martvred
resist
                      / ri'zist /
exile
                     : / 'egzaɪl /
```



READING COMPREHENSION

CUT NYAK DHIEN

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

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



Source: http://tranquility-hati.blogspot.com
Picture 11.2

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

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

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

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

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

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

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

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

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

Task 1: Form Completion

Name

Place of birth

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

Short Bio

: Cut Nyak Dhien

Date of birth	:
D1	:
D (C1 (1	:
Parents and Origins	:
Names of husband	:
Name of daughter	:
Important Dates on War	:
_	:
	:

Task 2: Comprehension Questions

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

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

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

POINTS TO PONDER

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



VOCABULARY EXERCISE

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

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

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

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



TEXT STRUCTURE

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

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

Paragraph	Purposes	Details
Introductory paragraph		
Supporting paragraph 1		
Supporting paragraph 2		
Supporting paragraph 3	To tell Cut Nyak Dhien's 2nd marriage	 Cut Nyak Dhien accepted Teuku Umar's proposal. Their marriage greatly boosted the morale of Aceh armies.
Supporting paragraph 4		
Supporting paragraph 5		
Supporting paragraph 6		
Concluding paragraph		



GRAMMAR REVIEW

REDUCING ADVERBIAL CLAUSES TO ADVERBIAL PHRASES

Task 1:

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

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

Discuss the answer to the following questions with your classmate.

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

Task 2:

Change the following adverbial clauses to adverbial phrases.

1.	After Andrea knew that her classmates did not trust her anymore, she decided to move to another town.
2.	When Etty heard that she won the Mathematic Olympiad, she called her parents.
3.	Because she had always been interested in sports, Tirta became a loyal supporter of the football team.
4.	Although he was hurt, Hasan managed to smile.
5.	Before he answered the phone, Tomi grabbed a pencil and notepad.
6.	After she had finished doing her homework, Siti went to the gym.
7.	While I was away in college, I stayed with my roommate's family during one spring break.
8.	When Wahyu goes out of town, Wahyu calls his son and daughter to check if they are fine.
9.	Although Jono was impressed by the bravery of his son, Jono had harsh words for him.
10.	After they sang two songs, the personnel of SMASH danced energetically.
	H



Task 1:

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

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

Task 2: Role Play

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



WRITING

Collaborative Biographical Recount Writing

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

Step	Details
Step 1	 Prepare a piece of paper. Choose a famous person you like. Write a sentence to start your writing. Don't forget to include a topic and a controlling idea in your sentence. See the first sentence in the reading text as an example. Give your paper to your classmate on your right and get another piece of paper from your classmate on your left. Read your classmate's sentence. Continue writing another sentence. Try to connect your sentence and your classmate's. Then, give the paper to your classmate on your right. Continue the activities until your paper arrives back to you.

Step 2	• Read the recount that you've written with your classmates. What do you think? What's good and not good about it?
Step 3	• Rewrite your biographical recount. Try to use adverbial phrases that you just learned. Use the following table to help you.



REFLECTION

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

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



FURTHER ACTIVITIES

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



Chapter 12

Issumboshi



Source: Dokumen Kemdikbud Picture 12.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 11, siswa diharapkan mampu:

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



STORY TELLING

Your teacher will read you a familiar story. Use the following headings to discuss the story.

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



VOCABULARY BUILDER

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

```
couple (noun)
                                        terhormat
gift (noun)
                                        bersembahyang; beribadah
raise (verb)
                                        jin
bully (verb)
                                        menikam
                                        membesarkan
respectable (adjective)
anchor (verb)
                                        hadiah
retainer (noun)
                                        berlabuh
stab (verb)
                                        pelayan
worship (verb)
                                        pasangan
demon (noun)
                                        mengolok-olok
```



PRONUNCIATION PRACTICE

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

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

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



READING COMPREHENSION

Task 1: Read the text carefully.

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

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



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

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

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

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

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

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

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

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

"I'm going now," Issumboshi said.

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

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

...

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

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

At long last Issumboshi arrived at the palace.

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

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

"Here I am, at your feet."

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

"Please let me be your retainer."

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

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

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



Source: https://goukanatokoro.files.wordpress.com/2012/04/snap027.jpg?w=523
Picture 12.3

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

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

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

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

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

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

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

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

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

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

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

(Adapted from Japanese Fairy Tales, 1987)

Task 2:

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

Example:

1. Once upon a time there was an old couple who didn't have a child. They lived <u>in</u> a small house near the village forest.

Where did the old couple live?

- 2. One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!" What did they hear from the household Shinto altar?
- 3. Issumboshi was always being bullied by the children of the village and often went home <u>feeling unhappy</u>.

How did Issumboshi feel when he was bullied?

Task 3:

In the story 'Issumboshi' there are words that describe the characters and the setting. Find them in the story and list them below.

Characters	Setting
Issumboshi:	House:
• small	•
•, etc	•
Grandparents:	Capital city:
•, etc	•, etc

Task 4:

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

Doing Verbs	Thinking Verbs
lived	(must) be



POINTS TO PONDER

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



VOCABULARY EXERCISE

Complete the following sentences using the words in the box.

	couple	gift	raised	
	bullying	respectable	anchor	
	retainer	stabbed	worship	
	demon			
1.	The newly-married	have just mov	ved into the new house.	
2.	·	·		
3.	I feel thankful for the way my parents have me.			
	The school has a very excellent program to stop			
4.	The children were very frightened when there was a in the story they were watching on television.			
5.	This is the most preciefrom her parents.	ous that N	Nina has ever received	
6.	Many big ferries of at Tanjun		overseas companies	
7.	Ancient people someti	mes used very big trees	to	
8.	Issumboshi then becar	me the princess's	·	
9.	The police found the that thieves had	dead man in the apart him.	ment. They suspected	
10.	Mr. Muslih is a very control of the village m	•	ad. He seems to be in	



TEXT STRUCTURE

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

THINK-PAIR-SHARE

Task 1:

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

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

Task 2:

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



GRAMMAR REVIEW

Reported Speech (Indirect Speech)

Task 1:

Study the following pairs of sentences carefully.

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

Compare:

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

Compare:

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

Task 2:

Put the following direct sentences into reported speech.

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

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

SPEAKING

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



WRITING

Task 1:
Fill in the blanks with appropriate words.

At once Grandfather and Grandmother began to	for Issumboshi's
trip. Issumboshi was	
Issumboshi went on the trip with a big wish in a	body. At last
Issumboshi reached the city and anchored under the	he
Then he climbed up to the railing and viewed the town.	
There was a fine over there. At long last Issu	ımboshi arrived
at the He wanted to meet the feudal	He wanted to
become The king wondered whether Issumboshi's s	mall body could
do	

Task 2

Have you ever written a story?

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

Task 3:

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

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

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

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

.

Task 4: Finishing the Story

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



REFLECTION

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

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



Chapter 13

Malin Kundang



Source: Dokumen Kemdikbud Picture 13.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 13, siswa diharapkan mampu:

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



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



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



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



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







VOCABULARY BUILDER

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

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



PRONUNCIATION PRACTICE

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

: / liv haird / live hard passed away : / pæsd əˈweɪ / raided :/ reidəd/ :/ 'parerets/ pirates bravery :/breɪvəri/ defeat : / dɪˈfiːt / : / ˈwelθi / wealthy recognized :/ 'rekəgnaizd/ : / 'ma:t[ə nt / merchant : / dɪˈnaɪd / denied :/pli:dəd/ pleaded : / ka:rsd / cursed : / rek / wreck



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

THE LEGEND OF MALIN KUNDANG

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

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

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

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

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

COMPREHENSION QUESTIONS

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



POINTS TO PONDER

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



VOCABULARY EXERCISE

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

live has	y defeat ize merchant	pirate wealthy denied
pleade	d cursed	wrecked

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

4.		stealing the motorcycle when he was
_	interviewed in the police station.	1
5.	=	famous in the
6	story of Peter Pan.	to all their trading goods around
6.	the country using sailing boat.	took their trading goods around
7	Some people in big cities have t	by
7.	collecting plastic bottles to sell in the	•
0	0.1	, ,
8.	•	the boys
0	with their stings.	in the highway
9.	ine car was badly	in the highway
1.0	accident. Unfortunately, there were m	·
10.	In the past, only children from	families could
	get proper education, while the poor	were uneducated.
==		
	TEXT STRUCTURE	
		g is narrative. Narratives are told
		e: orientation, complication, and
res	solution.	
Tas	sk 1:	
	sk 1: scuss with a partner the answer to t	he following questions!
	sk 1: scuss with a partner the answer to t	he following questions!
Dis	scuss with a partner the answer to t	
Dis		
Dis	scuss with a partner the answer to t	
Dis	scuss with a partner the answer to t	
Dis	scuss with a partner the answer to t	
1. V	Nhen and where did the story happen	
1. V	scuss with a partner the answer to t	
1. V	Nhen and where did the story happen	
1. V	Nhen and where did the story happen	
1. V	Nhen and where did the story happen	
1. V	When and where did the story happen. Who were involved in the story?	?
1. V	Nhen and where did the story happen	?
1. V	When and where did the story happen. Who were involved in the story?	?
1. V	When and where did the story happen. Who were involved in the story?	?
1. V	When and where did the story happen. Who were involved in the story?	?
1. V	When and where did the story happen. Who were involved in the story? What event started the plot of the story.	?
1. V	When and where did the story happen. Who were involved in the story?	?
1. V	When and where did the story happen. Who were involved in the story? What event started the plot of the story.	?

5. What makes the problem in the story get more complicated?	
6. What is the climax of the story?	
7. Was there any resolution of the story?	
8. Was there any conclusion or message of the story?	

Task 2:

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

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

Task 3:

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



SIMPLE PAST TENSE

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

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

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

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

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

Task 1:

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

EX	imple: a long time ago
1.	
2.	
3.	
4.	
6.	
Tasl	3.2:
	c 2: s, try to find other adverbs of time for the simple past tense that you know.
Now	
Now]	try to find other adverbs of time for the simple past tense that you know.
Now 1	Example: when I went to the village
Now 1 1. 2.	Example: when I went to the village
1. 2. 3.	Example: when I went to the village
1. 2. 3. 4.	Example: when I went to the village
1. 2. 3. 4. 5.	Example: when I went to the village
1. 2. 3. 4. 5. 6.	Example: when I went to the village
1. 2. 3. 4. 5. 6. 7.	Example: when I went to the village

Task 3:

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

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

1.	
9. 10	



SPEAKING

- 1. Make groups of 8 members.
- 2. Read the text again. Prepare a simple performance.
- 3. Each student in the group is cast to be one character in the story.
 - student A as Malin Kundang \rightarrow student B as Malin Kundang's wife \rightarrow student C as Malin Kundang's mother \rightarrow student D as the merchant \rightarrow student E as one of the ship crew \rightarrow student F as one of the ship crew \rightarrow student G as one of the local people \rightarrow student H \rightarrow as one of the local people
- 4. Discuss together the sentences that you will say when performing the Malin Kundang Story.



Task 1:

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

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

Task 2: Write the outline into a paragraph in the space below.

Source: Dokumen Kemdikbud Picture 13.5	



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

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

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



FURTHER ACTIVITIES

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



Chapter 14

Strong Wind



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

Tujuan Pembelajaran:

Setelah mempelajari Bab 14, siswa diharapkan mampu:

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



PANTOMIME

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



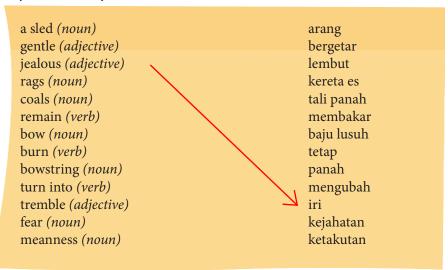
Source: Dokumen Kemdikbud Picture 14.2

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



VOCABULARY BUILDER

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





PRONUNCIATION PRACTICE

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

```
: / wind /
a warrior
               : / ə 'wɔːriər /
               : / ə sled /
a sled
invisible
               :/in'vizəbəl/
               :/əroʊp/
a rope
gentle
               : / 'dʒentl /
               : / 'dʒeləs /
               : / koʊl /
               :/ri'mein/
               : / baប /
               : / b3:rn /
               : / baʊstrɪn /
bowstring
turn into
               : / ta:rn 'intu: /
               : / 'tremb ə I /
tremble
               : / fɪə /
fear
               : / mi:nnəs /
```



READING COMPREHENSION

Task 1:

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

STRONG WIND

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

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

Each girl would answer, "Oh, yes! I see him!"

Then Strong Wind's sister would ask, "What is he pulling his sled with?"

And then the girls would answer, "with a ______ (2)" or "with a wooden pole."

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

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

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

"What is his bow made out of?" asked Strong Wind's sister.

"Out of iron," answered one. "Out of wood," answered the other.

"You have not see him," said Strong Wind's sister.

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

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

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



Source: Dokumen Kemdikbud Picture 14.3 "No," the girl answered. "I don't see him."

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

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

"What is his	(6) made of?" asked Strong Wind's
sister.	_
"The rainbow," answered the	girl.
"And what is the bowstring n	nade of?" asked Strong Wind's sister.
"Of Stars," answered the girl.	_
Then Strong Wind's sister kn	new that the girl could really see him. He
had let her see him because she h	ad told the truth.
"You really have seen him,"	said Strong Wind's sister. Then the sister
washed the girl, and all the burns	went away. Her hair grew
(7) and black again. The sister d	lressed the girl in(8)
clothes. Strong Wind came and the	he girl became his wife.
The girl's two older sisters w	vere very angry, but Strong Wind turned
them into aspen trees. Ever sind	ce that day, the leaves of the aspen tree
always (9) wit	h fear wherever he comes near, because
they know he remembers their _	(10) and meanness.
	(taken from 'Using Folktales' by Eric K. Taylor).

Task 2: Answer the following questions:

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



VOCABULARY EXERCISE

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

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

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



TEXT STRUCTURE

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

Parts of Narrative	Purposes	Details
Setting and character	To introduce setting and character	 There was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. His sister could see him, but no one else could. He would marry the first woman who could see him.
Conflict	To start the conflict	
Plot (action)		
Plot (rising action)		
Plot (climax)		
Plot (falling action)		



THE PAST PERFECT TENSE

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

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

The use of Past Perfect:

1. Completed Action Before Something in the Past

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

Example:

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

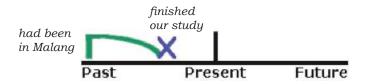


2. Duration before something in the Past (non-continuous verb)

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

Example:

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



Task 1: Grammar Exercise

 $\label{eq:Read} \textit{Read the following sentences and change the bracketed verbs into correct forms.}$

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



Task 1: Pair Work

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

Task 2: Writing a Script

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



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

Task 3: Role play

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





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

Collaborative Story Writing

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

Step 1:

- Prepare a piece of paper. Choose a story to write.
- Write a sentence to start your story. Think of a sentence that can be easily continued by your classmate.
- Give your paper to your classmate on your right and get another piece of paper from your classmate on your left.
- Read your classmate's sentence. Continue writing another sentence. Try to connect your sentence and your classmate's. Then, give the paper to your classmate on your right.
- Continue the activities until your paper arrives back to you.

Step 2:

- Read the story that you've written with your classmates. What do you think? What's good and not good about it?

Step 3:

- Rewrite your story. Don't forget to include connecting words and phrases. Use clear references, too.



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

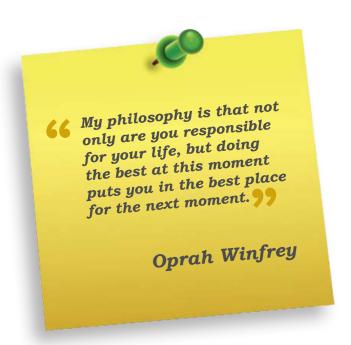
- 1. Have you been able to understand the structure of a story?
- 2. Can you write a short story?

If your answer is 'no' to one of these questions, see your teacher and discuss with him/her on how to make you understand and able to talk about a song.



FURTHER ACTIVITIES

Read other stories available in your school library. You can also read them from the internet.



Chapter 15

You've Got a Friend



Source: Dokumen Kemdikbud Picture 15.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 15, siswa diharapkan mampu:

- 1. Menerangkan tujuan komunikasi dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.
- 2. Menjelaskan isi lirik lagu yang berkaitan dengan kehidupan remaja SMA/MA/SMK/MAK dengan memperhatikan tujuan komunikasi, unsur kebahasaan, dan konteks lagu.



WARMER

Look at the pictures below. List any words that are related to the picture. Then, make a short description of the picture.



Source: Dokumen Kemdikbud Picture 15.2



Source: Dokumen Kemdikbud Picture 15.3



Source: Dokumen Kemdikbud Picture 15.4

Word list:

	•••••	•••••
•••••	•••••	•••••
	•••••	•••••
•••••	•••••	
•••••	•••••	•••••



VOCABULARY BUILDER

Task 1:

Complete the gaps with the appropriate letters to make up good English words. You can use the description on the right column as a hint.

T O BL D = down, sad A H_L_ING _A_D = aid BE _O_NG R_G_T = well B_IG_TE_ UP = cheer up $C_L O_T$ = say someone's name C_M_R_N_ING = come quickly WI_T_R = time when it is cold S R NG = time when flowers begin to bloom S M ER = time when it is hot = time when leaves fall to the ground FA L KE_P_O_R H_AD T_GE_H_R = stay calm O_T L_U_ = clear A_N'T = isn't/aren't

Task 2:

Look at the words again. Do you know the meaning? You can check your dictionary to look up the Indonesian meaning for the words.



PRONUNCIATION PRACTICE

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

troubled : / 'trəbəld / a helping hand :/ eɪ ˈhɛlpɪŋ hænd / be going right : / biˈgoʊɪŋ raɪt / : / 'braɪtn əp / brighten up : / ˈkɔl ˌaʊt / call out :/kəm 'rənɪŋ/ come running winter : / 'wɪn(t)ər / spring :/sprin/ : / 'səmər / summer : / fol / keep your head together : / kip jɔ(ə)r hɛd təˈgɛðər / out loud : / aʊt laʊd / : / eɪnt / ain't



LISTENING TO A SONG

Listen to the following song. You can connect to the following link in the internet:

http://mp3skull.com/mp3/you ve got a friend james taylor.html

While listening, fill in the gaps with the words that you hear in the song.

"You've Got A Friend"

When you're	and
And you need a	
And nothing, nothing is going ri	ght
Close your eyes and think of me	
And soon I will be there	
	even your darkest night
You just	my name
And you know wherever I am	,,
•	to see you again
I'll	
	, 01
All you have to do is call And I'll be there, yeah, yeah, yea You've got a	h.
If the above	you
Should	
And that old north wind should	begin to blow
Keep your head	
And call my name	
Soon I'll be knocking upon your	
You just	my name
And you know wherever I am	,
I'll	, oh yes I will
To see you again	 - ,
, ,	, or

All you have to do is call		
And I'll be there, yeah, yeah, yeah.		
it good to know the When people can be so		
They'll hurt you, and		
And take your soul if you let them		
Oh yeah, but don't you let them		
You just	my name	
And you know wherever I am		
I'll	to see you agair	ı
,	· · · ·	or
All you have to do is call		
And I'll be there, yes I will.		
You've got a		
You just	my name	
And you know wherever I am		
I'll	to see you again	(oh baby
don't you know)		
	_	or
		
All you have to do is call		
Lord, I'll be there yes I will.		
You've got a		
Oh, you've got a		
it good to know yo	ou've got a	
- <u></u> •		
it good to know yo	ou've got a	
You've got a		

Now, check the complete lyrics by connecting to the following link : http://www.youtube.com/watch?v=trEwDejTKRY.

After that, you can sing the song together with your classmates.

COMPREHENSION QUESTIONS

- 1. What does the first verse of the song talk about? Say it in one sentence.
- 2. In your opinion, what does "To brighten up even your darkest night" mean?
- 3. Why does the writer mention four seasons i.e. *winter, spring, summer or fall* in the song?
- 4. What does this verse mean? Say it in one sentence.

If the sky above you
Should turn dark and full of clouds
And that old north wind should begin to blow
Keep your head together
And call my name out loud, yeah
Soon I'll be knocking upon your door

- 5. Which verse is repeated in the song? Why?
- 6. What is "ain't"? Can you find the synonym of ain't?
- 7. In general, what is the song about?
- 8. What is your opinion about the song?



VOCABULARY EXERCISE

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

down troubled a helping hand brighten up call out come running winter spring summer fall turn dark out loud ain't cold keep your head together

1. It was bright and sunny this morning, but now the sky ______. I think it's going to rain.

2.	I can't hear you. Can you say it	_;
3.	I was walking home near the park when I saw a boy fell	
	off his bike, so I to help him.	
4.	There are four seasons in subtropical countries, they	
	are,	
	and	
5.	If you put one more lamp in the corner, it will	
	the room.	
6.	Lyla is my best friend, she is always there for me when I need	
7.	When you have a problem, you should	
	Everything will be okay.	
8.	If you don't know how to use the computer,	
	the operator. He will help you	
9.	She is unfriendly and Probab	ly
	that's why she doesn't have too many friends.	•
10.	There are times when we area	ınd
	In these situations, friends ca	
	be very helpful.	



PARAPHRASING

Paraphrasing is telling or writing the meaning of an expression in different words but still keeping the same meaning. Look at the verses from the song again. Do you know their meanings? Write them in the form of sentences!

No.	Verses	Paraphrasing
1.	When you're down and	
	troubled	
	And you need a helping	
	hand	
	And nothing, nothing is	
	going right	
	Close your eyes and	
	think of me	
	And soon I will be there	

	To brighten up even your darkest night	
2.	You just call out my name And you know wherever I am I'll come running to see you again Winter, spring, summer or fall All you have to do is call And I'll be there, yeah, yeah, yeah You've got a friend	
3.	If the sky above you Should turn dark and full of clouds And that old north wind should begin to blow Keep your head together And call my name out loud yeah Soon I'll be knocking upon your door	
4.	Ain't it good to know that you've got a friend When people can be so cold They'll hurt you, and desert you And take your soul if you let them	



Task 1:

Look at the lyrics of the song again. Do you think they are beautiful? Song may look like poems. Now, you are going to create your own poems. First of all, write poems about the given topics. Then, you can make up poems from the topic of your choice. Write on the given lines.

1. Topic: friend/best friend
2. Topic: mother/teacher
3. Topic: beautiful morning and how you feel.

4. Topic: (your cl	noice)			
			_	
			- -	
			-	
			-	
			-	
Task 2: Read one of you	ır poems in front (of the class.		
	•			
WRIT	ING			
Task 1: Look at the lyric of "You've got a friend" at the beginning section of this unit. Write the meanings of the song based on the lyric in the form of a paragraph.				
	ut your favorite so: our favorite song l		g about? Write a short	



SPEAKING

GUESSING GAMES: What song?

- 1. Work in pairs.
- 2. With your partner, prepare three hints for other pairs to guess what is the title of the song that you have. The hints can be in the form of:
 - a. A short description of the meaning of a song.
 - b. The name of the singer.
 - c. The tune of the verse.
- 3. Take turn with other pairs to do the game.



REFLECTION

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

- 1. Have you been able to understand the meaning of the song?
- 2. Can you describe the meaning of your own favorite song?
- 3. Can you make a short description of songs?

If your answer is 'no' to one of these questions, see your teacher and discuss with him/her on how to make you understand and able to talk about a song.

-				



FURTHER ACTIVITIES

Listen to any songs in English that you like. Try to catch the words in the song while you are listening to them. You can take a note on the words that you hear. Also, try to understand the meaning of the songs.

Accept responsility for your life.

Know that it is you who will get you where you want to go, no one else.

Les Brown

GLOSARY

a first-come basis (noun) : berdasar (pendaftar) yang dulu

a helping hand : aid

a meet-and-greet event : fan meeting

Achievement (noun) : prestasi / pencapaian (be) adorned : akan menghiasi advance (verb) : bergerak maju ain't : isn't/aren't amazing : wonderful

amazing : mengagumkan anchor (verb) : berlabuh anger (verb) : membuat marah

appearance (noun) : penampakan, penampilan

appreciation (noun) : penghargaan approval (noun) : persetujuan aristocratic : bangsawan assault : menyerang attend school : bersekolah

attractions (noun) : pertunjukan/tempat menarik

autograph : signature betray : melawan

(be) betrayed (verb : ter/dikhianati : blus, kemeja wanita

bow (noun) : panah bowstring (noun) : tali panah bravery : keberanian

Breathtaking : yg mendebarkan hati breeze : angin sepoi-sepoi

brighten up : cheer up bully (verb) : mengolok-olok burn (verb) : membakar

call out : say someone's name cancel (verb) : membatalkan casualties (noun) : korban celebrate (verb) : merayakan charm (noun) : pesona coals (noun) : arang

coem running : come quickly commuter train : kereta komuter

content (noun) : isi
cool/awesome : keren
couple (noun) : pasangan
crash : jatuh

cross (verb) : melewati/melintasi
crowd : a lot of people
cursed : mengutuk
declare : mengumumkan
defeat : mengalahkan

defiant (adjective : menantang

demon (noun) : jin

denied : mengingkari
descent (noun) : keturunan
design : rancangan
destination : tujuan
distant : jauh

drop (verb) : menjatuhkan dusk (adverb) : petang : ekoturisme ecotourism encouragement (noun) : penyemangat : sangat besar enormous : sahabat pena en-pal **Epitome** : lambang establish : mendirikan evacuate : evakuasi

ex-captive : bekas tangkapan excited : very happy

exhilarating (adjective) : mendebarkan, mengasyikkan

experiment : percobaan

fall : time when leaves fall to the ground

false : palsu
fear (noun) : ketakutan
flight : penerbangan
friendly : get along
gentle (adjective) : lembut
gift (noun) : hadiah

glider : pesawat peluncur

(be) going right : well gorge (noun) : jurang

gorgeous (adjective) : [informal] indah, atraktif guerrilla forces : tentara perang gerilya

half (sister/brother) : saudara tiri
hamper (verb) : memperlambat
heart : pusat/inti
helicopter : helikopter
hit by lightning : surprised

holy War : perang suci (jihad)
house (verb) : merumahkan
illuminated (adjective) : berkilauan
impressive : mengesankan
in accordance with (noun) : sesuai dengan

(be) into : sangat menyukai Inlaid : yang bertatahkan/berhiaskan

inspiration : inspirasi
interested : tertarik
Intricate : rumit
invention : penemuan
inventors : penemu
jealous (adjective) : iri

keep your head together : stay calm

kites : layang-layang
leaflet (noun) : selebaran
live hard : hidup susah
lobby : waiting room
magnificent : luar biasa
Majestically : dengan anggun
martyred : mati syahid

Mausoleum : kuburan orang istimewa

meanness (noun) : kejahatan memorabilia : merchandise

merchant : pedagang atau saudagar militia (noun) : kelompok pejuang

mist (noun) : kabut

mother tongue : bahasa pertama

nervous : anxious

octagonal : bersegi delapan

out loud : clear
passed away : meninggal
peninsula : tanjung
pirates : bajak laut
pleaded : membujuk
plunge (verb) : tercebur

pounding (adjective) : yang menghantam

preservation (noun) : pelestarian
preservation : pelestarian
proceed (verb) : menindaklanjuti
rags (noun) : baju lusuh
raided : menyerang
raise (verb) : membesarkan

rally (verb) : berkumpul untuk mendukung

reacquainted (verb) : berteman kembali reclaim : merebut kembali recognized : mengenali registration fee (noun) : biava pendaftaran

registration fee (noun) : biaya pendaftaran reinforcement (noun) : kekuatan militer release (verb) : menerbitkan

relinquishing (verb) : meninggalkan/menyerahkan

remain (verb) : tetap remembrance (noun) : peringatan reserved (adjective) : dipesan

resignation (noun) : pengunduran diri

resist : melawan respectable (adjective) : terhormat respectively (adverb) : secara berurutan

retainer (noun) : pelayan
retirement (noun) : pensiun
rubber band : karet gelang
run : mengelola
sanctuary (noun) : penangkaran
sang along : sing together

scenic (adjective) : indah

settled in (verb) : menetap, tinggal

shed tears : menumpahkan air mata

showed up : come or arrive sick leave (noun) : cuti sakit siege (verb) : mengepung

skirt (noun) : rok

sled (noun) : kereta es/sluncur

Slender : ramping

snout : hidung (binatang)

soaked (adjective) : terendam soften : melunakkan sound : nampaknya speechless : can't say a word

spring : time when flowers begin to bloom

stab (verb) : menikam stadium (noun) : stadion

summer : time when it is hot surender (verb) : menyerahkan surrender : menyerah sworn in (verb) : disumpah

terrifict (adjective) : [informal] sangat bagus Tinge : mewarnai sedikit

Tomb : makam tool : alat

treason : perlawanan/kudeta

tremble (adjective) : bergetar

tremendous (adjective) : banyak; luar biasa

: down, sad troubled turn into (verb) : mengubah unforeseen (adjective) : tidak terduga unlike : tidak seperti unreal : unbelievable was exiled : diasingkan was renowned : terkenal waterproof (adjective) : tahan air waved : move wealthy : kaya raya weaponry (noun) : persenjataaan

winter : time when it is cold

worship (verb) : bersembahyang; beribadah

wreck : menghancurkan

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50229

Bidang Keahlian: Applied linguistics: Curriculum, Second Language

Acquisition, Grammar in Discoourse

■ Riwayat pekerjaan/profesi dalam 10 tahun terakhir:

1. Dosen jurusan bahasa Inggris, FBS, Unnes: 1980 - sekarang

- 2. Language specialist, SEAMEO-RELC, Singapore (2008-2011)
- 3. Ketua Prodi Bhs. Inggris Program Pasca Sarjana, Unnes: 2004-2008

■ Riwayat Pendidikan Tinggi dan Tahun Belajar:

- 1. S3: Macquarie University Applied Linguistics 1994-1997
- 2. S2: Macquarie University Applied Linguistics 1991-1993
- 3. S1: IKIP Malang Pendidikan Bhs. Inggris 1977-1979
- 4. Sarjana Muda IKIP Malang Pendidikan Bhs. Inggris 1974-1976

Judul Buku yang pernah diedit (10 Tahun Terakhir):

- 1. 2014 Penelaahan Buku Ajar Bahasa Inggris SMA Kurikulum 2013
- 2. 2015-2016 Penelaahan Buku Ajar Bahasa Inggris SMA Kurikulum 2013
- 3. 2008 sekarang Reviewer Jurnal Internasional RELC, Singapura
- 4. 2010-2011 Chief Editor Jurnal Internasional RELC, Singapura
- 5. 2007-2014 Reviewer Jurnal Internasional AsiaTEFL, Seoul, Korea
- 2015-sekarang Anggota Board of Editors Jurnal Internasional AsiaTEFL, Seoul, Korea
- 7. 2008- sekarang Reviewer Jurnal Nasional TEFLIN, UM, Malang
- 8. 2007- sekarang Editor Jurnal Language Circle, Unnes, Semarang
- 9. 2007-sekarang Editor Kehormatan Jurnal CELT, Universitas Katolik Soegijapranata, Semarang
- 10. 2016 Reviewer Jurnal PAROLE, Universitas Diponegoro, Semarang
- 11. 2013 Menelaah / Menguji Naskah Desertasi Doktor National Australia University

- Teaching English Grammar in Asian Contexts (Bab Buku) Buku English Language Teaching Today: Linking Theory and Practice In Press 2016, Springer, New York (publikasi internasional)
- 2. Issues in 2013 English Curriculum (Bab Buku) Recent Issues in English Language Education: Challenges and Directions Tahun 2014 TEFLIN-UNS
- 3. Belajar Bahasa untuk Belajar: Mengembangkan Kemampuan Berwacana Sekunder (Bab Buku) PELBA 21 21, 2014 Universitas Atma Jaya, Jakarta

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Alamat Kantor: Jalan Anyar, Komplek IPSC, Sentul, Bogor.

Bidang Keahlian: Pendidikan bahasa dan literasi (Language and Literacy

Education)

■ Riwayat pekerjaan/profesi dalam 10 tahun terakhir:

1. 1989 - sekarang: Dosen Pendidikan Bahasa Inggris UPI, Bandung.

2. 2015 - sekarang: Kepala Pusat Strategi dan Diplomasi Kebahasaan Badan Pengembangan dan Pembinaan Bahasa, Kemdikbud

■ Riwayat Pendidikan Tinggi dan Tahun Belajar:

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

■ Judul Buku yang pernah diedit (10 Tahun Terakhir):

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

- 2015: Systemic fuctional liguistic genre pedagogy dan pemberdayaan guru dan siswa. Penelitian unggulan universitas, Direktorat Jenderal Pendidikan Tinggi. Kemenristek Dikti
- 2. 2015: Pelatihan menulis artikel jurnal internasional bagi dosen. Pengabdian kepada masyarakat berbasis hasil penelitian. Program pengembangan dosen Universitas Pendidikan Indonesia.
- 3. 2013-2014. Implementasi dan pengembangan pengajaran berbasis teks dan peningkatan kemampuan berpikir kritis dan berbahasa mahasiswa pendidikan bahasa Inggris. Hibah penelitian dari Dirjen Dikti Melalui Program Desentralisasi UPI.
- 4. 2012: Program visiting scholar di Universiy of Technology Sydney. Dana dari Asosisasi Internasional Linguistik Sistemik Fungsioal.
- 5. 2011: Pelatihan pengajaran berbasis teks bagi pengawas bahasa Inggris. Pengabdian kepada masyarakat berdasarkan hasil penelitian. Program pengembangan dosen UPI.
- 6. 2011: Kemampuan mahasiswa dalam note-taking dan interpreting. Hibah Bersaing, Dirjen Dikti Kementrian Pendidikan Nasional (Anggota).
- 7. 2010: Lesson study dan pemahaman guru mengenai pendekatan berbasis genre dalam pengajaran bahasa Inggris. Program Lesson Study, Universitas Pendidikan Indonesia.

- 8. 2010: Implementasi pendekatan berbasis teks dalam pengajaran bahasa Inggris di Indonesia. Peneitian Kerja sama dengan Sydney University. Program Pengembangan Dosen Universitas Pendidikan Indonesia,
- 9. 2009-2010: Analisis kemampuan mahasiswa dalam menulis skripsi berbahasa Inggris berbasis teori linguistik sistemik fungsional. Hibah Bersaing, Dirjjen DIKTI, Kemenetrian Pendidikan Nasional.
- 10. 2009 (Nov)-2010 (Feb): Teaching writing: Developing critical learners. Program Academic Recharging B. Dirjen DIKTI. Mendiknas.
- 11. 2007: Language and literacy education in primary an secondary schools in Australia. Penelitian postdoctoral. Program Endeavour. Department of Education, Science and Technology, Australia.

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Bidang Keahlian: Ilmu Susastra

■ Riwayat pekerjaan/profesi dalam 10 tahun terakhir:

1. Sekarang-1987: Dosen di Departemen Pendidikan Indonesia

■ Riwayat Pendidikan Tinggi dan Tahun Belajar:

- 1. S3: Departemen Susastra/Fakultas Ilmu Budaya/Universitas Indonesia (2001-2006)
- 2. S2: Applied Linguistics/School of English and Linguistics/University of Macquarie (1992-1994)
- 3. S1: Jurusan Pendididikan Bahasa Inggris/Fakultas Pendidikan Bahasa dan Seni/IKIP Bandung

■ Judul Buku yang pernah diedit (10 Tahun Terakhir):

- 1. Buku Non-teks sejak 2010
- 2. Buku Teks SMP/SMA (sejak 2010)

- 3. Nasionalisme dalam Empat Film untuk Anak 2015
- 4. Dunia Anak menurut Penuis Anak seri "Kecil-kecil Punya Karya" -2014
- 5. Alimentary Poetics: An analysis of Rohani Din's poems 2014
- 6. Keberaganaan dalam sepilihan cerita anak Indonesia 2013
- 7. Ujang dan Abjeksi: Kajian Lacanian atas Novel Godi Suwarna "Deng" 2012

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Alamat Kantor: -

Bidang Keahlian: Applied Linguistic dan Ed. Measurement

Riwayat pekerjaan/profesi dalam 10 tahun terakhir:

1. 2012 – 2015: Kepala Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud;

2. 2008 – 2013: Atdikbud di KBRI Den Haag;

3. 2007 – 2008: Kepala Bagian Kebijakan pada Biro Perencanaan dan Kerjasama Luar Negeri, Setjen Depdiknas;

2000 – 2007: Kepala Bagian Perencanaan pada Sekretariat Balitbang Depdiknas

■ Riwayat Pendidikan Tinggi dan Tahun Belajar:

- 1997-1999: Ph.D., Educational Measurement, Flinders University of South Australia
- 2. 1994-1996: M.Ed., Educational Measurement, Flinders University of South Australia
- 3. 1985-1987: San Diego State University, San Diego, California Basic Certificate in Applied Linguistics
- 4. 1976-1980: S1 Bahasa Inggris, IKIP Jakarta

■ Judul Buku yang pernah diedit (10 Tahun Terakhir):

- Bahasa Inggris Kelas VII: Buku Siswa, Pusat Kurikulum dan Perbukuan, 2013
- Bahasa Inggris Kelas VII: Buku Guru, Pusat Kurikulum dan Perbukuan, 2013 2.
- Bahasa Inggris Kelas VIII: Buku Siswa, Pusat Kurikulum dan Perbukuan, 2014 3.
- 4. Bahasa Inggris Kelas VIII: Buku Guru, Pusat Kurikulum dan Perbukuan, 2014
- Bahasa Inggris Kelas IX: Buku Siswa, Pusat Kurikulum dan Perbukuan, 2015 5.
- 6. Bahasa Inggris Kelas IX: Buku Guru, Pusat Kurikulum dan Perbukuan, 2015
- 7.
- Bahasa Inggris Kelas X: Buku Siswa, Pusat Kurikulum dan Perbukuan, 2013 8. Bahasa Inggris Kelas X: Buku Guru, Pusat Kurikulum dan Perbukuan, 2013
- Bahasa Inggris Kelas XI: Buku Siswa, Pusat Kurikulum dan Perbukuan, 2014
- 10. Bahasa Inggris Kelas XI: Buku Guru, Pusat Kurikulum dan Perbukuan, 2014
- 11. Bahasa Inggris Kelas XII: Buku Siswa, Pusat Kurikulum dan Perbukuan, 2015
- 12. Bahasa Inggris Kelas XII: Buku Guru, Pusat Kurikulum dan Perbukuan, 2015

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

Tidak ada

Bahasa Inggris

Buku ini disusun dengan tujuan membangun sikap, pengetahuan, dan keterampilan berkomunikasi siswa melalui pengalaman belajar yang berbentuk beragam kegiatan berkomunikasi aktif. Isi dan pengalaman belajar yang dikembangkan dalam buku ini telah diupayakan agar dapat membantu siswa mencapai empat kompetensi inti (KI) dalam Kurikulum 2013.

Ketercapaian KI 1 disisipkan secara tersirat, namun demikian dalam beberapa bab dituangkan secara tersurat, dalam bentuk aktivitas pembelajaran yang menggugah kesadaran siswa akan eksistensi dirinya sebagai makhluk yang bertuhan dan memiliki tugas untuk berbuat baik bagi alam dan sesamanya. Untuk KI 2, pengalaman belajar disajikan dalam bentuk kegiatan mandiri, berpasangan, dan berkelompok. Kegiatan ini diharapkan dapat membangun kemandirian belajar siswa, rasa toleransi, dan kebersamaan dengan sesama, serta kompetensi sosial lainnya yang diperlukan dalam kehidupan. Ketercapaian KI 3 dan KI 4 dilakukan secara terpadu melalui bahan dan kegiatan pembelajaran menyimak, membaca, berbicara, dan menulis yang telah dikembangkan dengan merujuk pada langkah-langkah pembelajaran pendekatan saintifik.

Prinsip umum yang dirujuk dalam pengembangan buku ini adalah bahwa belajar bahasa asing memerlukan input bahasa berupa kosakata dan tatabahasa, memerlukan latihan dan pengulangan untuk retensi kosakata dan tatabahasa, serta memerlukan penyediaan kesempatan sebanyak mungkin untuk menggunakan bahasa tersebut secara aktif. Hanya dengan terlibat aktif dalam kegiatan berkomunikasi, siswa dapat membangun sikap, pengetahuan, dan keterampilan berkomunikasi.

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пет	Rp16.100	Rp16.800	Rp17.400	Rp18.800	Rp24.100

ISBN:

978-602-427-106-0 (jilid lengkap) 978-602-427-107-7 (jilid 1)