

Utami Widiati Gunadi H Sulisty Nunung Suryati Slamet Setiawan Pratiwi Ratnaningsih

Contextual Teaching and Learning

BAHASA INGGRIS

Sekolah Menengah Pertama



Kelas VIII
Edisi 4



PUSAT PERBUKUAN
Departemen Pendidikan Nasional



BAHASA INGGRIS Sekolah Menengah Pertama **Kelas VIII**

Hak Cipta pada Departemen Pendidikan Nasional
Dilindungi Undang-undang

Contextual Teaching and Learning

BAHASA INGGRIS

Sekolah Menengah Pertama/Madrasah Tsanawiyah

Kelas VIII Edisi 4

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KATA SAMBUTAN

Salah satu upaya untuk melengkapi sumber belajar yang relevan dan bermakna guna meningkatkan mutu pendidikan di Sekolah Menengah Pertama (SMP), Direktorat Pembinaan SMP mengembangkan buku pelajaran Bahasa Inggris untuk siswa kelas VII, kelas VIII, dan kelas IX. Buku pelajaran ini disusun berdasarkan Peraturan Menteri Pendidikan Nasional No. 22 Tahun 2006 Tentang Standar Isi, No. 23 Tahun 2006 tentang Standar Kompetensi Lulusan, dan berdasarkan kriteria buku pelajaran yang dikembangkan oleh Badan Standar Nasional Pendidikan.

Buku pelajaran ini merupakan penyempurnaan dari bahan ajar kontekstual yang telah dikembangkan Direktorat Pembinaan SMP dalam kaitannya dengan kegiatan proyek peningkatan mutu SMP. Bahan ajar tersebut telah diujicobakan ke sejumlah SMP di provinsi Kalimantan Selatan, Kalimantan Timur, Sulawesi Tengah, Sulawesi Tenggara, Sulawesi Utara, dan Gorontalo sejak tahun 2001. Penyempurnaan bahan ajar menjadi buku pelajaran yang bernuansa pendekatan kontekstual dilakukan oleh para pakar dari beberapa perguruan tinggi, guru, dan instruktur yang berpengalaman di bidangnya. Validasi oleh para pakar dan praktisi serta uji coba empiris ke siswa SMP telah dilakukan guna meningkatkan kesesuaian dan keterbacaan buku pelajaran ini.

Buku pelajaran Bahasa Inggris ini telah dinilai oleh Badan Standar Nasional Pendidikan, dan dinyatakan memenuhi syarat untuk digunakan sebagai buku pelajaran di SMP. Sekolah diharapkan dapat menggunakan buku pelajaran ini dengan sebaik-baiknya sehingga dapat meningkatkan efektivitas dan kebermaknaan pembelajaran. Pada akhirnya, para siswa diharapkan dapat menguasai semua Standar Kompetensi dan Kompetensi Dasar secara lebih mendalam, luas serta bermakna, kemudian dapat mengaplikasikannya dalam kehidupan sehari-hari.

Saran perbaikan untuk penyempurnaan buku pelajaran ini sangat diharapkan. Terimakasih setulus-tulusnya disampaikan kepada para penulis yang telah berkontribusi dalam penyusunan buku pelajaran ini, baik pada saat awal pengembangan bahan ajar, ujicoba terbatas, maupun penyempurnaan sehingga dapat tersusunnya buku pelajaran ini. Terimakasih dan penghargaan juga disampaikan kepada semua pihak yang telah membantu terwujudnya penerbitan buku pelajaran ini.

Jakarta, Juli 2008

Direktur Pembinaan SMP

Pendahuluan

Bahan Pembelajaran Kontekstual Mata Pelajaran Bahasa Inggris (Buku Siswa Kelas VIII) ini disusun berdasarkan Standar Isi (SI) Bahasa Inggris 2006 untuk membantu pengembangan kompetensi komunikatif siswa SMP/MTs Kelas VIII. Kompetensi komunikatif tersebut diwujudkan lewat penguasaan empat keterampilan berbahasa (listening, speaking, reading dan writing) yang dikembangkan secara integratif. Integrasi tersebut diimplementasikan dalam bentuk pengembangan unit berdasarkan jenis teks, yaitu transaksional, interpersonal, short functional texts dan genres.

Buku ini terdiri atas 8 unit dengan rincian seperti berikut:

Unit 1:	Congratulations!
Unit 2:	Tell Me Your Experience (Recount)
Unit 3:	What do You Do for Fun?
Unit 4:	Let's Go Somewhere (Descriptive)
Unit 5:	What do You Think?
Unit 6:	Once upon a Time
Unit 7:	Making Telephone Calls
Unit 8:	It Happened Like This (Recount)

Unit-unit ganjil mewadahi transactional, interpersonal, dan short functional texts, sedangkan unit-unit genap menyajikan genres seperti yang diamanatkan oleh Standar Isi Kelas VIII.

Setiap unit terbagi menjadi dua section. Untuk unit-unit ganjil, Section One memuat teks transaksional dan interpersonal, sedangkan Section Two memuat short functional texts. Untuk unit-unit genap, Section One terdiri atas Spoken Genre, dan Section Two berbentuk Written Genre.

Fokus dari Section One adalah melatih siswa untuk menggunakan Bahasa Inggris secara lisan, sedangkan fokus dari section two adalah melatih siswa untuk menggunakan Bahasa Inggris secara tulis. Selanjutnya, masing-masing section disajikan dengan urutan presentation, practice, dan production.

Dalam penyajian setiap unit di kelas, guru diharapkan untuk berkreasi mengembangkan materi yang ada. Dalam tahapan presentation, guru masih memegang kontrol atas kegiatan pembelajaran. Untuk tahapan practice guru sudah mengurangi perannya, sedangkan siswa diharapkan sudah mulai terlibat dalam kegiatan komunikatif. Untuk tahapan production, guru sudah mulai memberikan kebebasan kepada siswa untuk menggunakan bahasa yang sedang dipelajari dalam unit tersebut.

Pada bagian penyudah setiap unit disajikan summary, evaluation, dan reflection. Vocabulary List diharapkan dapat membantu mengembangkan kosakata siswa secara bertahap. Di samping itu, pada akhir buku diberikan glossary untuk menjelaskan beberapa konsep yang dianggap penting dalam buku Kelas VIII ini.

Akhirnya kami berharap agar bahan ajar ini dapat digunakan dalam membantu siswa untuk mulai mengembangkan kemampuan berkomunikasi dalam Bahasa Inggris baik secara lisan maupun tertulis.

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Peta Kompetensi

UNIT 1

KD	Indikator				
	Tindak bahasa	Kebahasaan	Sosio-kultural	Pembentukan wacana	Strategi
<p>Merespon dan mengungkapkan makna dalam teks transaksional/ interpersonal</p> <ul style="list-style-type: none"> • Memberi dan menerima pujian • Memberi dan menerima ucapan selamat • Meminta, memberi, dan menolak jasa • Meminta dan memberi informasi 	<p>Mendengarkan</p> <ul style="list-style-type: none"> - menerima pujian - menerima ucapan selamat - meminta jasa - memberi jasa - menolak jasa - meminta informasi - memberi informasi - memberi perhatian terhadap pembicara 	<ul style="list-style-type: none"> - Noun phrases - Exclamatory Sentences - Modals can, could, may - The use of 'mind' - Kosakata berhubungan dengan memberi pujian - Kosakata berhubungan dengan memberi selamat - Kosakata berhubungan dengan meminta, memberi, menolak jasa - Kosakata berhubungan dengan meminta dan memberi informasi - Pronunciation & Spelling 	<p>Ungkapan2 yang sopan</p> <ul style="list-style-type: none"> - Small talk - Etika memberi pujian - Etika memberi ucapan selamat - Etika meminta/ memberi jasa - Etika meminta/ memberi informasi 	<ul style="list-style-type: none"> - Turn-taking - Gambits yang sesuai dengan ungkapan 	<ul style="list-style-type: none"> - memuji - memberi selamat - meminta, memberi, menolak jasa - meminta dan memberi informasi - memberi perhatian terhadap pembicara
	<p>Berbicara</p> <ul style="list-style-type: none"> - memberi pujian - memberi selamat - meminta jasa - memberi jasa - menolak jasa - meminta informasi - memberi informasi - memberi perhatian terhadap pembicara <p>Membaca</p> <ul style="list-style-type: none"> - membaca pesan pendek - membaca kartu pos (tentang ucapan selamat, pengalaman, dll.) <p>Menulis</p> <ul style="list-style-type: none"> - menulis pesan pendek - menulis kartu pos (tentang ucapan selamat, pengalaman, dll.) 				

UNIT 2

KD	Indikator				
	Tindak bahasa	Kebahasaan	Sosio-kultural	Pembentukan wacana	Strategi
Merespon dan mengungkap-kan makna dalam teks lisan dan tulis berbentuk recount	<p>Mendengarkan</p> <ul style="list-style-type: none"> - Mengidentifikasi makna ideasional wacana monolog recount <p>Berbicara</p> <ul style="list-style-type: none"> - Melakukan monolog teks dalam bentuk recount <p>Membaca</p> <ul style="list-style-type: none"> - Mengidentifikasi main ideas - Mengidentifikasi supporting details - Mengidentifikasi informasi factual - Makna kata, frasa, dan kalimat - Mengidentifikasi langkah-langkah retorika di dalam wacana recount - Membaca nyaring (story telling) wacana ragam tulis dengan ucapan dan intonasi yang menunjang pemahaman pendengaran jenis teks recount <p>Menulis</p> <ul style="list-style-type: none"> - Menghasilkan teks tulis bentuk recount 	<ul style="list-style-type: none"> - Simple Past Tense - Past continuous tense - Kosakata berhubungan dengan traveling, holiday atau vacation - Kosakata berhubungan dengan kegiatan di waktu lampau - Kata penghubung 	Generic structure of recount	<p>Let me tell you about...</p> <p>.....</p> <p>Well,</p> <p>Er</p> <p>Ehm</p> <p>First,</p> <p>Then,</p> <p>After that</p> <p>.....</p> <p>Finally,</p> <p>.....</p> <p>That's all.</p> <p>- Langkah-langkah retorika recount (generic structure)</p>	- menggunakan kamus

UNIT 3

KD	Indikator				
	Tindak bahasa	Kebahasaan	Sosio-kultural	Pembentukan wacana	Strategi
<p>Merespon dan mengungkapkan makna dalam teks transaksional/ interpersonal</p> <ul style="list-style-type: none"> • Memberi dan menerima pendapat • Menyatakan fakta • Memberi dan menerima instruksi 	<p>Mendengarkan</p> <ul style="list-style-type: none"> - mendengarkan pendapat tentang tempat, makanan, atau benda - mendengarkan deskripsi tempat, makanan, atau benda - mendengarkan pernyataan fakta - mengevaluasi pernyataan - mendengarkan instruksi 	<ul style="list-style-type: none"> - Simple Present Tense - Adjectives and Adverbs - What's ...like? - How's? - It's a place. Imperative forms, e.g: <ul style="list-style-type: none"> - Carry your umbrella! - Take the pills 	<ul style="list-style-type: none"> - Ungkapan-ungkapan yang sopan - Small talk - Etika memberi dan meminta pendapat - Etika mengakui dan meningkari fakta - Etika memberi petunjuk/instruksi 	<ul style="list-style-type: none"> - Gambits yang sesuai dengan ungkapan - salutations, body, ending 	<ul style="list-style-type: none"> - Meminta klarifikasi - Menggunakan kamus
<p>Merespon dan mengungkapkan makna dalam teks fungsional pendek</p> <ul style="list-style-type: none"> • Advertisements • Postcards • Notices 	<p>Berbicara</p> <ul style="list-style-type: none"> - menyatakan pendapat tentang tempat, makanan, atau benda - mendeskripsikan tempat, makanan, atau benda - mengungkapkan pernyataan fakta - mengevaluasi pernyataan - memberi instruksi <p>Membaca</p> <ul style="list-style-type: none"> - Membaca advertisements - Membaca postcards - Membaca notices <p>Menulis</p> <ul style="list-style-type: none"> - Menulis advertisements - Menulis postcards - Menulis notices 				

UNIT 4

KD	Indikator				
	Tindak bahasa	Kebahasaan	Sosio-kultural	Pembentukan wacana	Strategi
Merespon dan mengungkapkan makna dalam teks lisan dan tulis berbentuk descriptive	<p>Mendengarkan</p> <ul style="list-style-type: none"> - Mengidentifikasi makna ideasional wacana monolog descriptive <p>Berbicara</p> <ul style="list-style-type: none"> - Melakukan monolog teks dalam bentuk descriptive <p>Membaca</p> <ul style="list-style-type: none"> - Mengidentifikasi main ideas - Mengidentifikasi supporting details - Mengidentifikasi informasi factual - Makna kata, frasa, dan kalimat - Mengidentifikasi langkah-langkah retorika di dalam wacana descriptive - Membaca nyaring (story telling) wacana ragam tulis dengan ucapan dan intonasi yang menunjang pemahaman pendengaran jenis teks descriptive <p>Menulis</p> <ul style="list-style-type: none"> - Menghasilkan teks tulis bentuk descriptive 	<ul style="list-style-type: none"> - Adjective - Simple Present Tense - Imperatives - Kosa kata berhubungan dengan vacation - Kosa kata berhubungan dengan rekreasi 	<ul style="list-style-type: none"> - Generic structure of descriptive - Deskripsi musim di negara-negara subtropis 	<ul style="list-style-type: none"> - Focus on specific participants. - Use of Attributive and Identifying Processes. - Frequent use of Ephetets and Classifiers in nominal groups. - Use of simple present tense 	<ul style="list-style-type: none"> - menggunakan kamus

UNIT 5

KD	Indikator				
	Tindak bahasa	Kebahasaan	Sosio-kultural	Pembentukan wacana	Strategi
Transactional/ Interpersonal • Meminta dan memberi informasi • Menyatakan persetujuan dan tidak setuju • Menolakan	Mendengarkan • Meminta, memberi dan menolak memberi informasi/ pendapat • menjelaskan • menganjurkan • merespon pernyataan Berbicara • meminta pendapat • memberi pendapat • menolak memberi pendapat • menjelaskan • memberi informasi kejadian • menganjurkan • meminta persetujuan Membaca • Mengidentifikasi makna gagasan (ideational) pada teks pendek: permission letter dan kartu undangan • Mengidentifikasi generic structure dan language features teks pendek: permission letter dan kartu undangan Menulis • Menulis teks pendek: teks pendek: permission letter dan kartu undangan	• Simple Past Tense • Past continuous tense • Kosakata berhubungan dengan traveling, holiday atau vacation • Kosakata berhubungan dengan kegiatan di waktu lampau • Kata penghubung	• Ungkapan-ungkapan yang sopan • Small talk • Etika menanyakan dan memberi informasi • Etika meminta persetujuan • Etika menolak persetujuan • Etika memberi rekomendasi	• Really? • Then • After that, • Finally • That's all. • I agree • I'm all for it • I disagree	• Minta informasi • Memberi informasi • Memberi persetujuan • Tidak setuju • Memberi anjuran

UNIT 6

KD	Indikator				
	Tindak bahasa	Kebahasaan	Sosio-kultural	Pembentukan wacana	Strategi
Merespon dan mengungkapkan makna dalam teks lisan dan tulis berbentuk narrative	<p>Mendengarkan</p> <ul style="list-style-type: none"> • Mengidentifikasi makna ideasional wacana monolog narrative <p>Berbicara</p> <ul style="list-style-type: none"> • Melakukan monolog teks dalam bentuk narrative <p>Membaca</p> <ul style="list-style-type: none"> • Mengidentifikasi main ideas • Mengidentifikasi supporting details • Mengidentifikasi informasi factual • Makna kata, frasa, dan kalimat • Mengidentifikasi langkah-langkah retorika di dalam wacana narrative • Membaca nyaring (story telling) wacana ragam tulis dengan ucapan dan intonasi yang menunjang pemahaman pendengaran jenis teks narrative <p>Menulis</p> <ul style="list-style-type: none"> • Menghasilkan teks bentuk narrative 			<p>Pertanyaan penyeru dan retorika 'What a lovely blouse'; 'What ... happened'</p> <p>- Kata penyangkat 'Really'; 'No kidding'</p> <p>- Penggunaan</p>	

UNIT 7

KD	Indikator				
	Tindak bahasa	Kebahasaan	Sosio-kultural	Pembentukan wacana	Strategi
Transactional/ Interpersonal • Requesting • Inviting	Mendengarkan • Menolak/ • memberi, meminta jasa/barang • menolak/menerima tawaran • menolak/menerima undangan Berbicara • Menolak/ • memberi, meminta jasa/barang • menolak/menerima tawaran • menolak/menerima undangan • menawarkan sesuatu • membuka percakapan telepon • melakukan transaksi tujuan menelpon • menutup percakapan telepon Membaca • Mengidentifikasi tujuan short functional text (teks pendek) seperti memo, undangan sederhana, dsb. • Memahami makna teks-teks pendek Menulis • Menulis surat pribadi, memo, undangan sederhana	• Modal can, could, would, may • Kata mind diikuti V-ing • Kosa kata berhubungan dengan telepon • Kosa kata berhubungan dengan permintaan • Passive sentence • Simple future • Pronunciation dan spelling	• Ungkapan-ungkapan yang sopan • Small talk • Etika bertelepon • Etika menerima ajakan/tawaran • Etika menolak ajakan/tawaran		• M i n t a bantuan • Menerima tawaran • Menerima ajakan • Menolak tawaran • Menolak ajakan • M i n t a m a a f karena s a l a h n o m o r

UNIT 8

KD	Indikator				
	Tindak bahasa	Kebahasaan	Sosio-kultural	Pembentukan wa-	Strategi
Merespon dan mengungkap-kan makna dalam teks lisan dan tulis berbentuk recount	<p>Mendengarkan</p> <ul style="list-style-type: none"> · Mengidentifikasi makna ideasional wacana monolog recount <p>Berbicara</p> <ul style="list-style-type: none"> · Melakukan monolog teks dalam bentuk recount <p>Membaca</p> <ul style="list-style-type: none"> · Mengidentifikasi main ideas · Mengidentifikasi supporting details · Mengidentifikasi informasi factual · Makna kata, frasa, dan kalimat · Mengidentifikasi langkah-langkah retorika di dalam wacana recount · Membaca nyaring (story telling) wacana ragam tulis dengan ucapan dan intonasi yang menunjang pemahaman pendengaran jenis teks recount <p>Menulis</p> <ul style="list-style-type: none"> · Menghasilkan teks bentuk recount 	<ul style="list-style-type: none"> • Simple Past Tense • Past continuous tense • Kosa kata berhubungan dengan traveling, holiday atau vacation • Kosa kata berhubungan dengan kegiatan di waktu lampau • Kata penghubung 		<p>Let me tell you about... ..</p> <p>Well,</p> <p>Er</p> <p>Ehm</p> <p>First,</p> <p>Then,</p> <p>After that</p> <p>Finally,</p> <p>That's all.</p>	<p>Langkah-langkah retorika recount (generic structure)</p> <p>Language features recount</p>

UNIT 1

Congratulations



Pic. 1.1 (Dit. PSMP, 2006)

In this unit, you will learn how to

- ☞ respond to transactional and interpersonal dialogues about complimenting, congratulating, requesting, and giving and asking for information;
- ☞ produce transactional and interpersonal dialogues about complimenting, congratulating, requesting, and giving and asking for information;
- ☞ make ideational responses to short functional texts (notes, greeting cards, and postcards);
- ☞ produce short functional texts (notes, greeting cards, and postcards).

Section One:

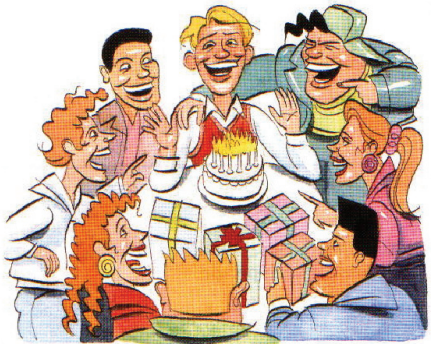
Complimenting; Congratulating; Requesting; Giving and Asking for Information

Presentation

Activity 1

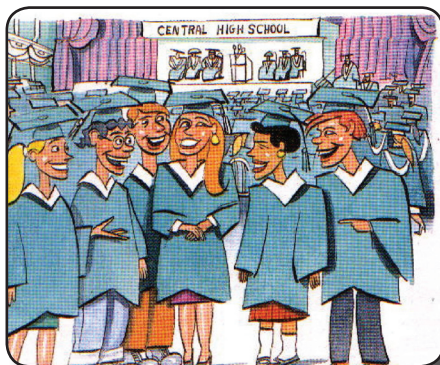


Look at the pictures below and answer the questions that follow.



Pic. 1.2 (Dit. PSMP, 2006)

What kind of party is it?
What do the friends say to the man?



Pic. 1.3 (Dit. PSMP, 2006)

What is the occasion?
Why do they look happy?
What do they say to one another?



Pic 1.4

(<http://www.coolbusinessideas.com>)

What do you call it?
Do you have one?
What do you say to show that it is nice?

Activity 2



On some social occasions people celebrate special events. Here are some examples of phrases of congratulations appropriate to these situations. The most common response is "Thank you." Practise reading these expressions aloud.

I'd like to offer my congratulations on your winning the English speech contest.
Congratulations on your new baby brother.
You must be really happy about your new motorcycle.
I am very happy for you. I hope you enjoy your new house.
Happy birthday/anniversary.

Here are some examples of the kinds of compliments common in social situations. Read them aloud.

This is the nicest classroom.
You have a beautiful house.
I like your new dress.
This soup tastes delicious.
That salad looks wonderful.
What a good idea!
What a great dessert!

Activity 3



Exclamatory sentences for complimenting.



Pic 1.6

(<http://www.wikarya.net>)

I live in the country. I love the country life. Every morning when I get up and open the window, I can hear the little birds sing outside.

Today is a fine day. The rain has ceased. The sun shines again. It shines in through the window. I go out and look around. I see that the fields and the hills are green. The flowers and the houses are red. The clouds above are white. Everything looks pleasant.

How beautiful the country is!

In exclamatory sentences, we use 'what' to describe nouns, and use 'how' to describe adjectives and adverbs, as in the following examples.

What a quiet night it is!
What a beautiful country it is!
What a clever boy he is!
What pretty girls they are!

How quiet the night is!
How beautiful the country is!
How clever the boy is!
How beautiful the girls are!

Activity 4



Read the following dialogues about complimenting. Practise reading them. Then, answer the questions that follow.

Dialogue 1

You : Excuse me, but I was just admiring your bag. It's really nice.
Stranger : Oh, thank you.
You : Could you tell me where you got it? I have been looking for one like that for a long time.
Stranger : It's from the Luggage Store in Plaza Indonesia.
You : Oh, thank you very much.

Questions

- What were you admiring?
- Where did the stranger buy it?

Dialogue 2

Stranger (in a lift) : Oh, I love your earrings, they are so beautiful!
You : Thank you. They're silver.
Stranger : I know. Are they Yogya silver?
Your : No, they are Bali silver. I got them in Ubud.
Stranger : Oh, I see.

Questions:

- What are made of silver?
- Where did you buy them?

Dialogue 3

You : Happy birthday, Ed. Wow, what a cool watch you have! Is that a present?
Eddy : Thanks. Yes, it's a birthday present from my aunt. She bought it in Singapore.
You : Lucky you! I wish I had a watch like that.
Eddy : I hope you'll get a watch like this on your next birthday.

Questions:

- What are you complimenting?
- Whom did Eddy get the present from?

Activity 5



In some situations people have to request. Practise reading the following dialogues about requesting. Then, answer these questions about each of the dialogues.

- Who is requesting?
- What is he/she requesting?
- Is the request accepted or refused?

Dialogue 1

Nadia : I wonder whether I could borrow your typewriter.
 Ella : For how long?
 Nadia : Until the end of the week.
 Ella : Yes. I think that would be alright.

Dialogue 2

Riza : Is there any chance of borrowing your car?
 Ami : That would depend on when.
 Riza : This weekend.
 Ami : Sorry, I am using it as well.

Dialogue 3

Marni : Could you turn off the light, Hari?
 Hari : Why? What's the matter? I want to read this novel.
 Marni : If we turn on too many lights, all the electricity in the house will go off.
 Hari : OK, then.

Activity 6



Practise reading the following dialogue about giving and asking for information.

You : Excuse me, could you tell me where the Public Library is, please?
 Man : The Public Library? Let me see. Oh yes, of course I know. It is in Robenton Road.
 You : Is that near here?
 Man : You just go along this street until you come to the first traffic light. Then turn left. It's on your left just after the zebra crossing.
 You : Thank you.

Practice

Activity 1



Comment on the following objects using "what" and "how". Use the appropriate adjectives in the word bank.

For example: What a fashionable shirt it is!
 How bright the colour of the dress is!

Word bank

fashionable
elegant
casual

expensive
neat
beautiful

bright
comfortable
formal



Pic.1.7 (Dit.PSMP,2006)

Activity 2



Complete the following dialogues with the right expressions.

Dialogue 1

Ari : Guess what! I got the first winner prize for the debate competition!
Bob : Really? _____.
Ari : Thank you.

Dialogue 2

Anna : Hey, Tom, you know what? My short story will be published in Hello magazine next month!
Tom : Wow, _____! That's _____, An.
Anna : Thank you. I really worked hard for that story.
Tom : I know you did, and I'm sure it's a great story. I can't wait to read it.

Dialogue 3

You: Den, I heard you won first prize in the chess competition yesterday.

_____!

Denny : Thanks! It was a tough competition.

You: Yes, I heard you competed against senior players.

Denny : That's right, and I almost lost the third set. Luckily, I could improve my play.

Activity 3



Here are other ways of requesting. Do as the examples.

Example: Can I borrow your typewriter?
I wonder whether I could borrow your typewriter.

1. Can I invite some friends round?
2. Can I use your telephone?
3. Can you help me with this math problem?
4. Can we stop by the post office?
5. Can you turn off the TV?
6. Can you close the windows?
7. Can I use your dictionary?
8. Can I borrow your bicycle?

Example: A: Do you mind if I closed the window?
B: No, go right ahead and close it.

1. A: Do you mind if I turned the TV on?
B: _____
2. A: Do you mind if I turned the radio down?
B: _____
3. A: Do you mind if I made myself a cup of tea?
B: _____
4. A: Do you mind if I used your tools?
B: _____
5. A: Do you mind if I invited Nadia to your party?
B: _____

Activity 4



Give responses to the following expressions of requesting.

1. A: Can I use your ruler?
B: _____. I am using it now.
2. A: Can you bring these books for me, please?
B: _____.

3. A: Would you like any help?
B: _____, but I think I can manage myself.
4. A: Do you think I could use your motorcycle?
B: _____. You don't have the license yet.
5. A: Can you accompany me to the fashion shop?
B: _____
6. A: Can I borrow your electronic dictionary?
B: _____. Here you are.
7. A: Can you type this letter for me, please?
B: _____.

Activity 5



In small groups, act out the dialogues for these pairs of situations. Then perform your best scene for the class.

Situations 1



Pic. 1.8 (Dit. PSMP, 2006)

Situations 2



Pic. 1.9 (Dit. PSMP, 2006)

Activity 6



In pairs, construct your own dialogues. Here are samples of situations for the dialogues.

1. Roleplay a conversation. One of you is the assistant in a clothes store; the other is the customer. The customer wants to buy some new clothes for a holiday in Bali. Follow the guide below:



2. Andi and Boni are good friends from the same school. Andi sees Boni on a new motorcycle and begins to talk with him.

Andi	Boni
greet Boni	returns greeting
compliments Boni on the new motorcycle	accepts compliments; tells when the motorcycle was bought
asks to try the motorcycle	agrees or refuses and gives reasons
expresses thanks or expresses disappointment	answers thanking or asks for apology

Activity 1



In pairs, make dialogues based on the situations below.

1. You meet a woman in a bookstore. She has a very beautiful handbag. Compliment her for it.
2. You are sitting next to a young man on a bus. He compliments your T-shirt.
3. You have just eaten dinner at your friend's house. You really liked the meal. Compliment him/her for it.
4. Your friend is taking you around his/her house. You see an interesting painting in the family room. Your friend made the painting himself/herself. Compliment him/her for it.
5. Your friend is wearing a new T-shirt. You admire the picture on it.

Activity 2



Prepare short dialogues, and perform them in front of the class. Use the situations below.

1. Your cousin tells you that she was awarded the first prize in the English competition in her school. Congratulate her.
2. You tell your best friend that your English poem is published in the newspaper. He/She congratulates you.
3. Your friend has just won the provincial debate contest. Congratulate him/her.

Activity 3



Complete the following dialogues about requests with the appropriate expressions.

1. A: Can I use this coupon?
B: _____. We don't accept coupons here.
2. A: May I exchange these shoes? They are too tight.
B: _____.
3. A: _____?
B: Sure. We accept either cash or a credit card.
4. A: _____?
B: Sure. It's 100,000 rupiahs.
5. A: Can I return this sweater? But, sorry, I don't have a receipt.
B: _____.

Activity 4



Work in pairs, ask where some well-known places in your town or city are. Use some of the phrases below:

- just across the post office
- at the end of the street
- on the left
- next to
- on the right
- just opposite

Section Two:

Short Functional Texts (notes, greeting cards, and postcards)

Presentation

Activity 1



When do people send greeting cards? What messages do they choose? Match the messages below with the occasions. Some messages can be used more than once.

Messages:

1. Congratulations.
2. Best wishes.
3. Happy ...
4. Good luck.
5. Season's greetings
6. Bon Voyage.
7. Get well soon.
8. With sympathy.

Occasions:

- a. any time
- b. someone has died
- c. Christmas/Easter
- d. birthday/anniversary/new year
- e. someone has got a new job
- f. someone is going to take the exam
- g. someone has just passed an exam
- h. someone is getting married

Activity 2



People often write cards to congratulate. Here are some examples.

Dear Tommy,

I heard that you have passed the final exam and got the highest score in English subject at your school. Congratulations! You deserved it.

Auntie Susan



Dear Lisa,

Congratulations on your winning the first prize of the English debate competition. I learned about it from your Mom.

Love,
Ella

Complete these sentences based on the information in the cards.

1. Tommy is Auntie Susan's _____.
2. Auntie Susan congratulated Tommy because _____.
3. Lisa has won _____.
4. Ella heard the news from _____.

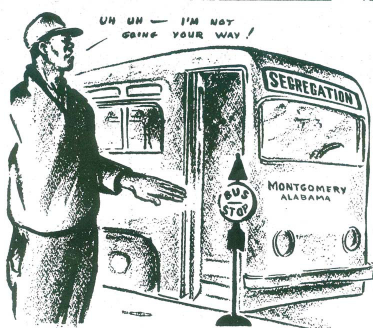
Activity 3



Linda is writing a note for her friend how to get to her place. Read the note carefully.

5 bus --- Kahuripan/Majapahit --- cross Kahuripan
--- walk up Kahuripan --- Sarinah Department
Store --- meet you at 4 --- my place --- about 20-
minute walk

To get to my house,
take a number 5 bus
and get off at the corner
of Kahuripan and
Majapahit Street. Then
cross to the other side
of Kahuripan Street
and walk up Kahuripan
Street until you come to
Sarinah Department Store. I'll meet you in front of
the store at 4. It's about a 20-minute walk from there
to my place.



Activity 4



Read this postcard. Use your dictionary for the difficult words.



Answer these questions.

1. Who wrote the postcard?
2. What is the postcard about?
3. Did she like the weather?
4. What did she do during the vacation?

Practice

Activity 1



Think of a situation. Complete the following congratulating card.

Dear _____,

Just a note to congratulate you on _____.

That's great. You deserved it.

_____.

Activity 2



Write a postcard that tells your experience in your vacation. The following is some information about your vacation.

- You are now in Yogya.
- You arrived yesterday.
- You are staying in Sederhana Losmen.
- You saw Agnes Monica walking down Malioboro Street.
- You are now going on a tour to Borobudur.
- You are having a great time.

Activity 3



You plan to go to Joko's house. The following information tells you what you should do. Now write a note based on the information.

15 bus ----- Blora Street ----- get off Rose In Hotel ----- 20 bus ----- get off
Kahuripan Street ----- walk up Basuki Rachmad Street ----- first traffic light ---
-- cross over ----- meet you there 5.15 ----- 15-minute walk ----- my place

Production

Activity 1



Write a congratulating message for the following situations.

1. A friend has just been elected chairperson of OSIS.
2. A cousin has won the first prize for the local dancing competition.
3. A classmate has just passed the acting audition for a television program.

Activity 2



Write a note that tells a friend how to get from your school to a place where you want to meet him or her.

Activity 3



In a group of two write a postcard to a friend about your last vacation. Include giving compliment on the place, the food, prices, etc.

Activity 4



Now work individually. Write a postcard about your last vacation. Include compliment on the place, the food, prices, etc.

Homework

1. In pairs, draw a map of your school. Take turns giving and asking for information about the location of these places.
 - parking lot
 - library
 - canteen
 - laboratory
 - school yard
 - principal's office
2. In the class, give directions to a certain place on your map. Your classmates guess the place you mean.

Summary

In this unit, you have learned

- how to congratulate;
- how to compliment;
- how to request; and
- how to give and ask for information.

You also have learned

- how to write notes, and
- how to write greeting cards and postcards.

Evaluation

I. Complete the following dialogues with the right expressions.

1. Nadia : Hey, Riza, you know what? My painting will be published in Hello magazine next month!
Riza : Wow, that's _____, Nadia. _____!
Nadia : Thank you. I really worked hard for that.
Riza : I know you did, and I'm sure it's a great painting. I can't wait to see it.
2. Mida : I wonder _____.
Ann : Tell me when.
Mida : Next weekend actually.
Ann : Let me think it over, and I will tell you later.
3. Dika : _____.
Firda : Does it look all right?
Dika : Yes, and it matches your scarf perfectly.
Firda : Thank you.

4. Stranger : _____?
 Fahmi : Japanese Restaurant? Walk up Rajawali Street, and turn left. It's on the right.
 Stranger : _____.
5. Clerk : May I help you?
 Customer : _____.
 Clerk : The shoe department is over there. To the right of the sports department.
6. Riza : _____?
 Nana : Sure. It's ten thirty.
 Riza : Thanks. Wow, it's ten minutes left. I have to hurry.
7. Customer : Could I have another plastic bag, please?
 Clerk : _____.
 Customer : Thank you.
8. Boy : _____?
 Librarian : Yes, of course. You can renew the novel twice.
 Boy : _____?
 Librarian : Sorry, you can't check out this magazine.
9. Stranger : _____?
 Rahmi : The Brawijaya Museum is at the corner. Just walk down this street.
10. Rina : My motorcycle doesn't start. _____?
 Tati : I am sorry. Mine is being repaired.

II. Complete the following post card that tells about your experience on holiday.

Hi _____,
 Greetings from _____. I arrived _____ and I am having a great time now.
 This morning, _____. Tomorrow, _____.
 I enjoy _____.
 I will be back _____. See you soon.
 Regards,

III. Write a note based on the information below.

101 mini bus --- get off Sriwijaya Inn --- walk down Singasari Street --- first crossroad --- turn left --- about 5-minute walk --- my house, Garuda Street No. 13

Reflection

- Part of this unit that I like most is _____ because _____.
- I can do _____ to practise this unit.

Vocabulary List

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
audition	n	[ɔ:'dɪʃn]	audisi
awarded	adj.	[ə'wɔ:dɪd]	dianugerahi
compliment	n	['kɒmplɪmənt]	pujian
congratulate	v	[kən'grætʃuleɪt]	memberi selamat
deserve	v	[dɪ'zɜ:v]	berhak
destination	n	[destɪ'neɪʃn]	tujuan
exclamation	n	[eksklə'meɪʃn]	seruan
message	n	['mesɪdʒ]	pesan
note	n	[nəʊt]	catatan
prize	n	[praɪz]	hadiah
request	n	[rɪ'kwest]	permintaan
tough	adj.	[tʌf]	ketat

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
advertisement	n	[əd've:tɪzmənt]	iklan
alley	n	['æli]	gang
allowance	n	[ə'laʊəns]	uang saku
altitude	n	['æltɪtju:d]	ketinggian di atas permukaan air laut
amazing	adj.	[ə'meɪzɪŋ]	menakjubkan
appointment	n	[ə'pɔɪntmənt]	janji, perjanjian
attached	adj.	[ə'tætʃt]	ditempel
audition	n	[ɔ:'dɪʃn]	audisi
awarded	adj.	[ə'wɔ:dɪd]	dianugerahi
barbeque	n	['bɑ:bɪkju:]	pesta diluar rumah dengan memanggang daging

Fun Page

Read the following poem!

Around the Year

In January the year just begins.
In February there's a Valentine for everyone.
In March the winds can blow and blow.
In April spring comes and there's no more snow.
In May the air is fresh and clean.
In June the grass is long and green.
In July the sun is high in the sky.
In August hot winds go blowing by.
In September we children go to school.
In October Halloween fun is the rule.
In November we have a day of Thanksgiving.
In December there's holiday fun in giving.

Cultural notes

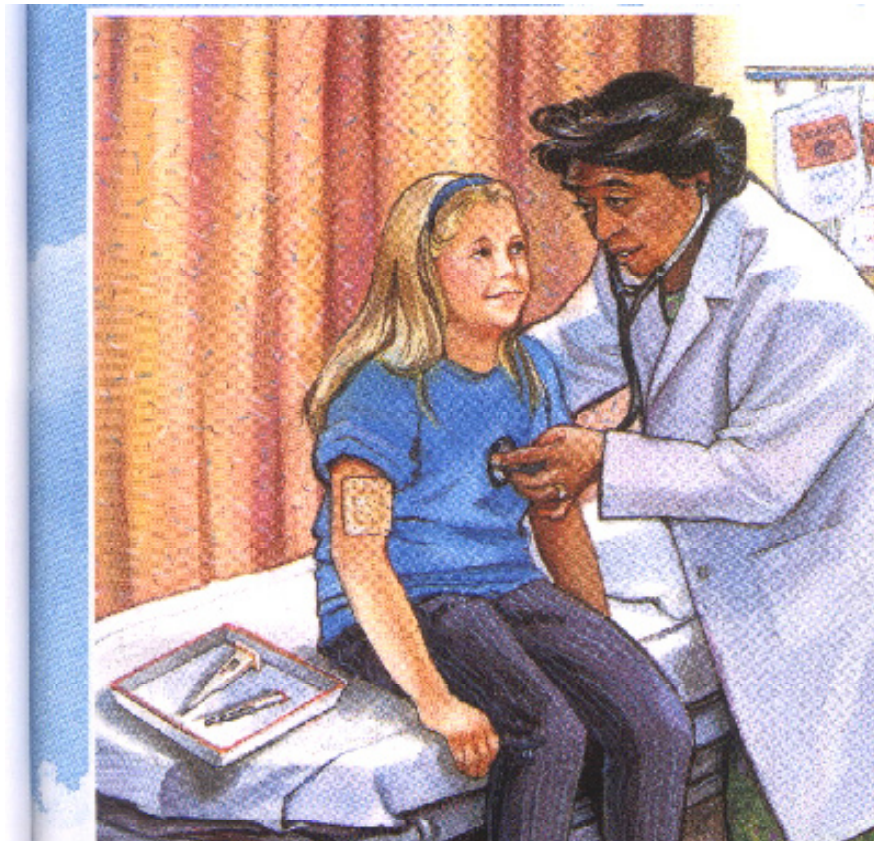
After reading the poem, answer these questions.

1. How many cultural events are there in the poem?
2. What season is mentioned?
3. Describe the air in May.
4. How is the grass in June?
5. How is the sun in July?
6. How would you feel in August? What season do you think it is?
7. Why do you have 'holiday fun in giving' in December?
8. Which countries do you think experience those events?

UNIT 2

Tell me your experience

(Recount)



Pic. 2.1 (Dit. PSMP, 2006)

In this unit, you will learn how to

- ☞ respond to spoken monologue texts of recount;
- ☞ create spoken monologue texts of recount;
- ☞ identify the meanings, the linguistic features, and the text structure of written essays of recount;
- ☞ create written essays of recount using the appropriate linguistic features and text structure.

Section One:

Spoken Recount

Presentation

Activity 1



Listen to your teacher telling a past experience while he/she was ill. While you are listening to your teacher, pay attention to the events which your teacher experienced in the past.

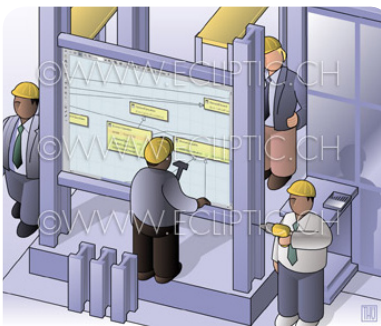
1. What happened to the teacher several days ago?
2. Where did the teacher go?
3. Whom did the teacher meet?
4. Who gave the teacher an injection?
5. What was the doctor's advice?
6. Did you have the same experience?
7. If you did, what would you do?
8. Would you go to a doctor?

Activity 2



Your teacher will tell you another past experience.

Can you guess the story by looking at the picture?



Pic. 2.2 (www.ecliptic.ch)

The workmen who were building the new hospital in my town caught a snake last month. It was in the drain near the building construction site.

Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it. Then he shouted to the other workmen who were going to start to work. Then, they caught the 8 – metre long python and brought it to the authority of the zoo in this town.

The diameter of its body was about 25 centimeters. They believed that the snake might belong to someone living in the area. The police were trying to find the owner.

Listen to the story carefully, then do the following exercise to help you understand. Say whether the following statements are True or False.

1. The workman found the snake at the site of the building construction.
2. The construction was going to be a new hospital.
3. The workman was sitting under the tree when he saw a snake.

4. The snake was approaching the workman.
5. It was a python.
6. It belonged to the zoo.

Activity 3



Simple Past Tense

The Simple Past Tense is used to tell about past experiences. When you are telling about your experience in the past, you are creating a recount text.

Exercise 1

Regular verbs

Look at the following pictures. Make short dialogues telling what you did yesterday.

For example:

Ari : What did you do yesterday?
Budi : I worked yesterday.

t	d	Id
I work every day. I worked yesterday.	I play the piano every day. I played the piano yesterday.	I rest every day. I rested yesterday.

What did you do yesterday? I worked.

1. cook
2. wash my car
3. fix my bicycle
4. brush my teeth
5. watch TV
6. type*
7. dance*
8. bake*
9. clean
10. play the piano
11. yawn
12. listen to music
13. shave*
14. smile*
15. cry†
16. study†
17. shout
18. rest
19. plant flowers
20. wait for the bus

Pic. 2.3 (Dit. PSMP, 2006)

Exercise 2

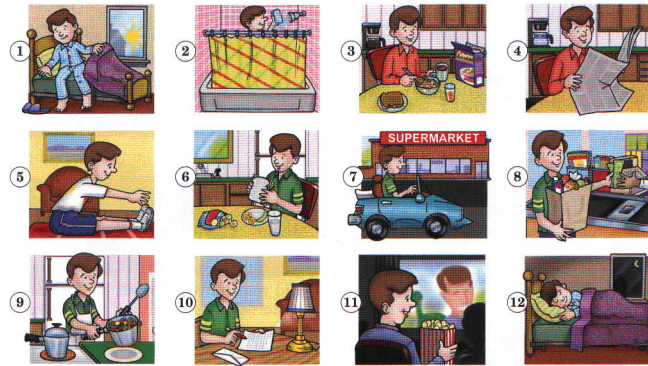
Irregular verbs

Look at the pictures. Make short dialogues telling what you did last weekend.

For example:

Ani : What did you do last weekend?

Bimo : I got up late.



Pic. 2.4 (Dit. PSMP, 2006)

Practice

Activity 1



Listen to the teacher reading the following text.

While listening to your teacher, you may fill in the blanks with the words in the box.



Pic. 2.5 (Dit. PSMP, 2006)

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the(1)..... We bought a nice(2)..... Then, we wrapped it in a blue paper. Blue is my grandpa's favourite colour. On Saturday morning, my brother and I helped my sister making a birthday cake in the(3)..... It was a big and beautiful(4)..... I wrote 'Happy Birthday' on it. After that, we put some chocolate and a (5)..... on the top of the cake.

On Sunday evening, my uncle and my aunt came to my(6)..... They brought several bottles of soft-drink, and(7)..... for grandpa. Then, we sat together in the(8)..... Finally, grandpa blew the candle and cut the cake while we were singing a

'Happy Birthday' song for him. After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very(9).....

mall	shirt	house	kitchen	
birthday cake	candle	flowers	living room	happy

Listen carefully to the correct pronunciation.

After the teacher reads the text, you may read the text loudly with a correct pronunciation. After that, find the meaning of the difficult words by consulting a dictionary. You should open your dictionary to find out the correct pronunciation and the meaning of certain words.

Activity 2



Complete the following recount text with the correct forms of the verbs in the box. Then, answer the questions that follow.

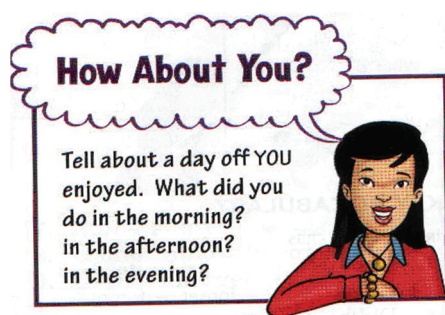
buy	eat	get	go	make	see	sit	take
-----	-----	-----	----	------	-----	-----	------

Shirley's Day Off

Shirley enjoyed her day off yesterday. She(1)..... up late,(2)..... jogging in the park,(3)..... a long shower, and(4)..... a big breakfast. In the afternoon, she(5)..... a movie with her sister. Then, she(6)..... groceries at the supermarket, and she(7)..... a big dinner for her parents. After dinner, Shirley and her parents(8)..... in the living room and talked. Shirley had a very nice day off yesterday.

Questions:

- In the beginning of the text, what kinds of information do you get?
 - Who enjoyed the day off?
 - When did Shirley have her day off?
 - Where did she spend her day off?
- What did Shirley do in the morning?
- What did Shirley do in the afternoon?
- What did Shirley do in the evening?
- What kind of day off did Shirley have yesterday?



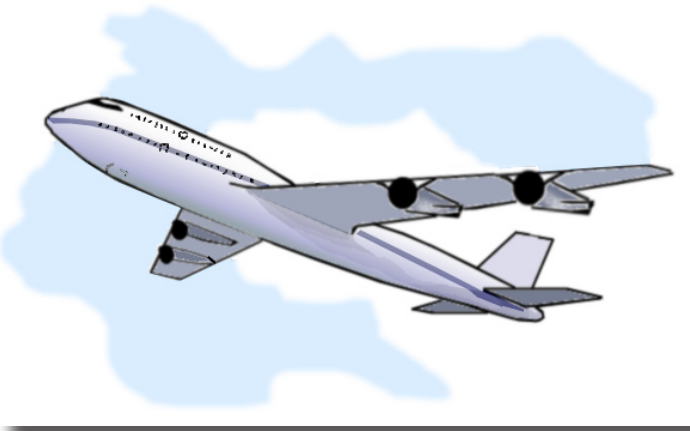
Pic. 2.6 (Dit. PSMP, 2006)

Activity 3



In the following exercise, you will learn Andi's first experience travelling by plane. Change the verbs in brackets into the correct form. Then, answer the questions that follow.

Andi (1. be) on a plane. It (2. be) the first time for him. A stewardess always (3. help) him. And she also (4. give) him food, drink, snack and candies. He (5. think), "How kind she is!". Then he (6. hear) an announcement, "Good morning ladies and gentlemen. This flight is led by Captain Ferda. It will fly at an altitude of 28.000 feet. Well, ladies and gentlemen have a pleasant flight." Andi (7. be) so excited that he (8. shut) his eyes to (9. look) outside at the clouds. "Wow, I am flying now." He (10. think), "What an exciting experience!"



Pic. 2.7 (<http://www.weidemyr.com>)

Questions:

1. What did Andi think about the stewardess?
2. Who flew the flight?
3. How high did the plane fly?
4. How did Andi feel?

Activity 4



Listen to the following song and put the correct words in the blank spaces. What message does the song give us? Discuss with your friends.

Yesterday
(The Beatles)



Yesterday, all my troubles(1)..... so far
away
Now, it(2)..... as though they're here to
stay
Oh I believe in yesterday.
Suddenly, I'm not half the man I(3).....to be
There's a shadow hanging over me
Oh yesterday,(4)..... suddenly

Pic. 2.8 (www.captainsdead.com)

Why she(5)..... to go I don't know
She wouldn't say
I(6)....., something wrong, now I(7)..... for yesterday

Yesterday, love(8)..... such an easy game to play
 Now I(9)..... a place to hide away
 Oh, I(10)..... in yesterday
 Mm Mm Mm Yesterday

Production

Activity 1



Your teacher will tell you another story. Listen to the story carefully. Fill in the blanks with the suitable verbs in the box.



Pic. 2.9

(www.offthemarkcartoons.com)

I am used to travelling by air and only on one occasion have I ever felt frightened. After taking off, we ... (1).... low over the city. It slowly ...(2)... high to the sky. But, suddenly it ...(3).... round and ...(4)... back to the airport. An air-hostess ...(5).... us to keep calm and to get off the plane quietly as soon as it ...(6)... down. Everybody on board ...(7)... worried and we ...(8).... curious to find out what ...(9)..
 Later we ...(10).... that there ...(11)... a very important person on board. Earlier, somebody ...(12).... the police that there ...(13).... a bomb on the plane. After we ...(14)...., the police ...(15).... the plane carefully. Fortunately they ...(16).... not ...(17).... a bomb and five hours later we ...(18).... able to take off again.

happened	did-find	went	turned	flew
flew	told	learnt	told	were
touched	landed	was	searched	was
were	was			

Activity 2



Complete the dialogue below based on the recount text above.

A: How do you usually travel?

B: _____.

A: Did you have any interesting experience while traveling?

B: Yes, _____.

A: Could you tell me what happened?

B: _____.

A: It is really an interesting experience.

Activity 3



Tell your experience when you were in one of the following situations or places.
For example:

A Party

Tell about a party you enjoyed.

What did you eat?

What did you drink?

What did people do at the party?

"I was at my friend's birthday party last weekend.

We ate a lot of food and drank many kinds of drink.

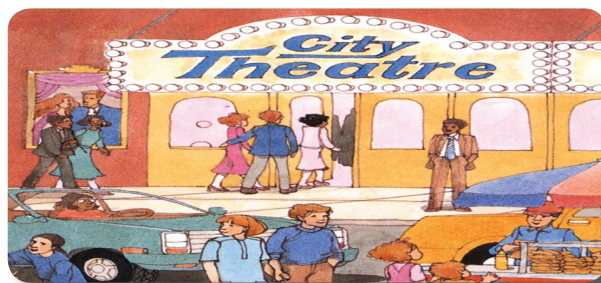
We danced and talked about funny things".

Look at the following pictures and construct a recount text.

Use the questions as guidelines to construct your text.

- When did you go to the theatre, hospital, or library?
- What happened in those places?

Theatre



Pic.2.10 (Dit. PSMP, 2006)

Hospital



Pic.2.11 (Dit. PSMP, 2006)

Library



Pic.2.12 (Dit. PSMP, 2006)

Section Two:

Written Recount

Presentation

Activity 1



Read Maya's biography. Then, answer the questions that follow.

Maya Gazali

Maya Gazali was born in Palu. She grew up in a small village. She began school when she was six years old. She went to elementary school, but she didn't go to high school. Her family was very poor, and she had to go to work when she was thirteen years old. She worked on an assembly line in a shoe factory.

When Maya was seventeen years old, her family moved to West Java. First, they lived in Bogor, and then they moved to Bandung. When Maya arrived in Java, she wasn't very happy. She missed her friends back in Palu and she didn't speak like other children. She began to learn to speak like other children, and she practiced with her new friends at the factory in Bandung.

Maya also studied hard. She learned English, and after a few months she got a job as a secretary. Now Maya still studies at night, but now she studies advertising at a business school. She wants to work for an advertising company some day and write commercials.

Maya still misses her friends back home, but she communicates with them very often over the Internet. She's very happy now, and she's looking forward to an exciting future.

Questions:

1. What is the text mainly about?
2. How was her childhood?
3. How old was she when her family moved to Java?
4. What does she do?
5. What is she studying now? Why?
6. What does she do to avoid missing her friends back home?
7. How does the writer start the text?
8. How does the text end?

Activity 2



Put the following sentences in the correct order based on the biography above.

- Maya's family moved to Java.
- Maya studies advertising now.
- Maya grew up in a small village.
- Maya's family moved to Bogor.
- Maya worked in a shoe factory.
- Maya began to study English at night.

- Maya went to elementary school.
- Maya's family lived in Bandung.
- Maya got a job as a secretary

Activity 3



Past Continuous Tense

BE + VERB + ing
(past)

I He She	was	working
It We You They	were	working.

By referring to the pattern above, read the following dialogues.

- Roni : What was Doris doing last night when the lights went out?
Ben : She was taking a bath.

- Amy : What were Mr. and Mrs. Green doing last night when the lights went out?
Sony : They were preparing for dinner.

Now, look at the pictures and make similar dialogues about these people.



1. David



2. Mr. and Mrs. Park



3. Helen



4. you and your brother



5. you



6. Larry



7. Alice



8. your parents



9. your cousin Sam

Pic. 2.13 (Dit. PSMP, 2006)

Activity 4



Recount is a text which has social function to retell events for the purpose of informing or entertaining. Read the following text carefully.

Last summer, the writer of a famous novel went to Italy. He visited museums. He sat in a public garden, and a friendly waiter taught him a few Italian words. He thought about postcards yesterday. His holiday passed quickly. On the last day, he got up early and bought 37 cards. He was in his room all day, but he did not write a single card. (Modified from Alexander, 1990)

When you tell about what happened in the past, it means that you make a recount text. A recount text has the following text structure:

Orientation : provides the setting and introduces participants
The writer went to Italy.

Events : tell what happened, in what sequence
He visited museums.
He sat in a public garden.
He thought about postcards yesterday.
His holiday passed quickly.
He got up early and bought 37 cards.

Re-orientation : optional-closure of events
He was in his room all day, but he did not write a single card.

Language features of a Recount

Underline the participants in the following text.

Circle all the verbs written in past tense in the text.

Number 1 has been done for you.

Please send me a card

No	Transitional devices	Events
1	Last summer	The writer went to Italy
2		He visited museums.
3		He sat in a public garden,
4	And	a friendly waiter taught him a few Italian words.
5	Everyday	he thought about postcards.
6		His holidays passed quickly but he did not send any cards to his friends.

7	On the last day	he got up early and bought 37 cards.
8		He was in his room all day, but he did not write a single card.

Practice

Activity 1

Chained story

With your classmates, make a biography of famous people that you know. One of you may start the biography by telling the name and the profession. It should be someone famous, so that your friends can continue the biography.

For example:

- A : Britney Spears is a very famous singer.
- B : She was born in America.
- C : She made several albums some years ago.
- D : She began her career in her early twenties.
- E : Her popular song was Baby One More Time.
- F : She got married already.
- G : and so on

Activity 2



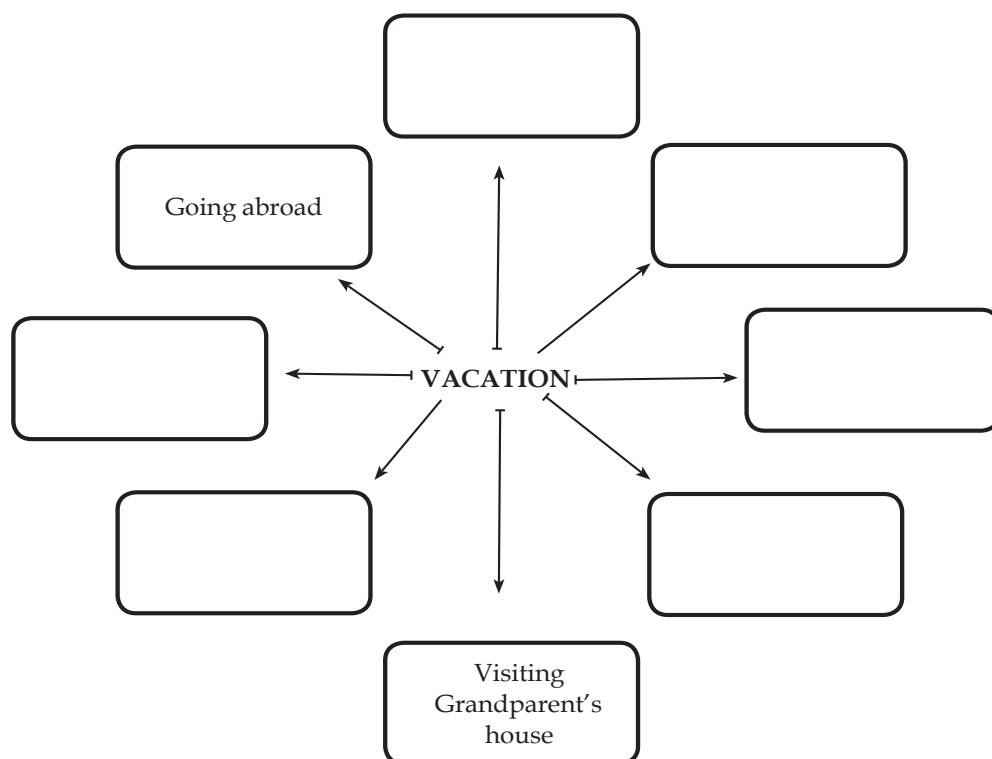
Vocabulary building

Look at the following picture. Where do you think they are? What are they doing?



Pic. 2.14 (Dit. PSMP, 2006)

Fill in the word map with the activities which people usually do in their vacation.



When you are traveling, you may have problems.

The following expressions describe the people's feeling.

We often use colourful expression to describe how we feel. Try to match the following expressions with the feelings they describe.

- | | |
|---|----------------|
| 1. "My stomach is growling." | A. angry |
| 2. "I can't keep my eyes open." | B. embarrassed |
| 3. "I'm jumping for joy." | C. tired |
| 4. "I'm seeing red." | D. nervous |
| 5. "I'm feeling blue." | E. scared |
| 6. "I'm on pins and needles." | F. hungry |
| 7. "I'm shaking like a leaf." | G. sad |
| 8. "I'm ashamed to look at them straight in the eye." | H. happy |

Activity 3



Read this text and then discuss with your friends the questions that follow.

One day Sandra Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure.



Pic. 2.15(Dit. PSMP, 2006)

Questions:

1. What is the text telling you about?
2. What did the students do? What happened?
3. What was the name of the teacher?
4. What did the doctor do?
5. What was Sandra Dewi suffering from?
6. What did the doctor recommend?
7. Identify the text structure by listing the happenings according to these categories of: **orientation**, **events**, and **re-orientation**.

Activity 4



Reflecting on information organization

Read the letter below.

Read the letter below.

Orientation
(who/where/
when)



Dear Grandpa and Grandma,
Yesterday at my school we had an International day. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in costumes.

Event 1



We started our day off with performances but the one I liked best was the one from fourth grade. We played games. The performance I was in was Labamba.

Event 2



Straight after our performances we had our lunch. There were food stalls. They came from Australia, Asia, Arab, and Greece

- Event 3 → Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day Books.
- Event 4 → We had displays in the hall. These displays were good but I didn't get to see them. The displays came from a lot of countries.
- Event 5 → There was also a Trash and Treasure stall where they sold toys. The school got these things by asking the children to bring them in.
- Re-orientation (the writer's feeling) → Although I didn't win anything, International Day was still fun
- Love from Sue

Answer these questions

1. Why did Sue write the letter?
2. To whom did she write the letter?
3. What did she tell in the letter?
4. Mention the words that Sue uses to tell the order of events.
5. Are the verbs in the present or in the past tense?
6. Write all the action verbs (e.g., started, played etc,) you find in the letter.

Production

Activity 1



Identifying text structure

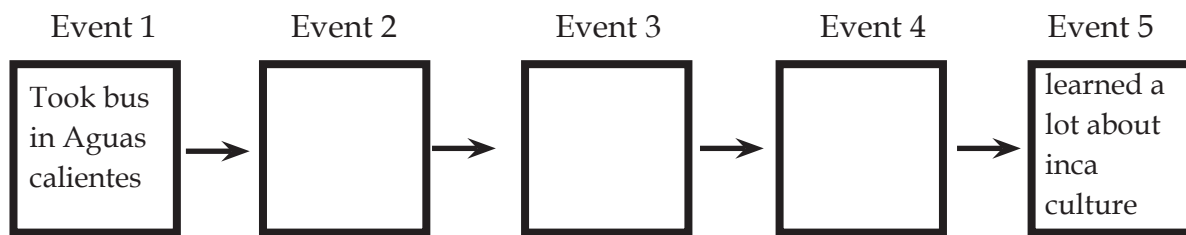
Read the postcard and complete the diagram.

Dear Sylvia,
How's everything? We just came back from our vacation in Peru.
It was fantastic.

Machu Picchu is an Inca city in the Andes Mountains.
We took a bus in Aguas Calientes and arrived in Machu Picchu in the morning.
We spent the day there and went to Cuzco in the evening.

In Cuzco we hired a Peruvian guide, and we learned a lot about The Inca culture.

Talk to you soon,
Peter and Julie.



After completing the diagram, make a postcard telling your friend your experience when you were away. Use the following questions to guide you.

- Where did you go?
- What happened first?
- What happened next?
- What happened at the end?

Activity 2



Edit the text below so that it makes sense. Things to look for are apostrophes, capitals, commas, and spelling.

Down the Drain

one saturday evening while washing the dishes mum accidentally knocked her favourite ring on the tap immediately she glanced to see if it was all right to her horror she noticed that one of the gems was missing without thinking she pulled the plug out and observed the green stone slid under a plate and go down the drain mum was dreadfully upset because it was her grandmother's ring.

(Taken from O'Brien & Purcell, 1998)

Homework

Write a recount text of your own. Think about a memorable event in your life. Remember these points when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- End your story.

Summary

In this unit, you have learned

- how to respond to spoken recount being told to you;
- how to make spoken recount of your own;
- how to respond to written recount; and
- how to make written recount of your own.

You have also learned these.

- Recount is a text which has social function to retell events for the purpose of informing or entertaining.
- When you tell about the happenings in the past, it means that you make a recount text.
- A recount text begins with information about who, where, and when; continues to list the events that happened; and ends with a closure.

Evaluation

Rearrange the following sentences into the correct order.

1. His life ended with his being hanged in Melbourne jail.
2. He was the leader of the Kelly Gang.
3. At the age of eleven, his father died.
4. Ned Kelly is Australia's best known bushranger.
5. Ned drifted into crime, being arrested as a fifteen-year-old for bushranging.
6. Soon after, he was sent to prison for three years for horse theft.
7. As he felt victimized, Ned finally embarked on three years of violent crime.

Reflection

1. I think I know how to retell past events to inform or to entertain.
2. Part of this unit that is the most impressive is _____

Vocabulary List

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
altitude	n	['æltɪtju:d]	ketinggian di atas permukaan air laut
bushranger	n	[buʃ'reɪndʒə]	penguasa hutan
day off	n	[deɪɒf]	liburan
entertaining	adj.	[entə'teɪnɪŋ]	bersifat menghibur
event	n	[ɪ'vent]	kejadian
experience	n	[ɪk'spiəriəns]	pengalaman
gem	n	[dʒem]	batu permata
pleasant	adj.	['plezənt]	menyenangkan
sequence	n	['si:kwəns]	urutan

Fun Page

Read the poems, and then answer the questions that follow.

Poem 1

Birthday Boy

When I was one
It was so much fun.
When I was two
The world was new.

Then I turned quickly
Into a boy of three.
One year more
And I was four.

Now I'm happy to say
I'm a year older today.
And soon you'll see
Another birthday party for me

Do you know
How old I'll be?

Poem 2

The Little Turtle

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.
He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.
He caught the mosquito.
He caught the flea.
He caught the minnow.
And he didn't catch me.

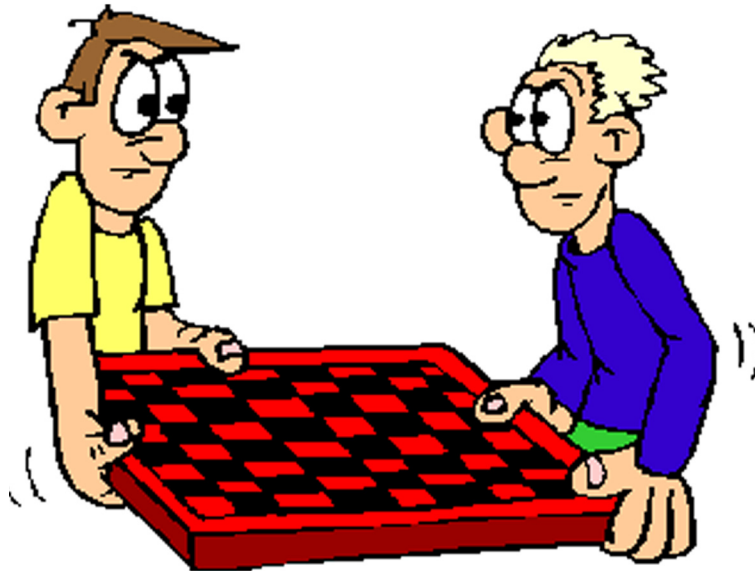
Vachel Lindsay

Questions:

1. What is Poem 1 about?
2. How old is the boy now?
3. How old will the boy be?
4. What is Poem 2 about?
5. What could the turtle do?
6. What couldn't the turtle do?

UNIT 3

What do You Do for Fun ?



Pic. 3.1(Dit. PSMP, 2006)

In this unit, you will learn how to

- respond to transactional and interpersonal dialogues about giving and asking for opinions, expressing facts, and giving instructions;
- produce transactional and interpersonal dialogues about giving and asking for opinions, expressing facts, and giving instructions;
- make ideational responses to short functional texts (advertisements, postcards, and notices);
- write short functional texts (advertisements, postcards, and notices).

Section One:

Giving and Asking for Opinions, Expressing Facts, and Giving Instructions

Presentation

Activity 1



People have many things to do in their leisure time. Some people visit the park near their house, while some others do interesting activities. What about you?

Listen to your teacher asking you about your opinions related to spare-time activities! The questions could be like these:

- What do you usually do in your free time?
- Is there a recreation park near your place?
- What do you like most about your favourite place?
- Do you do anything special in your free time?
- Do you like to do outdoor activities?

Look at the following pictures. They tell you some tourism objects and outdoor activities. Talk about them with your teacher.



Pic. 3.2 (www.differentbaliindonesia.com)



Pic. 3.3(www.bsec-exhibition.com)



Pic. 3.4 (www.luckymountainhome.com)



Pic. 3.5 (www.elysiaresort.com)

Activity 2



Look at the following examples.

These are some ways to express opinions about places and activities.

Yogyakarta's an **exciting** city

Singapore's a **clean** city.

Jogging is a **cheap** exercise.

Fishing is not a **boring** activity.

Rafting is **dangerous** for some people.

It's a **very** exciting city.

It's **fairly** clean.

It's **very** cheap.

It's not **very** boring.

It's **too** dangerous for some people.

a) Match each word in list A with its opposite in list B

A	B
1) beautiful	... boring
2) big	... rude
3) cheap	... dirty
4) clean	... expensive
5) friendly	... small
6) interesting	... noisy
7) quiet	... safe
8) dangerous	... ugly

b) Match the questions in column A with the answers in column B. Then practice the conversations with your partner.

A	B
a) What's Hong Kong like? Is it an interesting place?	___ Oh, really? It's beautiful. It has great harbor and beautiful beaches.
b) What's your hometown like? Do you like it?	___ No, it's very old. It has lots of fascinating streets, canals, and buildings.
c) Tell me about Sydney. I've never been there.	___ Oh yes, it is. It's very exciting, but it's pretty crowded.
d) Is Amsterdam a modern city?	___ No, I hate it! It's very boring. That's why I moved away.

Activity 3



Do you ever feel bored? Do you feel the same way as Amy? She is complaining about her lifestyle. Roger suggests things that she can do. Let's listen to the conversation.

Amy : Oh, I'm so tired. Every day is the same: work, work, work! I'm so exhausted.

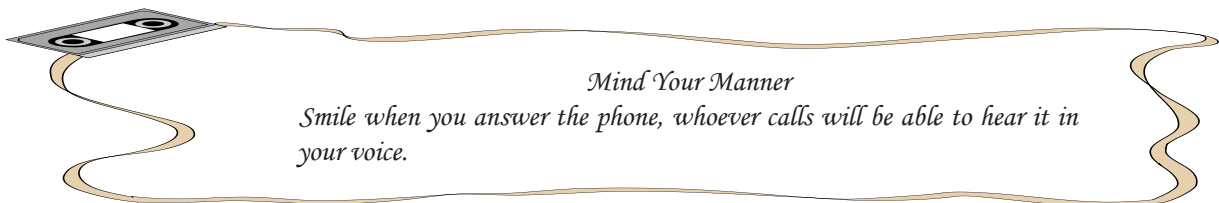
Roger : I'm sorry to hear that. I know. Do something fun every evening. Do some exercise every day and don't take any work home. It works for me.

When Roger offers Amy things she can do, he is using the imperatives. An imperative tells someone to do something. Look at some more examples:

Giving commands	: Stop the car.
Giving advice	: Don't worry about it.
Giving instructions	: First, peel the potatoes. Then, boil the water.
Giving warnings	: Be careful. The floor is wet.

Cultural Notes

The difference between a command and a request lies in the speaker's tone of voice and the use of please.



Now, look at the pictures. Match the warnings and commands to the pictures.

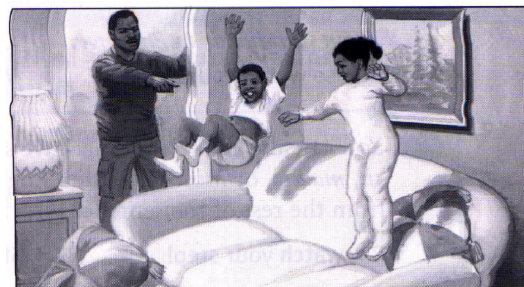
Stop. Police.
Watch out for the ball.
Don't step on the truck.

Please put your seat belt on.
Look out.
Sit down and be quiet.

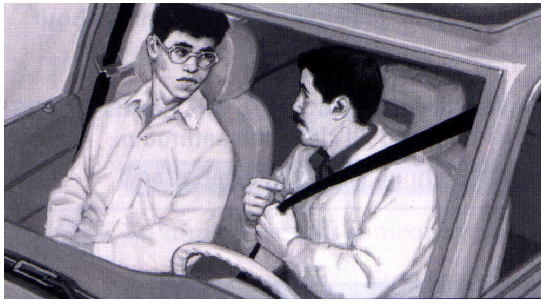
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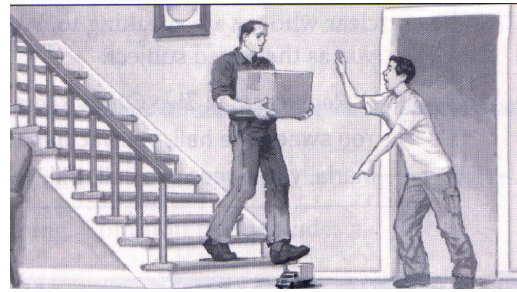
1. Look Out



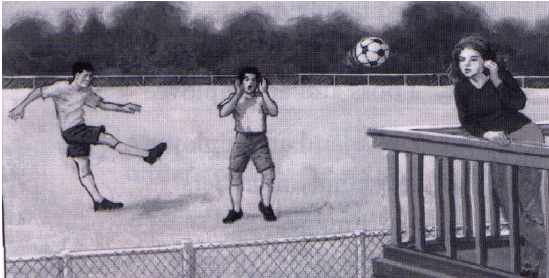
2. _____



3. _____



4. _____



5. _____



6. _____

Pic. 3.6 (Dit. PSMP, 2006)

Activity 4



Let's listen to some more dialogues. This time people are giving and asking for instructions when travelling.

Dialogue 1

Have you ever gone by plane? Do you know the procedures to follow before the plane takes off? Listen to your teacher read the dialogue.

A flight attendant is giving some instructions to the passengers before the plane takes off.

- | | | |
|------------|---|---|
| Announcer | : | Ladies and gentlemen. Welcome aboard United Airlines 780. Please fasten your seat-belts. Put your seat in the upright position and do not smoke. Read carefully the card on passenger safety. You will find this in the pocket of the seat in front of you. |
| Mr. Lim | : | Excuse me. How do you put this seat upright, please? |
| Stewardess | : | Press this button. The one on the arm of your seat. |
| Mr. Lim | : | Oh, there. Thank you. |
| Stewardess | : | You're welcome. |

Comprehension questions:

1. What is the announcement about?
2. Where can you find the card on passenger safety?
3. Who is asking the stewardess?
4. What is the button on the arm of the seat for?

Dialogue 2

Mary is going abroad for the first time. Her father is giving her some instructions. Listen to your teacher reading the dialogue.

Father	: Remember Mary, look after your passport.
Mary	: Don't worry, I will.
Father	: Keep it in a safe place. And don't carry too much money with you when you go out.
Mary	: Where should I leave my money when I go out?
Father	: Leave it at the hotel desk. But get a receipt for it. And use your ATM card wisely. And there's another thing. Don't stay out at night. Get back by 10 o'clock every night.
Mary	: Don't worry, I will.
Father	: And write to us every week.


Comprehension questions:

1. Where is Mary going?
2. List things that Mary should do.
3. List things that Mary shouldn't do.
4. What does her father want her to do every week?


Activity 5




Mrs. Cohen is on holiday in Indonesia. She's talking with the host. Listen to your teacher reading the dialogue. He/she will repeat it two or three times.

The host  And do you like it here, Mrs. Cohen?

Mrs. Cohen  Oh, please call me Ann. Yes, I like it. A lot.

 And what do you think of the food?

 Well...actually...I'm not very keen on it.
I mean...It's too hot for me.



Do you know how to describe a place? What do people usually ask? Look at the following examples about giving and asking for opinions!

1. A: What's Yogya Palace like?
What's Surabaya like?
B: It's a fascinating place.
It's a clean/crowded/busy city.
2. A: Is it a big city?
B: Yes, it's very big.
No, it's not very big.
3. A: What's the weather like in England/Indonesia?
B: It's pretty hot/bad/good/cold most of the time.
It's all right.
It rains a lot.

Very often people express facts about something. Here are some examples on responding to people's statements of facts. Pay attention to the expressions printed in **bold**.

- a) Ayu : The tolled motorway to Surabaya is closed again today.
 Boni : **Really? That's too bad.** I hope it will be opened again tomorrow.
 Ayu : Why?
 Boni : I have to pick up my Mum in Juanda airport.
- b) Cahyo : The smoke in Palembang and Riau is getting worse.
 Dina : **It really is!** I feel sorry for the people.
 Cahyo : So do I.
- c) Edi : Do you know? The temperature in summer in America can reach 41°C!
 Firdha : **Is it true?** Wow, it must be hot!
 Edi : Yes, it is really, really hot!
- d) Debbie : I give up! I simply can't learn French!
 Helen : Why do you say that? I think you're making a lot of progress.
 Debbie : No, I'm not. I try again and again, and still I can't speak French very well.

Helen : **Yes, you are.** Learning any language takes a lot of effort.
But don't give up. Why don't we practice those dialogues together?

Debbie : A good idea.

Practice

Activity 1



Complete the dialogues. Use the verbs in the box.

do	feel	go	have	take
eat	get	have	stay	take

- Dr. Hart : Hello, Ben! What's wrong?

Liz : I feel sick. I _____ a stomachache and a headache.

Dr. Hart : I see. Here, _____ one of these pills every three hours.
And don't _____ any heavy food.
- Mr. Kent : What's the matter Kelly?

Kelly : I think I _____ the flu.

Mr. Kent : That's too bad. Listen. _____ home, _____ some aspirin, and _____ in bed.

Kelly : Thanks, Mr. Kent.

Activity 2



Joyce, Lou, and Nick are talking about their hometown. What do they say? Listen to your teacher reading the dialogues. He/she will read two or three times. Then, in the following data, write Y for yes and N for no about those hometowns.

	interesting	big	expensive	beautiful
1. Joyce	_____	_____	_____	_____
2. Lou	_____	_____	_____	_____
3. Nick	_____	_____	_____	_____

Dialogue scripts

- Lou : So tell me about your hometown, Joyce?

Joyce : Well, it's a real small town...

Lou : Really? What's it like there?

Joyce : Oh, I think it's a very boring place.

Lou : Why?

Joyce : Well, there's nothing exciting to do. No good restaurants. No nightlife of any kind. I really get bored there.

Lou : Oh, that's too bad.

Joyce : Yeah, but lots of people love it because it's so pretty.

Lou : Yeah?

- Joyce : Uh-huh. It has lovely scenery – lots of mountains, rivers, lakes, trees ...
- Lou : Well, I don't know, Joyce. It sounds like a nice place!
- Joyce : Well, yeah, if you like to go hiking in the summer and skiing in the winter. But, you know, I'm not the outdoor type! I'm a real city person.
2. Nick : Do you come from a big city, Lou?
- Lou : Oh, yeah, I do. It's pretty big.
- Nick : What's it like there?
- Lou : Oh, it's a really great place! It has some fantastic art museums, and wonderful theaters, and terrific restaurants of all kinds... like Greek, Russian, French, Thai, Japanese...
- Nick : Oh...really? And how are the prices? Is it expensive?
- Lou : Yeah, yeah, I guess so. Food costs a lot...both in the supermarket and in restaurants. And apartments! They're so hard to find...and the rents are pretty high
- Nick : Yeah, I guess it's expensive everywhere these days.
3. Joyce : Hey, Nick. Are you going home for the holiday?
- Nick : No way!
- Joyce : Oh, why not?
- Nick : I don't like my hometown. Too many people, too many buildings, too many factories. It's big and it's ugly! I like places that are small and quiet. Like here!
- Joyce : Is your hometown as bad as that?
- Nick : Yes, it's pretty bad. It doesn't have any good restaurants.
- Joyce : No, c'mon! No interesting theatres or nightlife?
- Nick : No, not really.
- Joyce : It sounds like a terrible place.
- Nick : Yeah, it really is.

Activity 3



In pairs, make short dialogues for the following situations.

- 1) You tell your friend that the new Harry Potter book costs almost Rp 200,000.
- 2) Your friend tells you that your favourite teacher (Mr./Mrs....) is going to retire next month. You are surprised.
- 3) You hear that Tina, your classmate, has just had twin baby brothers. You tell your friend.

Now pretend that you are talking to a visitor. Practice the following dialogue with your partner. Use the cues in the box.

You : And how do you like it here ?
Visitor : I'm really enjoying myself.
You : That's good. And what about the food?
Do you like it?
Visitor : I love spicy food.
You : Do you? And what's your hotel like?
Visitor : But my room is very small.

It's all right.
It's delicious.
I love it.

Activity 4



Jane is not happy with her weight. She thinks she is a bit too fat. Peter thinks she needs to do some exercise. Let's find out about their dialogue.

Arrange the scrambled sentences into the right order

Yes, that's a good idea. I'll get the registration forms tomorrow.

I don't really like golf. It's such a boring sport.

I'm putting on weight. I really need more exercise.

Yes, I think so too. Well, perhaps we should join the tennis club.
Then we could both play.

Well, take up golf, or something like that.

Now practise reading the dialogue with your partner. Then, answer the following questions.

- What is Jane concerned with?
- What doesn't she like to take up? Why?
- What does Peter suggest finally?

Production

Activity 1



Make a dialogue with your partner based on the following task.

Task: Find out your friend's opinion about his/her favourite places, food, or things, and he/she will describe them to you.

When you have collected your friend's opinion, get ready for class performance. In the coming meeting, your teacher will ask you to come forward and practise the dialogue in front of the class.

Activity 2



Read the following text that contains facts about two cities. Then, retell the information from the text. Use the questions that follow to guide you.

I like my new city, Suramadu. It is very different from my hometown, Sukamaju. My new city is large and noisy. The weather is mild. There are many big supermarkets. But I often miss the fresh vegetables I bought in open markets in my hometown.

But some things in my new city are similar to my hometown. The two cities are beautiful. The people are very friendly.

Questions:

1. What is the name of the writer's city now?
2. What is the name of the writer's hometown?
3. How big is his/her new city? What about his/her hometown?
4. How is the weather?
5. Where does he/she usually shop now?
6. How is his/her new city similar to his/her hometown?
7. Think of two cities that you know. Tell some facts about them.

Activity 3



Jean and Paul are getting ready to go away for a short vacation at the seaside. Listen to your teacher reading the dialogue. Then check (✓) the things they decide to take with them.

bathroom towels	_____	raincoats	_____
beach towels	_____	umbrellas	_____
shampoo	_____	food to eat on the way	_____
soap	_____	warm sweaters	_____

Dialogue script

- Jean : Now, I suppose we need to take some bathroom towels with us.
- Paul : Oh, I don't think we need to. The hotel should provide those.
- Jean : Oh, all right. But what about towels for the beach? Do you think we should take any?
- Paul : Well, maybe a beach towel would be a good idea.
- Jean : Right. I'll pack two then.
- Paul : I think we should take some shampoo.
- Jean : Yes, OK. And what about soap?
- Paul : No, the hotel should provide it.
- Jean : Now, it may be cool at night. I think we need to take some warm

- sweaters.
- Paul : Yes. And what about raincoats? It may rain while we are there?
- Jean : Well, let's just take umbrellas then. I don't want to carry too much.
- Paul : And do you think we should take a few things to eat on the way?
You know, some biscuits or something like that?
- Jean : Yes, if you like. But don't take too much. We can always stop and
buy something if we are hungry.
- Paul : All right, then. I think we're all set. I can't wait to lie on the b

Activity 4



You and your friend are going for a picnic to a place. Check with each other what things you need to take.

Section Two:

Short Functional Texts (Advertisements, Postcards, Notices)

Presentation

Activity 1



Look at the following advertisement. Do you know the function of an ad? Read this ad and answer the following questions.

1. Who published this ad?
2. What is being advertised?
3. If you are interested in visiting Bali, what should you do?

VISIT BEAUTIFUL BALI

Enjoy Bali's beautiful beaches! Visit the art city of Ubud! Stay in Asia's finest hotels! Buy beautiful souvenirs! See Mount Agung! ...and much more.

We've got it all! Come and see the art shops, the temples, and the exotic dances. Come and try our restaurants.

Call Citra Tour, Tel. 62-31-5087062

Activity 2



Here is a postcard from Sue. Read it, and mention the difference between an ad and a postcard.

Hi Luis,
I'm in Montreal for a conference. It's a beautiful city. Lots of people speak French here, so I'm glad I took French in college. Great food! And the shops are good. Clothes are quite cheap. I bought a nice winter coat yesterday. I want to go to Quebec City for the weekend. It's not far from here.

Take care,
Sue

Activity 3



Read another postcard below and answer the questions.

Keiko,
This is not a good time to visit Washington. It's very hot. It was 102° yesterday. But the city is still crowded with tourists. The museums here are excellent. I went to the Smithsonian and the National Gallery yesterday – fantastic! And there's a new musical at the Kennedy Center I want to see. But the heat! Don't come to Washington in August.

See you soon!
Bill

Questions:

1. What does Bill think of Washington?
2. What places did he visit?
3. What advice did he give Keiko? Why?

Activity 4



Read the following notices and then mention the place/ places where you can find them.

NOTICES

a.

**PLEASE DO NOT
FEED THE ANIMAL**

b.

QUEUE THIS SIDE PLEASE

c.

please have the
EXACT fare ready

d.

**NO CYCLING ON THE
FOOTPATH**

e.

**ASEAN PASSPORT
HOLDERS ONLY**

f. .

ENGAGED

g.

**OUT OF
ORDER**

h.

KEEP YOUR
DISTANCE

i.

QUIET PLEASE

j.

EXAMINATION IN PROGRESS

a.

c.

e.

g.

i.

b.

d.

f.

h.

j.

Activity 5



Discuss the meaning of each notice above with your group.

a.

b.

c.

d.

e.

f.

g.

h.

i.

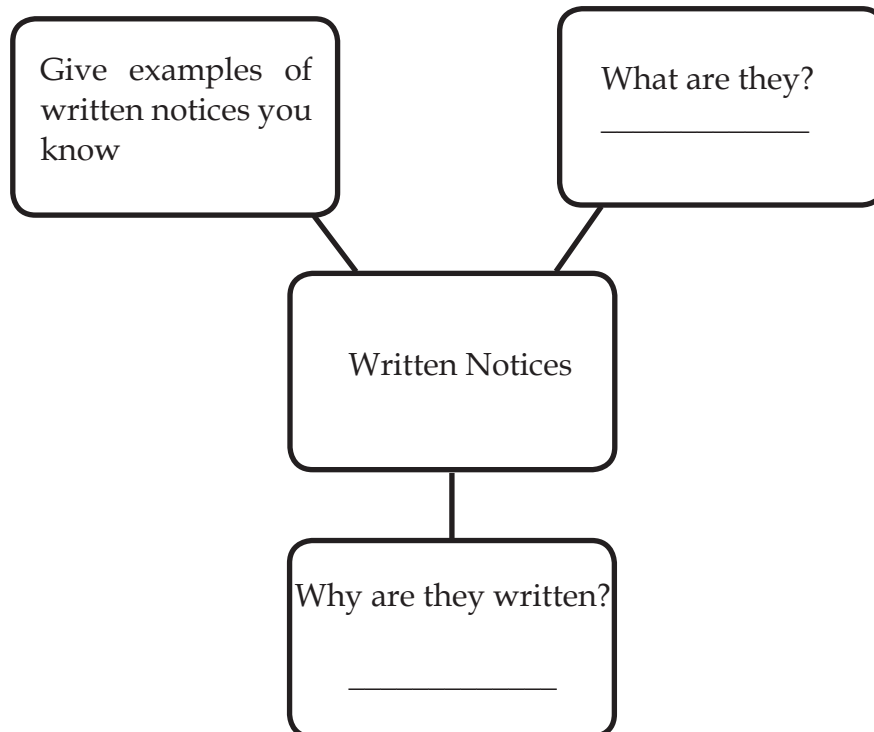
j.

Activity 6



Now, let's read about notices.

Complete the following web. Work with your team.



Practice

Activity 1



It's time for you to work together!

You've seen an ad about Bali and two postcards that Sue and Bill wrote about the places they are visiting. Now it's your turn to write similar texts. Then exchange your postcards or ad with those of your friend's

Use the following situations as your guidelines.

- Write a short advertisement to promote a tourist resort in your area.
- You're away for a vacation. Send a postcard to your best friend or your family. Tell him/her about your trip and the places you visited.

Activity 2



Complete the following dialogues with your own words. Then, practise reading them aloud.

1. Child : Can I feed the animals, Mom?
Mother : _____. Read the notice "Please don't feed the animals".
2. Ani : _____?
Rahman : Over there. Look at that notice "Asean Passport Holders Only".
3. Feliks : Excuse me. Could you read that notice "Quiet, please. Examination in Progress"?
Riza : Oh, _____. I didn't read it.

Production

Activity 1



We're going to have a class project. Each of you will work individually to write an ad.

- Choose a tourist resort that you want to promote.
- Have some pictures attached in the ad to make it more interesting.
- Display all your work on the class wall.

Activity 2



Write notices of your own for the following situations.

1. You don't want anybody to feed your pets (fish, kittens, cats, etc.).
2. You want to stay in your room the whole day. You don't want anybody to disturb you.
3. You have just painted your room. It is still wet.

Homework

In many situations, we have to acknowledge facts (e.g. fact about breaking alarm clock).

Example: A : I'm so (very/terribly) sorry, but I've broken your alarm clock.
B : That's quite alright (That doesn't matter/Don't worry about that).

Make up dialogues about expressing facts by using the information below.

run over your cat
lost my front door key
burned a hole in the carpet
broken your ash-tray
lost your hat
damaged your plastic flowers

Summary

In this unit, you have learned

- how to give and ask for opinions;
- how to express statements of facts; and
- how to give and respond to instructions.

You have also learned

- how to write ads;
- how to write postcards; and
- how to write notices.

Evaluation

I. Read the following dialogues. Answer the questions that follow.

1. Mary : I met your friend this morning.
Rudi : My friend?

Mary : Hamzah.
 Rudi : Oh, Hamzah! Yes, he's in my class. He's a nice guy.
 Mary : Is he a good student?
 Rudi : Yes, very good. He and I are at the top of the class.
 Mary : He is very good-looking.
 Rudi : He is!

Questions:

- a. Who is Hamzah?
 - b. Is Rudi a good student?
 - c. How does Hamzah look like?
2. John : Do you like to ski?
 Bob : Yes, I love to go skiing.
 John : Does it get cold?
 Bob : Oh, yes, very cold!
 John : Do you go alone?
 Bob : A couple of my friends usually go with me. Do you want to come along some weekend?
 John : No, not me. I don't like cold weather.
 Bob : I really like it. I love snow!

Questions:

- a. What are John and Bob talking about?
- b. Who likes cold weather?
- c. Who usually goes skiing with Bob?

II. Write notices for the following situations.

1. You don't want people to step their foot on the grass.
2. You don't want people to eat and drink in the room.
3. You are assigned by your school to make a notice that your school library is open from 8 A.M. to 1 P.M.



Reflection

1. The most interesting part of this unit is _____.
2. Things that I want to do to practice this unit are _____


Vocabulary List

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
advertisement	n	[əd'vɜ:tɪzmənt]	iklan
attached	adj.	[ə'tætʃt]	ditempel
concerned	adj.	[kən'sə:nd]	khawatir
crowded	adj.	['kraʊdɪd]	ramai
engaged	adj.	[ɪn'geɪdʒd]	terpakai
exercise	n	['eksəsaɪz]	olahraga
exciting	adj.	[ɪk'saɪtɪŋ]	menyenangkan
feed	v	[fi:d]	memberi makan
fun	n	[fʌn]	kesenangan
leisure	n	['leɪʒə]	santai
scrambled	adj.	['skræmbld]	acak
weight	n	[weɪt]	berat badan

Fun Page


 **The Toothbrush Song** 

First Verse:



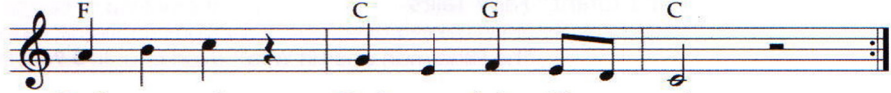
Tooth - brush, tooth - brush. Brush your teeth with a
 Hair - brush, hair - brush. Brush your hair with a
 Wash - cloth, wash - cloth. Wash your face with a
 Tooth - brush, tooth - brush. Brush your teeth with a

Second Verse:




tooth-brush, tooth-brush. Brush your teeth with a tooth - brush, tooth - brush.
 hair - brush, hair - brush. Brush you hair with a hair - brush, hair - brush.
 wash - cloth, wash - cloth. Wash your face with a wash - cloth, wash - cloth.
 tooth-brush, tooth-brush. Brush your teeth with a tooth - brush, tooth - brush.

Third Verse:



Brush your teeth. Comb your hair with a comb.
 Brush your hair. Comb your hair with a comb.
 Wash your face. Dry your face with a towel.
 Brush your teeth. Comb your hair with a comb.

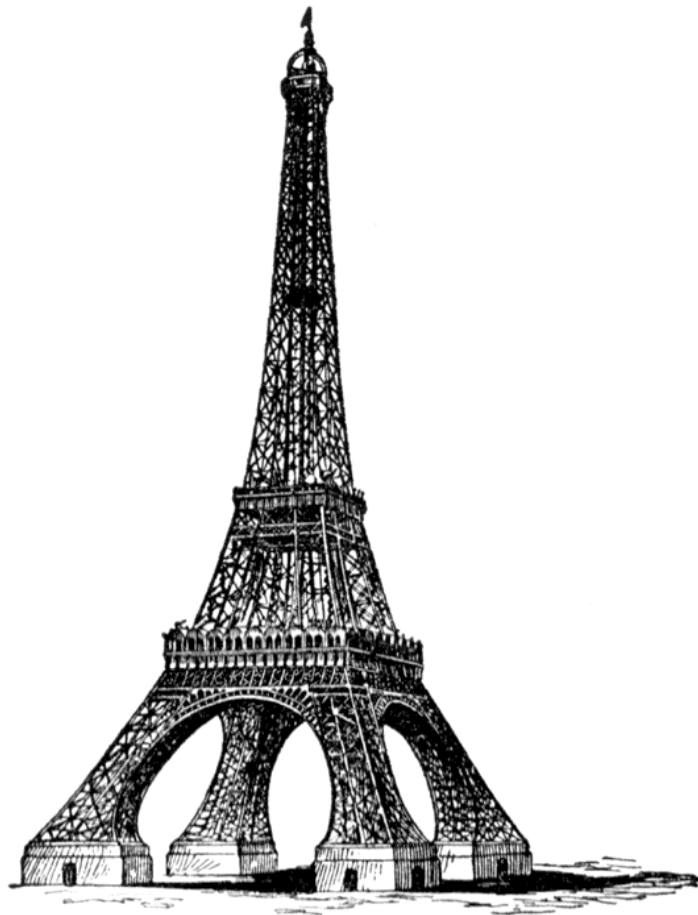


Pic. 3.7 (Dit. PSMP, 2006)

UNIT 4

Let's Go Somewhere!

(Descriptive)



Pic. 4.1 (<http://blog.paxholley.net>)

In this unit, you will learn how to

- respond to spoken monologue texts of descriptive;
- create spoken monologue texts of descriptive;
- identify the meanings, the linguistic features, and the text structure of written essays of descriptive;
- write essays of descriptive using the appropriate linguistic features and text structure.

Section One:

Spoken Descriptive

Presentation

Activity 1



Answer your teacher's questions about holidays.

- Have you ever been to a national park?
- When is the best time to visit the place? Why?
- When is the worst time to visit the place? Why?

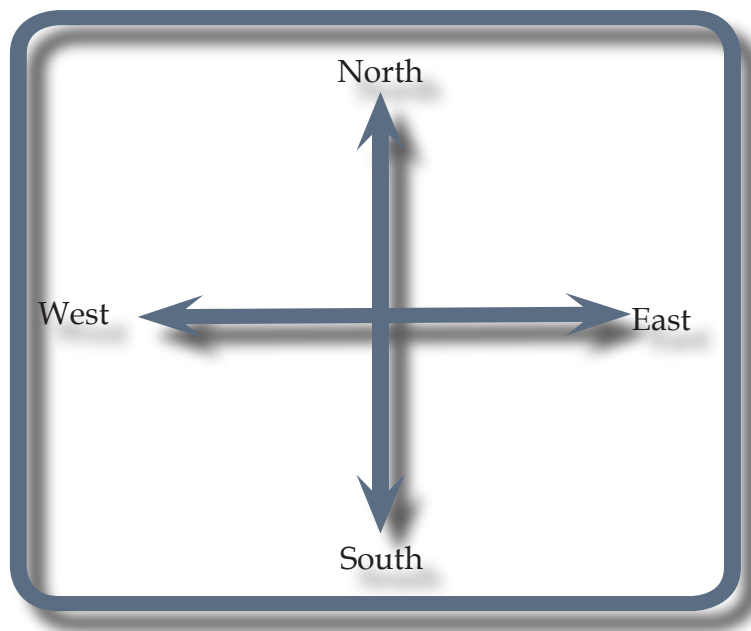
Activity 2



The following words will help you understand the texts you will find in this unit. Check the meaning and the pronunciation of the following words.

beautiful	fun-loving	population
excellent	(to) sunbathe	race
famous	official (language)	ethnic group
outgoing	distinct	vast
friendly	accent	majority
descent	immigrant	scenery

Compass rose



Activity 3



The following expressions will help you understand the texts you will find in this unit. Those are several ways of describing a place. Check the meaning and the pronunciation of the following expressions.

It's a beautiful place.
The beaches are excellent.
It's famous for
They're famous for
It sounds awful/terrible/nice.
I've never been there.

Listen to your teacher reading the above expressions, then repeat after him/her.

Activity 4



Your teacher is going to talk about Brazil. He/she will do it two or three times. Listen to him/her and pay attention to the way he/she talks.



Pic. 4.2 (<http://ludcarrera.com>)

BRAZIL

Does anybody know anything about Brazil? Yes, the football team is one of the best in the world. It has great players like Ronaldo, Ronaldinho, Adriano. **Now let me tell you** more about Brazil. **You know**, Brazil is the largest country in South America. **And..** it's also the fifth largest country in world. **Does anybody know** where Brazil is? **Yes**, it's located in the eastern part of South America. **Here...**look at the world map. **Remember** the compass rose? north..south..east..west.

Now what about the people? They are friendly, outgoing, and they also like to have fun. They're fun-loving people. **Well...**if you've heard about samba, then you must know that the samba dance is from Brazil. The people love to sing and dance the samba. **Oh...yes...**they also love to sunbathe... lying on the beach **..er..** to have their skin tanned...**I mean**, to make their skin darker.

Use these questions to help you understand the text.

Comprehension questions:

1. Where is Brazil located?
2. How large is Brazil?
3. How do you describe the people of Brazil?
4. What do Brazilians like to do?
5. Why do they like to sunbathe?

Activity 5



SIMPLE PRESENT TENSE.

Look at the examples below.

- A. It's a nice place.
 - B. Does Hawaii have good beaches?
 - C. The beaches are excellent.
 - D. The weather is nice there. It's not very hot
 - E. They are very interesting.

The above sentences show us how to talk about places. Notice that we use the Simple Present Tense. The simple present expresses general statements of fact, as shown in the above examples.

Read the following topics. Which ones can you discuss or write about with a simple present? Check (✓) your answers and discuss them with your friends.

- ___ 1. Traditions in your country.
- ___ 2. Your childhood.
- ___ 3. The geography of a country.
- ___ 4. A vacation you took.
- ___ 5. The description of a tourist place.

Practice

Activity 1



Close your book. Listen to your teacher reading the following text about a museum. Then, answer the questions that follow.

The Must-see Ambarawa Railway Museum



Pic. 4.3 (<http://www.panoramio.com>)

You can easily be accused of committing a tourism sin if you're in Semarang and failed to visit the Ambarawa Railway Museum.

This museum is situated less than an hour's drive from the capital of Central Java. During the Dutch colonial days, Ambarawa was a military zone and the railway station was used to transport troops to Semarang through Kedungjati. It is at 474m above sea level, giving you unpolluted fresh air to breathe.

The Ambarawa Railway Museum is well-maintained. It is a medium-sized building. The railway route is offered to visitors. You can enjoy the beautiful panorama during the route. All in all, this is a truly exciting treasure to visit. (Source:Dit. PSMP, 2006)

Questions:

1. What is the text mainly about?
2. Where is it located?
3. How did the Dutch use the Ambarawa railway station?
4. Why can we breathe fresh air there?
5. Why is it a must for us to visit this place?

Activity 2



It's time for group work.

Now it's your turn to give an oral description. Work with your partner to describe The Hawaiian Islands orally. Use the information in the following text.

THE HAWAIIAN ISLANDS



Pic. 4.4

(<http://zon-zee-strand.hyves.it>)

The Hawaiian Islands are located in the middle of the Pacific Ocean, far away from any other land. There are eight islands of different sizes, and while they differ from each other in some ways, they share many features.

They all have a tropical climate, with temperatures of about 78°C (25.6°C) in the winter and 85°C (29.4°C) in the summer.

Rain falls often, but not for long. The islands also share a natural beauty, with mountains and waterfalls, rainforests, and long beaches. Their waters are filled with colourful fish, dolphins, and giant sea turtles (Source:Dit. PSMP, 2006)

Activity 3



Now you can work individually to describe your hometown or your favourite place. Use the following questions as guidelines to prepare your description.

- Where do you come from/Where do you live?
- Where do you usually go on holidays?
- Where is your hometown/your favourite place located?
- How big is your hometown/the place?
- What is the weather like there?
- What's interesting about your hometown?
- What is it famous for?

Production

Activity 1



Now that you're ready to talk about your hometown or your favourite place, you're invited to come forward and tell the class about it. Read an example below.

A description of our school

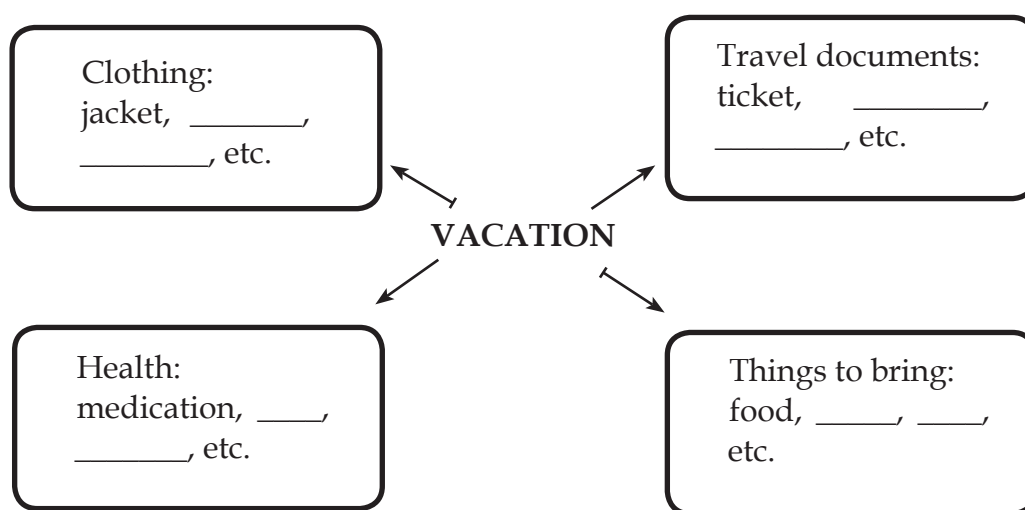
Our school is in the north of the city near the airport and factories. It is very big. There are 40 rooms and 700 students in the school. We have got a football field, three laboratories and a computer room. Our classroom is near the computer room.

Activity 2



Before you go travelling, do you take some time for the preparation? What do you have to prepare? What things do you have to take with you? How many clothes do you need?

Fill in the word map with the suitable words. Then, tell in front of the class what you have to prepare before traveling.



Section Two:

Written Descriptive

Presentation

Activity 1



Read these amazing facts about Iceland. Then guess the answers to the questions. Check the answers.

MYSTERIOUS ISLAND

Iceland is a very unique island – in fact, it's like nowhere else on earth. The interior of this island contains incredible contrasts. It has tundras, huge glaciers, volcanoes, and waterfalls.



Pic. 4.5

(<http://www.desktopscenes.com>)

Fact 1:

Swimsuit maker Speedo sells a very large number of bathing suits in Iceland. Is it warm here all year?

Fact 2:

The island's climate is cool, but most people don't pay money for heat. Energy is very cheap and it doesn't cause pollution.

What kind of energy do Icelanders use?

Fact 3:

Icelanders eat fresh fruit and vegetables all year, but they rarely buy them from other countries. Where do they get them?

Fact 4:

Icelanders like to play golf all night during the summer. How do they see the ball?

ANSWERS

1. No. Winters are cold in Iceland, but the people of Iceland swim all year in heated swimming pools.
2. They use geothermal heat from under the ground. Icelanders use water from volcanoes, hot springs, and geysers. Pipes carry the heated water throughout the country. The water heats buildings.
3. They get them from greenhouses. Icelanders use geothermal energy to grow fruit and vegetables in greenhouses, even in the winter. This means they don't need to import products.
4. Iceland is very close to the Arctic Circle. In the summer the sun doesn't go down, so people can play sports all night.

Notes on vocabulary:

geyser	: a hot spring that shoots water into the air.
glacier	: a large body of ice that moves slowly over land.
greenhouse	: a glass building used for growing plants.
produce	: foods such as fruit and vegetables.
tundra	: a large, flat area of frozen land without trees.

Cultural Notes

Subtropical countries have four seasons a year: spring, summer, fall (autumn), and winter. In the North Hemisphere, spring is between March-May, summer between June-August, fall between September-November, and winter between December-February. In the South Hemisphere, spring is between September-November, summer between December-February, fall between March-May, and winter between June-August.

For each season, find in the Internet some information about:

- what people usually do.
- what kinds of clothes people usually wear.
- how the weather is.

Activity 2



Read the following text about Singapore.



Pic. 4.6 (<http://podasia.net>)

shops and restaurants. There are many good shopping centers. Most of the goods are duty free. Singapore's restaurants sell Chinese, Indian, Malay and European food, and the prices are quite reasonable.

(Source: Dit. PSMP, 2006)

Singapore is an island city of about 4 million people. It's a beautiful city with lots of parks and open spaces. It's also a clean city.

Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older sections. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days.

Singapore is famous for its

Comprehension questions:

1. What is Singapore like? Is it beautiful?
2. How big is the population of Singapore?
3. Where do most people live?
4. Is the business district an old place?
5. What can we find in Chinatown?
6. What is Singapore most famous for?

Activity 3



How is the text about Singapore organized?

When you describe a place, a person, or a thing, you begin with **identification**.

- Singapore is an island city of about 4 million people.
- Megawati Sukarnoputri is the first female president of Indonesia.
- Brazil is the largest country in South America.

The rest of the passage gives you more details of the **physical description**. In the text about Singapore, the details are the kinds of building.

- People live in high-rise flats.
- The business district is modern, with tall new office buildings.

The passage also gives us the **specific characteristics** of Singapore. Guess what? The shopping centres and the restaurants!

- Most of the goods are duty free.
- The prices in the restaurants are reasonable.

Practice

Activity 1



Now read the following text. Answer the questions that follow.

SAN FRANCISCO

San Francisco is my favourite city in the United States. It is beautiful, clean, not too big, and it has something for everybody. I love the streets and buildings in San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side.



Pic. 4.7

(<http://upload.wikimedia.org>)

One of my favourite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It's not a very comfortable ride, but it's exciting and the views you get from the car are wonderful.

And I like the weather in San Francisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold.

Another thing I enjoy about the city is the restaurants. The seafood restaurants, with crabs and lobster, are my favourites. You can also get great Chinese, Japanese, American and European food in San Francisco.

Comprehension questions:

1. What is interesting about streets in San Francisco?
2. Does the cable car only go to certain areas of the city?
3. Can you see the view of San Francisco from the cable car?
4. What's the weather like there?
5. Does it rain a lot in the summers?
6. How are the restaurants in San Francisco?
7. How does the writer begin the text?
8. What does the writer include in the rest of the text?

Activity 2



Read the text about San Francisco again. Try to identify the organization of the text as we have seen in the text about Singapore.

Identification:

Description:

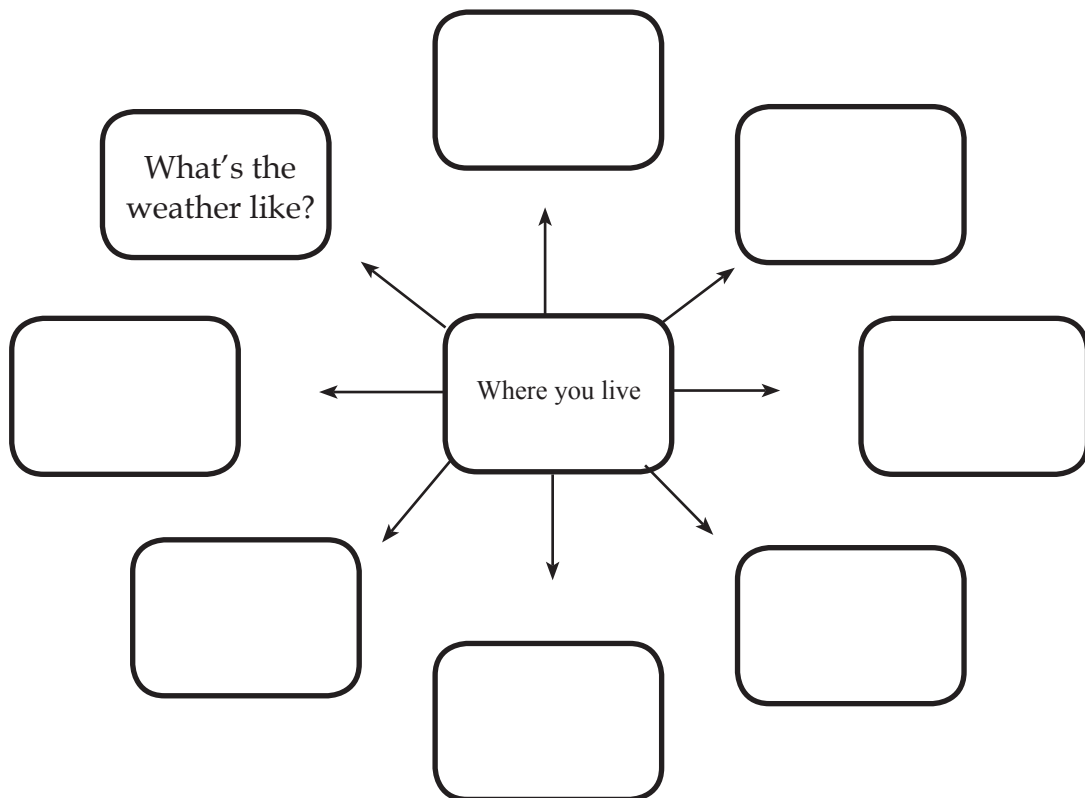
Activity 3



Are you ready to write about the place where you live? Let's follow these steps to help you write your paragraph.

Part 1

Write one question in the web on your paper, like the following example. Then pass it to the student on your right. He/she will write another question in another circle. When you get a paper from your left, read it and add one new question. Pass the paper until all the circles are filled with questions.



Part 2

Find your original paper. Read the questions. Choose four questions you want to answer and cross out three that you don't want to answer. Now you have 5 questions, including the one you wrote.

Part 3

Number the questions in the order you want to answer them.

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

Part 4

Write your paragraph based on your answers to the questions.

Production

Activity 1



The following text about the capital of Egypt is not written properly. Edit the text so that it makes sense. Then, answer the questions that follow.

Egypt's Capital

Cairo is the largest city in Egypt. Here you can always roll back the centuries. Modern Cairo has tall buildings and broad streets equal to any in the capitals of Europe or Australia. From the top floors of impressive blocks of flats you can gaze at magnificent views across the River Nile.

However, behind the modern buildings are narrow alleys where there is no sound of traffic. The only sounds that come to your ears are the calls of the stall-holders. Water sellers and herdsmen wander through the streets as their forefathers did thousands of



Pic. 4.8

(<http://www.encasement.com>)

years ago Many of the poorer people still dress in the same way as their ancestors

Comprehension questions:

1. In which country is Cairo situated?
2. From where is the best place to absorb the views of the Nile?
3. How is the modern section of Cairo different from the ancient section?

Activity 2



Observe your own classroom. Write a text about it. Use these questions to help you.

1. What is the size of the classroom?
2. How are desks arranged?
3. What can you see in the front part?
4. What can you see on both sides?
5. What can you see on the walls?
6. How do you like your classroom?

Homework

Read the following text about Pisa Tower carefully. Then, find the meanings of the words printed in **bold**. Finally, answer the questions that follow. Use a dictionary when necessary.



Pic. 4.9

(<http://media.isnet.org>)

The Leaning Tower of Pisa

Thousands of people visit Pisa's famous tower each year and wonder just how much longer it can exist without falling.

Millions of dollars have been spent to stop the tower crashing to the ground. Soft, shifting soil has always been the tower's problem. Recently, it was discovered that the tower had moved two millimeters. This was a great setback because engineers had previously corrected about twenty millimeters of the lean by using an inventive underground cables idea to straighten the tower. Pisa would hate to lose its precious Campo dei Miracoli and the tourist dollars it generates.

Comprehension questions:

1. How much has been spent to save the tower?
2. What recently caused concern?

3. What causes the tower to move?
4. How are they trying to correct the fault?
5. What is the real name of the Leaning Tower of Pisa?
6. Why would Pisa hate to lose the tower?
7. Would you be sad if the tower fell? Why?

Summary

In this unit, you have learned

- how to respond to spoken descriptive;
- how to make spoken descriptive of your own;
- how to respond to written descriptive; and
- how to make written descriptive of your own.

You have also learned these.

- When you describe a place, a person, or a thing, you begin with identification.
- The rest of the text gives you more details of the physical description.
- The text also gives us the specific characteristics of the place, the person, or the thing you are describing.

Evaluation

I. Choose the correct words for the bicycle cloze test.

bicycles amusement cycles along action used easy bumpy

Bicycle is a word meaning 'two circles'. _____ were first _____ 150 years ago. However, they were only used for sport or _____. The first _____ were made mostly of wood and they were very heavy. They had no pedals. A rider drove them _____ by using his or her feet in a kind of running _____ on the roadway. This was not _____ because the roads were very _____, not smooth as they are today. Early names for the bicycle, 'hobby-horse', 'penny-farthing', and 'bone-shaker', speak for themselves.



Pic. 4.10 (<http://weightweenies.starbike.com>)

II. Read the text carefully. Answer these questions.

1. What does the word 'bicycle' mean?
2. In the past, what did people use bicycles for?
3. What were cycles made of previously?
4. What is the opposite of the word 'smooth' used in this text?
5. What were the early names of the bicycle? Explain each of them.

Reflection

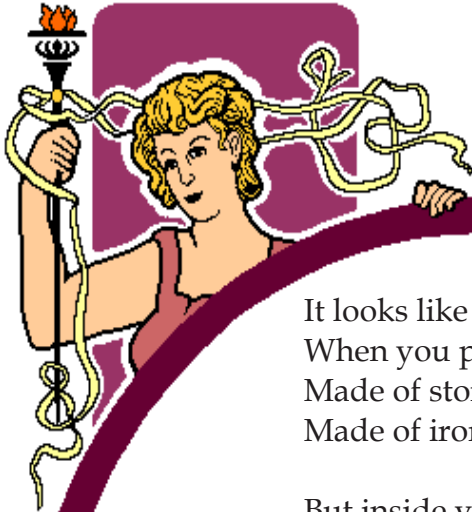
1. I think I know how to describe a place, a person, or a thing. When describing a place, a person, or a thing, I need to include _____.
2. The advantages of knowing how to describe a place, a person, or a thing for my study are _____.

Vocabulary List

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
alley	n	['æli]	gang
amazing	adj.	[ə'meɪzɪŋ]	menakjubkan
brick	n	['brɪk]	batu bata
climate	n	['klaɪmət]	iklim
commit	v	[kə'mɪt]	melakukan
duty free	adj.	['dju:tɪfri:]	bebas pajak
reasonable	adj.	['ri:zənəbl]	pantas
sin	n	[sɪn]	dosa, kesalahan
speak for	v	[spi:kfɔ:]	menjelaskan
sunbathe	v	['sʌnbet̪]	berjemur
troop	n	[tru:p]	tentara
vast	adj.	[vɑ:st]	luas
wander	v	['wɒndə]	berkeliling

Fun Page

Guess what place the following poem is describing!



It looks like any building
When you pass it on the street,
Made of stone and glass and marble,
Made of iron and concrete.

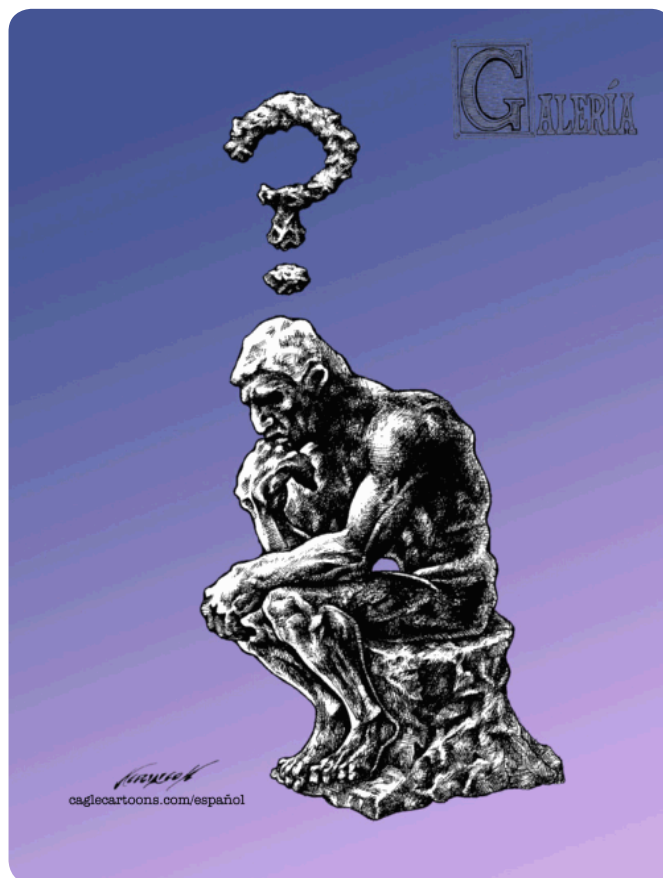
But inside you can ride
A camel or a train,
Visit Rome, Siam, or Nome,
Feel a hurricane,
Meet a king, learn to sing,
How to bake a pie,
Go to sea, plant a tree,
Find how airplanes fly,
Train a horse, and of course,
Have all the dogs you'd like,
See the moon, a sandy dune,
Or catch a whooping pike.
Everything that books can bring
You'll find inside those walls.
A world is there for you to share
When adventure calls.

You cannot tell its magic
By the way the building looks
But there's wonderment within it
The wonderment of books.

Barbara A. Huff

UNIT 5

What do you think?



Pic.5.1 (www.caglepost.com)

In this unit, you will learn how to:

- ☞ comprehend transactional conversations: e.g. saying agreement and disagreement, giving advice and recommendation, giving and asking for opinion/information;
- ☞ produce transactional conversations: e.g. saying agreement and disagreement, giving advice, and recommendation, giving and asking for opinion/information;

Section One :

Agreeing and Disagreeing

Presentation

Activity 1



Listen and repeat the dialogues below.

Dialogue 1

- Butet : Fishing is a boring activity, Mirza.
Mirza : I don't think so, Butet. It is boring if you don't know the secret.
Butet : What do you mean, Mirza?
Mirza : Absolutely, it's interesting. Just enjoy the calm situation and possibly wthe scenery.
Butet : In that case I think you are right, Mirza. But, it takes a lot of our time, doesn't it?
Mirza : I agree with you. But, it also teaches us patience, you know.
Butet : How can?
Mirza : When fishing, you cannot be in a hurry. It is more exciting when you catch a fish.
Butet : Is that so? I think I'll try your advice, then. Can you recommend a place to fish, please?
Mirza : Many. Fins' Fishing Pond, for example. It's a nice fishing pool. Or, go to Sumber Brantas. There is a good and calm place to fish in the river. You can also go to Sendang Biru. You can fish along its beautiful seashores.
Butet : Really? How about Pantai Ngliyep? Is it also good to fish?
Mirza : I don't think so. I don't recommend it to you. There are too many big waves.
Butet : How about Sutami Dam? Is it also an interesting fishing place?
Mirza : I think so. But, if you fish there, don't forget to wear sportshoes. It can be slippery along its shores.
Butet : I think I'll go fishing in Sutami Dam, then. Will you come along with me next Sunday, Mirza?
Mirza : Sure. Let's go fishing together.
Butet : Good. Thanks Mirza.



Pic.5.2 (www.heri.files.wordpress.com)

With a partner, now answer the following questions:

1. What are Butet and Mirza talking about?
2. Does Mirza like fishing?
3. In Mirza's opinion, why does Butet think that fishing is boring?
4. What does Mirza think about fishing?
5. How does Butet show an agreement with Mirza about fishing?
6. In Butet's opinion, does fishing take a short period of time?
7. What does Mirza advise Butet when fishing?
8. Does Butet agree on Mirza's advice?
9. How many places does Mirza recommend Butet to go fishing?
10. Why does Mirza recommend these places?

Activity 2



Work in pair. Identify the expressions above that is used to show agreement and disagreement, giving advice and recommendation and giving and asking for opinions/information. Then write down the expressions you can identify with your partner from the text in the table that follows.

Types of Expression	Expressions in the Conversation
Agreeing	<hr/> <hr/> <hr/> <hr/>
Disagreeing	<hr/> <hr/> <hr/> <hr/>
Giving advice	<hr/> <hr/> <hr/> <hr/>
Giving recommendation	<hr/> <hr/> <hr/> <hr/>
Giving opinions/ information	<hr/> <hr/> <hr/> <hr/>
Asking for opinions/ information	<hr/> <hr/> <hr/> <hr/>

Activity 3



The following are some more examples of expressions to show agreement, and disagreement. Read them aloud and study the expressions.

Agreement


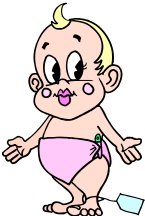
<p>I agree completely. I think so. That's just what I am thinking. In my opinion, you are right.</p>	<p>I couldn't agree more. You are right. Exactly. Sure.</p>
--	---



Pic. 5.2 (Dit. PSMP, 2006)

Disagreement

When disagreeing with someone, we can disagree either directly or indirectly.

Direct disagreement	Indirect disagreement
	
<p>I'm sorry, but I have to disagree. I couldn't agree less. I couldn't disagree more. I refuse to believe that No, that's wrong.</p>	<p>I'm not sure I can agree. I wonder if there is a mistake. In my opinion, ... Are you absolutely sure? That's really surprises me. I may be wrong, but ...</p>

Either form of disagreement is acceptable, although indirect disagreement sounds more polite.

Activity 4



The following are some more examples of expressions used in giving advice and/or recommendation. Read them aloud and study the expressions.

Giving advice	Giving recommendation
You can ... I advise that ... My advice is that ... You had better ...	You can ... I recommend that ... My recommendation is that ...

Activity 5



The following are some more examples of expressions to ask for and give opinions/information. Read them aloud and study the expressions.

Asking for opinions

What do you think of ... ? What is your opinion about ... ? Do you think that ... ? What do you think? What would you say about ... ?	
---	--

Asking for information

Using Yes-No questions	Using Wh-words like where, when, how
Is it ... ? Does it ... ? Is s/he ... ? Does s/he ... ?	Where is ... ? How much is it ... ? When does it ... ? Why is it ... ?

Use a rising intonation to ask for information with yes-no questions. Use a rising intonation to ask for information with question- word questions.

Giving opinions

In my opinion, In my humble opinion, To say frankly, To be honest, I think I think. I suppose I suppose. I guess I guess
--	---

Activity 6



Work in pairs. Combine the part of sentences in Part A with those in Part B

Part A	Part B
I agree completely with you that I think that In my opinion,	bullying should be stopped. mass is not the same as weight . we need to have enough vitamins. we have to use our mobile phones wisely. computers play an important role in our study.

I'm sure I cannot agree that I'm sorry, but I have to disagree that It's wrong to believe that	illegal logging should be tolerated. smoking cigarettes has advantages. pollution is still under control. bases and acids share the same chemical characteristics. young people today have no attention to our environment.
I advise that ... I recommend that ... My recommendation is that ...	you spend your time and money wisely. all of you have a break after long hours of studying. you always have in touch with your academic adviser.
What do you think of ... What is your opinion about ... What would you say about ...	my new science books? the appearance of our new school? the cleanliness in our environment? the idea of thinking hard and working smart? making our environment green?

Activity 8



Practice reading with a friend the following short dialogues.

Dialogue 1

- Diana : Don't you think that insects cause more problems to us?
Andre : No. Not all insects cause problems. Many are useful.
Diana : How can you say that, Andre?
Andre : Bees for example give us honey. Remember Diana?
Diana : You are right, Andre.



Dialogue 2

- Sari : I believe Jakarta is hotter than Pontianak
Firdaus : No, that's surely wrong, Sari. Pontianak is closer to the equator.
Sari : You are right, Firdaus. And I am sure Pontianak is more humid, too.
Firdaus : I'm sorry, but I have to disagree on your last point.

Dialogue 3

- Dadang : Can you recommend any interesting places in North Sumatra, please?
Ucok : Sure. Lake Toba is certainly one good place to visit you should not miss.
Dadang : How can I get there from Medan?
Ucok : Well, you can take a bus. It's about 4 hours.
Dadang : Really? What does it offer?



Ucok : Well, you can go fishing, rowing or swimming. Besides, the scenery is so wonderful.
Dadang : Thanks for your advice. I'll think it over.

Practice

Activity 1



Work with a partner. Fill in the blank in each of the following dialogues with the correct expression. After that, answer the questions.

Dialogue 1

Dana : Mt. Semeru is higher than Mt. Merapi I
Budi : I, Dana. But, Mt. Merapi is more active than Mt. Semeru .
Dana : I, Budi. Moreover, Mt. Merapi looks more attractive to see.
Budi : I don't deny it, Dana.

Now, answer the following questions:

1. What are Dana and Budi talking about?
2. What is Dana's opinion about Mt. Merapi?
3. Does Budi have the same opinion as Dana's about Mt. Merapi?
4. What is Budi's opinion about Mt. Semeru?
5. Does Dana agree with Budi?



Dialogue 2

Mika : I exercises in Book II are easier than those in Book I.
Fredri : I That's only for earlier units; the later units need more thinking.
Mika : No, Dina. Later units of Book II are also still easy if you really try. Just try it.
Fredri : Oh really, Mika? Let me try it, then. Thanks.

1. What are Mika and Fredri talking about?
2. What does Fredri think about Book II?
3. Does Mika have the same opinion as Fredri?
4. Does Fredri agree with Mika finally?



Activity 2



Give an oral response to the following situations as is said by one of your classmates.
Give your response as required in complete sentences.

Situation 1

Dear class, I have blown a balloon. It's big and round. If I put the balloon for some time, it will soon become smaller. Why is it smaller? Is it because the mouth of the balloon is not tied up right? I don't think so because it's tied up closely. I think the air in the balloon escapes through rubber walls of the balloon.

- 1) If you agree with the speaker, how would you respond?

Your response:

- 2) Respond orally if you disagree with the speaker?

Your response:

- 3) Give your personal opinion about the situation.

Your response:

- 4) What information would you explain to the situation?

Your response:

- 5) What advice would you give to the speaker?

Your response:



Situation 2

My dear classmates, we can see objects. Do you know why? It's because these objects produce or reflect lights into our eyes. A shining object presents the color of the light that it sends into our eyes. So, the color of the light that enters our eyes from the sky in the clear sky during the day is blue.

- 1) If you disagree with the speaker, how would you respond?

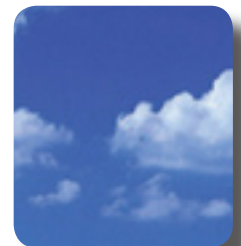
Your response:

- 2) Respond orally if you agree with the speaker?

Your response:

- 3) Give your personal opinion about the situation.

Your response:



4) What information would you explain to the situation?

Your response:

5) How would you ask the speaker about the color that comes into our eyes from the sky at night time?

Your response:

Activity 3



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

Situation 1 : You and your friend are talking about past time games.

Your friend : I think playing hide-and-seek is as interesting as playing dakon.

You : I (express an agreement)

Situation 2: You and your friend are talking about lessons.

Your friend : In my opinion physics is more important than maths

You : I (express a disagreement and give reasons)

Situation 3: You and your friend are talking about football player.

You : (ask an opinion)

Your friend : Bambang Pamungkas is the best football player .

Situation 4: Your friend needs your advice of a good way to study English.

You : (give an advice)

Your friend : That's a good idea. I think I'll consider it.

Situation 5: Your friend needs your recommendation of an entertaining place.

Your friend : What is a good recreational place for children?

You : Yes, it is It (give recommendation and information for your recommendation)

Production

Activity 1



Work in pairs. Based on each of the situations below, make a dialogue

1. Hani says that Scooby Doo is better than Tom and Jerry. You disagree. Give a reason.
2. Ian thinks that people in small towns are friendlier than those in big cities. You may agree or disagree. Give your reason.

Activity 2



Work in pairs. Based on the situation below, make up a dialogue of your own.

Ani and Bella are classmates. Ani is interested in buying a handphone. Ani wants a brand new one. On the other hand, Bella thinks it would be cheaper to buy a used handphone since it is not expensive.



Pic. 5.3

(www.imagezoo.com)

Section Two:

Writing permission letters/notes

Presentation

Activity 1



When you are away from a class, you miss the lesson. There are many reasons why you are away from class, such as being sick, family matters, etc. Listen and repeat the conversation below after the teacher. Then, answer the questions.

Aya : Hi, Han. Where were you yesterday?
Ida : Why weren't you at school?
Han : I was at home in bed all day.
Aya : Poor little baby! Were you sick?
Ida : Did you have a stomachache?
Han : No, I didn't. I had a sore throat and a t
Aya : Lucky you! We had a math test.
Han : What was it like? Was it difficult?
Ida : Yes, it was. It was terrible!

1. What is the conversation about?
2. Who was not at school? Why?
3. What illness did Han suffer from?



Pic. 5.4 (Dit. PSMP, 2006)

4. Why did Aya say that Han was lucky?
5. Could they do the test?

Activity 2



If you cannot attend the class, you need to let your teacher know your reason for not coming to the class. One way is by writing a letter. Work with a partner to answer the following questions:

1. Is it necessary to write a letter to your teacher? Why?
2. What may happen if you do not write a letter?
3. What is the purpose of writing a letter?
4. What is the letter like?
5. What should you write in the letter?

Activity 3



Being away from school, you should ask a permission and give the teacher the reasons. Read the note from a student to the teacher. Then answer the questions.

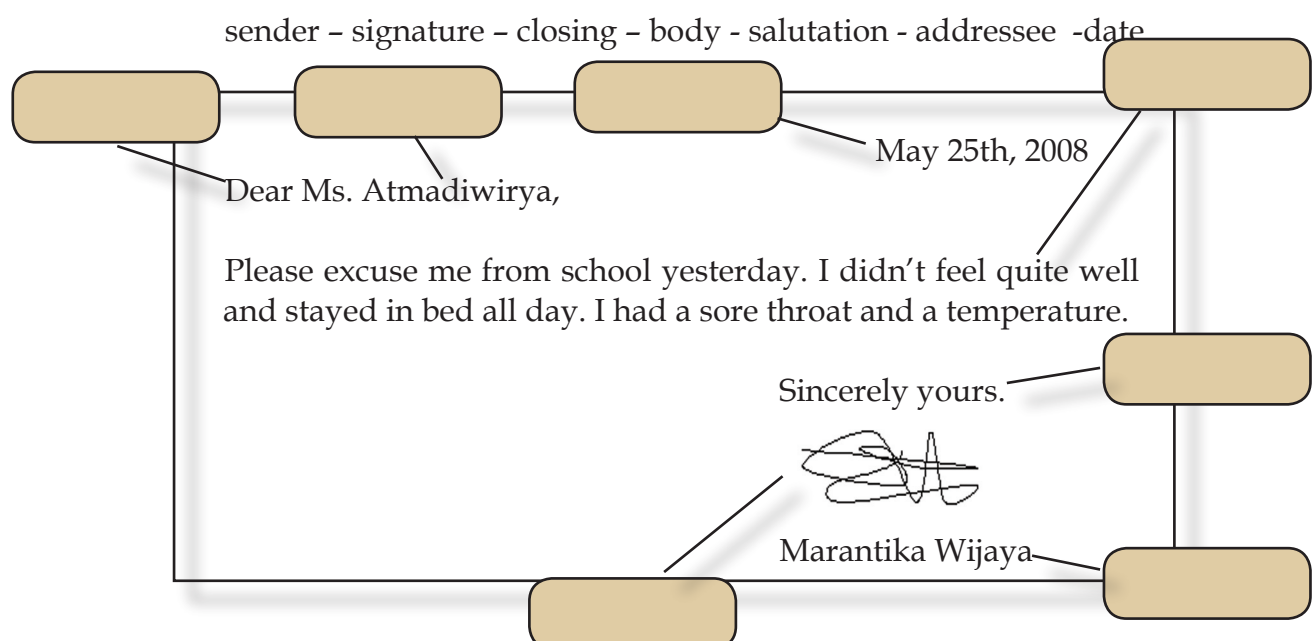
Questions

1. Who wrote the letter?
2. What was wrong with him?
3. When did he not attend the class?
4. Who was Ms. Atmadiwirya?
5. Was Marantika hospitalized?

Activity 4




Observe the letter written by Marantika. Look at the parts of the letter. The letter has the following parts. Can you identify?



Activity 5



How are some of the parts of the letter written? Can you identify? Here is a simple rule of how to write some parts.

Part	Rule to Write	Way to Write
Date	Month – Day - Year	May 25th, 2008
Salutation	Salutation mark	Dear
Addressee	Title and Family Name	Mr./ Ms. Atmadiwirya
Body	Purpose/explanattion	Please excuse ... etc
Closing	Salutation mark	Sincerely yours
Signature	Sender's signature	
Sender	Sender's full name	Marantika Wijaya

Cultural notes:

In writing the addressee's name, write the family name, but not the first name or the middle name. So, if the teacher's name is Julian Sonia Atmadiwirya, it is normally considered impolite to write the title followed with the first or the middle name. Therefore, we do not write Ms. Julian or Ms. Sonia. Instead, we write Ms. Atmadiwirya.

Practice

Activity 1



Work in pairs. The following is parts of a letter that is sent by a student to the teacher. These parts are made jumbled. Copy these parts and put them in their appropriate place.

- ⇒ I have to come with my mother to a family's wedding ceremony
- ⇒ Wieke Rumaropen
- ⇒ June 13, 2008
- ⇒ Dear
- ⇒ Hopefully I can cath up with the materials I will miss from your class
- ⇒ Please accept my appology for not attending your class on june 15, 2008
- ⇒ Sincerely yours
- ⇒ Thank you

Activity 2



Complete the following permission letter. You cannot attend classes because you have to attend your sister's wedding.

April....., 200..

Dear,

Please excuse me from school

I

I

Sincerely yours.

.....

Production

Activity 1



Write a letter to inform your teacher that you cannot join his/her class because you have to attend your brother's graduation ceremony out of town.

Homework

1. In pairs make dialogues on how to:
 - a. agree and disagree
 - b. give advice/recommendation
 - c. give and ask for opinions
 - d. ask and give for information.

Then record your dialogues on a tape. Submit the tape to your teacher.

2. Write a permission letter to your brother/sister's English teacher. Inform her that he/she is having a temperature, cough and running nose.

Summary

In this unit you have learned how to use several language functions. These include how to agree and disagree, how to give advice/recommendation, how to give and ask for opinions, how to ask and give for information, how to write

permission notes, and how to write invitation cards. These are summarized as shown below.

Functions	Language Forms
To agree	<p>I agree completely. I think so. That's just what I am thinking. In my opinion, you are right. I couldn't agree more. You are right. Exactly. Sure.</p>
To disagree	<p>I'm sorry, but I have to disagree. I couldn't agree less. I couldn't disagree more. I refuse to believe that No, that's wrong. I'm sure I cannot agree that I'm not sure I can agree. I wonder if there is a mistake. In my opinion, ... Are you absolutely sure? That's really surprises me. I may be wrong, but ...</p>
To advise/To recommend	<p>You can ... I advise that ... My advice is that ... You had better ... You can ... I recommend that ... My recommendation is that ...</p>
To ask opinion	<p>What do you think of ... ? What is your opinion about ... ? Do you think that ...? What do you think? What would you say about ...?</p>
To ask information	<p>Is it ? Does it ... ? Is s/he ... ? Does s/he ... ? Where is ... ? How much is it ... ? When does it ... ?</p>

To give opinion	In my opinion, In my humble opinion, To say frankly, To be honest, I think I think. I suppose I suppose. I guess I guess.
-----------------	--

To write a permission letter, you need to include the following things in your letter: sender, signature, closing, body, salutation, addressee and date. To write an invitation letter/note, make sure that you include the following points in the letter/notes: occasion, date, time, place and salutation

Evaluation

Task 1:

Read the following situation and act out a dialogue based on the situation.

Andin and Baskoro are both students in the same class. Andin is sitting in the cafeteria one day and sees Baskoro carrying a tray full of meals on the tray.

Make a dialogue between Andin and Baskoro using the following information. Then, act out the dialogue.

Andin.	Baskoro
1. greets Baskoro	1. greets Andin
2. asks Baskoro how the test went yesterday	2. answers question asks Andin the same question
3. tells Baskoro his test score, asks how Brina studies	3. describes his or her study corner
4. asks for more details	4. gives more information
5. disagrees with Baskoro's method, gives own method	5. disagrees with Andin's method, asks what is the most important thing for studying
6. gives opinion	6. expresses doubt, gives own opinion
7. gives agreement, gives preclosing	7. replies to preclosing
8. says good-bye	8. says good-bye

Task 2:

Read the weather report that follows carefully. Then complete the task

The World Weather Report

March 15th

There was heavy snow and windy weather in Chicago on Monday, and there was also heavy rain on the west coast of the United State-particularly in and around the city of San Francisco. Things were no better on other side of the world in Australia - there was extremely heavy rain in the state of Queensland, with 475 mm of rain falling in just five days. In south-east Asia, there was hotter, sunny weather with the town of Pontianak in the west of Kalimantan the hottest place. The temperature was 30 degrees the warmest so far this year.

It wasn't good news in Europe however. There was heavy snow in the Balkans, and parts of north-eastern Italy on Monday and Tuesday. Things are getting a little better in the city of Irkutsk in eastern Siberia, however the temperature went about zero degrees for the first time since last November.

(Source:Dit. PSMP, 2006)

Complete the information in the table.

Locations	Weather	Extra information
Chicago	Snow, windy	
San Fransisco		
Queensland		475 mm of rain in five days
Pontianak		
The Balkans		
North-east Italy		
Irskutsk		

Reflections

1. This unit gives me (put tick V):
 - ☐ new experiences.
 - ☐ very useful learning experiences.
 - ☐ very little learning experiences.
 - ☐ very useful learning strategy.
 - ☐ very little learning strategy.
2. The most interesting part in this unit is.....
3. Things that I want to study more are.....
4. The activity that I like best in this unit is

The reason why I like it is as follows:

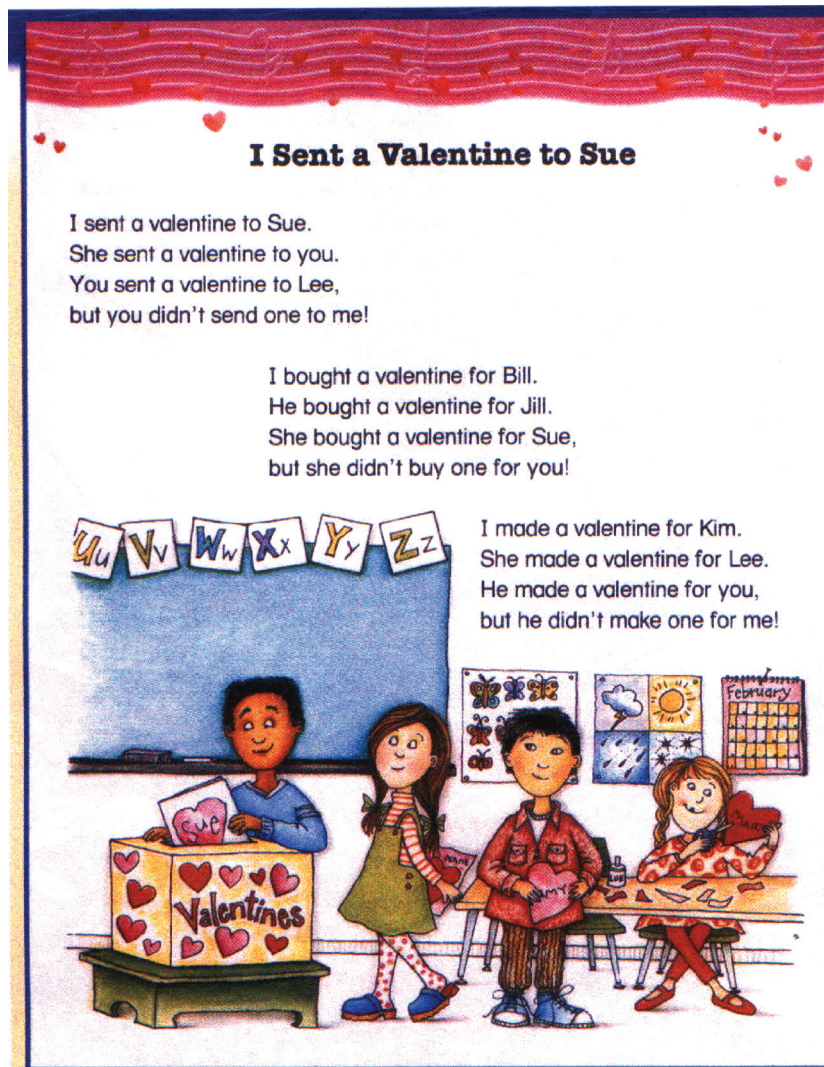
5. Read the statements. Then, give tick (✓) to yes, no, some.

	Statements	very well	well	little
a.	I can state agreement and disagreement.			
b.	I can make responses to agreement and disagreement.			
c.	I can give advice/recommendation.			
d.	I can make responses to advice/recommendation.			
e.	I can ask information.			
f.	I can give an opinion.			
g.	I can write a letter of permission.			

Vocabulary List

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
allowance	n	[ə'laʊəns]	uang saku
fabulous	adj	['fæbjʊləs]	indah
gorgeous	adj	['gɔ:dʒəs]	luarbiasa
marvelous	adj	['mɑ:vələs]	indah
permission	n	[pə'mɪʃn]	izin
scenery	n	['si:nri]	pemandangan
scarf	n	[skɑ:f]	selendang
recommendation	n	[rekəmen'deɪʃn]	rekomendasi
regret	verb	[rɪ'gret]	menyesal
suit	n	[su:t]	setelanjas

Fun Page



Pic. 5.5 (Dit. PSMP, 2006)

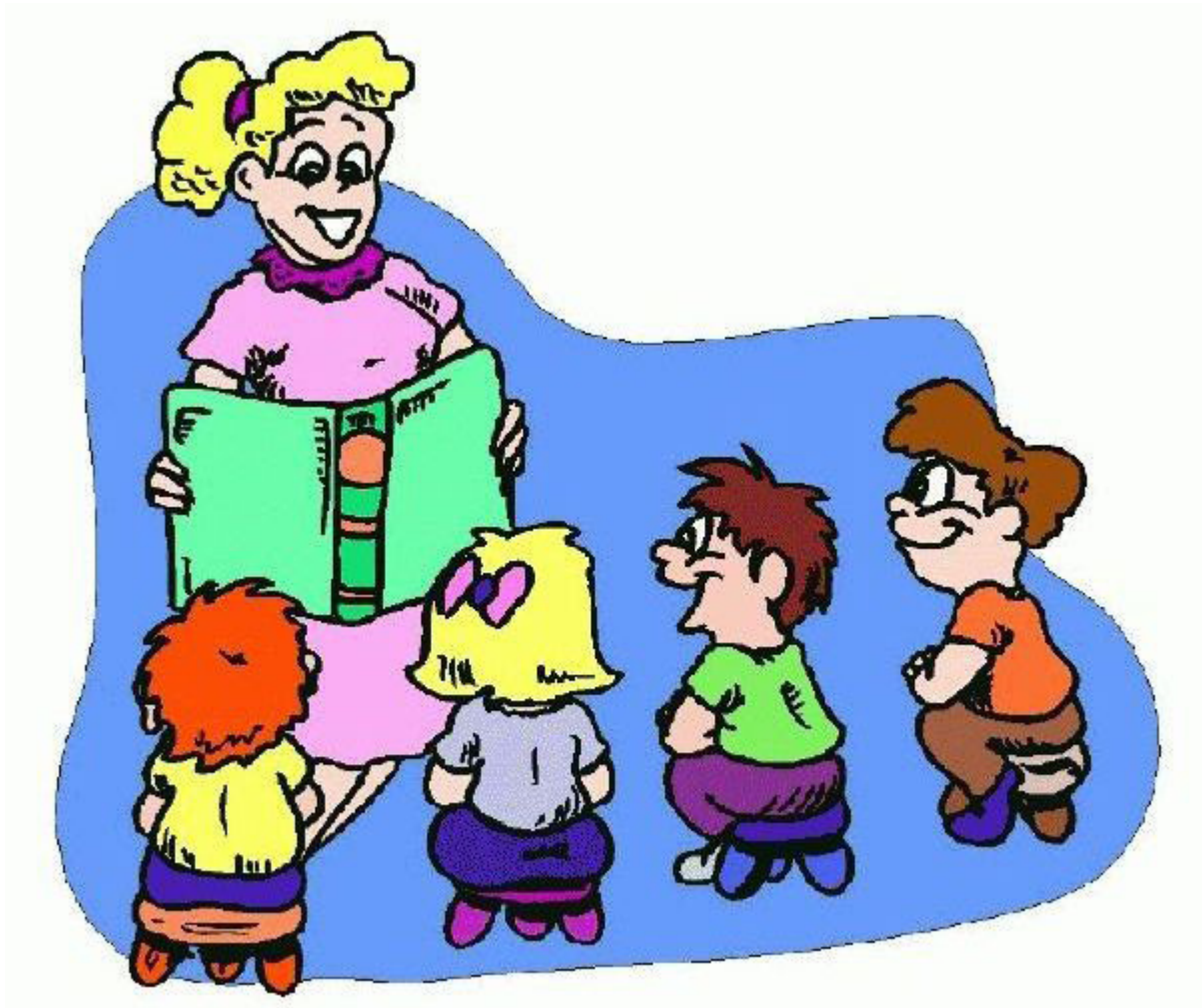
Questions

1. What is the chant about?
2. What did the writer not get from you?
3. How many persons are there mentioned?
4. What did Lee not do to the writer?
5. Do you think that the writer is angry with you?

UNIT 6

Once upon a time

(Narrative)



Pic. 6.1 (www.hometowncobb.com)

In this unit, you will learn to:

- ✿ comprehend oral narrative texts.
- ✿ present oral narrative texts accurately.
- ✿ read and understand written narrative texts.
- ✿ create written narrative texts.

Section One:

Spoken Narratives

Presentation

Activity 1



In the past rich people or landlords had slaves. The slaves worked for long hours everyday for their master. Your teacher will ask you questions related with a slave. Answer these questions.

1. Do you know the Indonesian word of “slaves”?
2. What do the slaves do?
3. Do you think that slaves do a lot of ‘help’ to their master?
4. Have you ever heard bad things that a master does to the slaves?
5. Do you think that helping each other is a good thing to do?

Activity 2

Your teacher will tell you a story about a slave. Now, let’s learn the pronunciation of some words from the story first. Listen and repeat after the teacher.

Word	Pronunciation
slave	/sleiv/
landlord	/ləndlɔ:d/
master	/mɑ:stər/
forest	/fɔ:rist/
cave	/keiv/
roar	/rɔ:r/
thorn	/θɔ:rn/
foot	/fʊt/
escape	/iskeip/

Activity 3



Now, let’s learn the meaning of the words. With a partner, draw a line to match the word in Column A with the meaning in Column B. No 1 has been done for you

Use your dictionary

Column A

- 1) slave
- 2) landlord
- 3) master

Column B

- a) telapak kaki
- b) auman
- c) hutan

- 4) forest
- 5) cave
- 6) roar
- 7) thorn
- 8) foot
- 9) escape

- d) budak
- e) duri
- f) tuan
- g) melarikan diri
- h) gua
- i) tuan tanah

Activity 4



Your teacher will tell you a story about a slave. Close your book. Listen carefully.

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.



But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

(Adapted from GB Shaw's play: Androcles and the Lion)

Pic.6.2

(<http://ursispaltenstein.ch/blog>)

While listening, find the answers to the questions below.

1. What was the slave's name?
2. Was the slave a man or a woman?
3. Was the master kind or bad?
4. Where did the slave run away?
5. Where did she/he sleep?
6. What animal did she/he see next morning?
7. Was the animal big or small?
8. Was the slave afraid of the animal?
9. Did the animal attack him/her?
10. What did the slave do to the animal?

Well, if you were the slave in the story, would you do the same thing to the lion?

Where do you think would the slave and the animal live then?

Do you think it's fun to live with wild animals?

Practice

Activity 1



Complete each sentence below with the correct word from the box.

punched	slept	ran away	bad	lame
bravely	frightened	attack	painful	heard

1. The ... master didn't give him food.
2. The master often ... his slave.
3. The slave from his master.
4. He ... in a cave.
5. Babu ... a loud roar.
6. He was ... by the roar of the lion.
7. The lion did not ... him.
8. The lion walked unsteadily. It was
9. A thorn pained its right foot. The foot was
10. Babu walked ... towards the lion.

Activity 2



We use the Simple Past Tense of verbs to show events that happened in the past. With regular verbs, we just add the ending -ed to the verbs to make the past form of the verbs.

The affirmative form: Subject + Verb-ed

Look at the following examples.

- * Babu escaped to the forest.
- * The master talked to Babu.
- * A lion appeared in front of the mouth of the cave.

Activity 3



Now, practice using the Simple Past Tense of verbs to show events that happened in the past. Change the verb forms in the bracket.

1. Babu (live) years ago with his master.
2. He (work) for a master who was very bad.
3. Babu's master (treat) him badly.
4. His master (look) at him with anger.
5. His master (dislike) him very much.
6. For days, his master (offer) him no meals at all.

7. Poor Babu (escape) to the jungle.
8. A big lion (roar) in front of the mouth of the cave.
9. Babu (pull) a thorn out of the lion's foot.
10. Babu and the lion (help) each other as friends.

Activity 4



Let's get back to the slave and the lion in the story.
Do you want to know what happened to them then?
Now let's continue the story.



Pic.6.3

(<http://collection.aucklandartgallery.govt.nz>)

With your classmates, arrange the sentences in the box below. To do that, follow these questions.

1. What did Babu's master want?
2. What did he report to the king?
3. What did the king do?
4. Where was Babu put?
5. What animal was in the pit?
6. What did Babu ever do to the animal?
7. Did it attack Babu or not?
8. What did it do to Babu?
9. What did finally happen to Babu and the lion?

- Babu's master wanted to arrest him.
- He was put into a pit.
- He reported his escape to the king.
- In the pit, there was a big, hungry lion.
- The king sent some soldiers to catch Babu.
- It was the lion that Babu helped.
- Finally, the king freed Babu and the lion.
- It did not attack him.
- The lion licked Babu's hands and face.

Activity 4



Work in pairs. Retell the slave and the lion story using your own words. Make sure that you retell it clearly and use correct pronunciation. Before retelling the story, make the draft of your story using the following flowchart.

When? Who? What happened?

What happened next?

Tell more about it.

What happened next?

Tell more about it

What happened finally?

Production

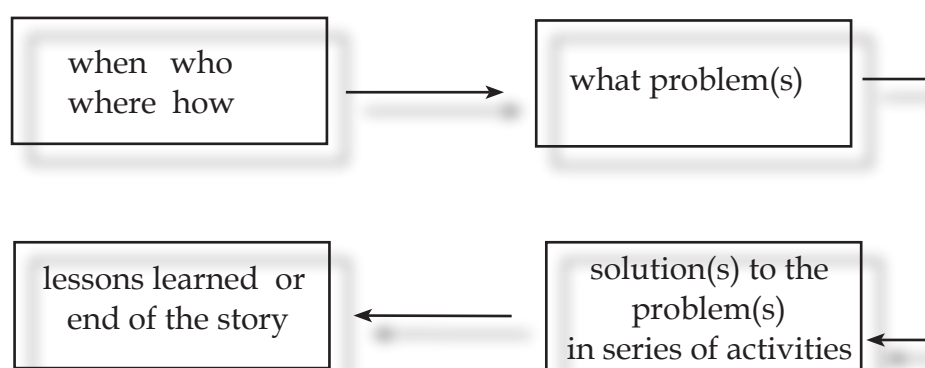
Activity 1



Please tell a story you know well to your classmates and teacher. Your story can be a local folklore, familiar to all of you, for example Malin Kundang from West Sumatera, Sangkuriang from West Java, the story of Tengger from East Java, etc.

You may use the following questions to guide you. You can also use the table following the questions. Make sure that you retell it clearly and use correct pronunciation.

1. Where did it happen?
2. When did it happen?
3. Who were the characters?
4. What happened to the characters?
5. How did the characters resolve the problems?
6. What was the ending of the story?



When you finish your story, share the story to the whole class. Have questions and answers with your classmates.

Section Two:

Written Narratives

Presentation

Activity 1



Discuss these questions with a friend.

1. Do you tell local folktales or legends to your little sisters or brothers?
2. Which folktale or local legends do you like best?
3. Who were the characters?
4. What happened to these characters?
5. Was it a sad or happy ending?

Activity 2



Have you ever heard the story of a princess named Snow White? Here is a short version of the story. Read it carefully.

Snow White



Pic.6.4

(<http://www.pewterkingdom.com/>)

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

(Free adaptation from Grimms' fairy tale)

Activity 3



According to the story, say whether each statement below is true or false.

1. Snow White was a beautiful queen.
2. Her own mother was jealous of her beauty.
3. Snow White ran away from her palace.
4. She lived with Prince Charming in a forest.
5. Snow White was poisoned by her stepmother.
6. Her stepmother was evil.
7. The dwarfs helped Prince Charming revive Snow White.
8. Snow White and Prince Charming had a happy life after that.

Activity 4



Answer these questions.

1. What is the story about?
2. When and where did the story happen?
3. What problems did Snow White have?
4. What happened to her then?
5. Who came to help her?
6. What did he do to Snow White?
7. How did they live after that?

Activity 5



How are narratives written? Answer these questions and read the explanation in the box carefully. Let's get back to the story of Snow White.

1. Who are the main characters of the Snow White story?

2. Where did this story take place?

In the middle of the story the writer tells us what happens to Snow White. This part of the story contains a problem that Snow White experienced.

3. What evil things did the Queen do to Snow White?

In the middle of the story the writer tells us what happens to Snow White. This part of the story contains a problem that Snow White experienced.

4. Did Snow White wake up from her long sleep? How did she wake up?

At the end of the story the writer tells us the way out of the problem that Snow White faced.

Activity 6



In most narratives writers are writing about things that happened in the past. Therefore, the verbs are in the past tense form. Now change these verbs in the following into the past tense.

1. Today, the prince lives happily with the princess. Years ago he (live) a sad life.
2. Today, the prince obtains what he wants easily. Years ago he (obtain) what he (want) with difficulties.
3. Today, the prince realizes that the princess loves him very much. Years ago he (realize) that the princess (love) him little.
4. Today, the prince likes his castle very much. Years ago the prince hardly (like) his castle.
5. Today, the prince revives his love to the princess. Years ago the prince hardly (revive) his love to the princess.

Now, put the verbs used in the sentences above into the table below.

Today the prince	Years ago the prince
lives	
obtains	
wants	
realizes	
loves	
likes	
revives	

Activity 7



Punctuations: **Capital Letters** and **Full Stops**

- A sentence must start with a **capital letter** and end with a **full stop**.
- Names of people and places start with a capital letter.

Dea rewrites her vacation with her family, but she forgets the capital letters and the full stops. Please put in the capital letters and full stops for her.

we went to bali last july it was our first visit there we visited kuta, sanur, bedugul and other resorts at kuta my brother went surfing i went parasailing at bedugul mum and dad took pictures of us we really enjoyed our vacation.

Practice

Activity 1



The words below are used in the parts following Activity 1. To learn the meaning of the words, do the following exercise first. Match each word in Column A with the meaning in Column B.

Use your dictionary.

Column A	Column B
1) sunset	a) perangkap
2) hunter	b) permintaan
3) owl	c) mengabulkan
4) trap	d) burung hantu

5) set free	e) matahari terbenam
6) paradise	f) surga
7) grant	g) berperabot
8) wishes	h) sangat besar
9) furnished	i) pemburu
10) huge	j) membebaskan

Activity 2



With a friend, read the unfinished fairy tale below.

One day, a hunter caught an owl in his trap. It was a paradise owl.

The owl begged the hunter to free it. In return, the owl promised to grant him three wishes.

"Give me a large, luxurious, furnished house with a beautiful garden," said the hunter. And there, in front of him, was the house he wanted.

"Give me a very huge box of gold coins," he asked. And again he got what he wanted.

"Give me a very beautiful, loving wife who is good at cooking." And...



1. How would you continue the story in the part following the text above?
2. Will you make it a happy-ending story? How? Please write.
3. Will you prefer to have a sad ending? How? Please write.

Activity 3



Here is a story for you to rearrange. Pay a close attention to its parts so that it becomes a good narrative.

One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

Finally the Prince found Cinderella and they got married and lived happily ever after.

Once upon a time there was a girl called Cinderella. She lived with her stepmother and stepsisters. They were very very bossy. She had to do all the housework.

The Prince took her glass shoe. He traveled around the country to find a girl that matched the glass shoe.

The Fairy Godmother came and helped her to go to the ball. Cinderella danced with the prince. After a while, the clock stroke twelve. She left him one of her glass shoes and went home.

Production

Activity 1



Here is another story for you to read. Read the story carefully.

Once upon a time there was a beautiful girl called Sarah, who lived with her step mother. Her step mother was very bossy, greedy and arrogant. She hated Sarah a lot.



One day when her father was working out side, the step mother hit Sarah and expelled her from the house. She went out side and walked far away from the house. Suddenly she saw a big melon farm and went in it. After that she hid in a big melon. She used to go out of the melon and get her food.

One day a prince visited the farm and saw the big melon. "Cut this melon I want to eat it," the prince said. The prince's guards started to cut the melon but they heard a voice from it. Sarah said "Don't cut me please!" They were all surprised at this situation. The prince said "Who are you? Calm down, please come out." After that she came out. He fell in love with her.

She told him her story so the prince decided to marry her and they lived happily ever after.

Written by Sanaa,Aisha and Fozya

Activity 2



Complete these sentences based on the information in the story above.

1. The story talk about
2. The step mother behave in the family.
3. Sarah left the house one day because
4. Sarah saw a very big melon and decided to in side it.
5.saw a big melon wanted to eat the melon.
6. The guards stopped cutting the melon because
7. In the end Sarah

Activity 3



Now let's write a story together.

You can choose a folktale or a local legend. Use the story plan below to write notes for your narrative.

Where and when?

Who were in the story?

What was the problem?

How did they try to solve the problem?

How did the story end?

Activity 4



After you finish writing your narrative, read the checklist below. If you can answer yes to that question, tick the yes column. This will help you edit your narrative. If you answer 'no', go back to your story and fix it.

No	What to check	Yes	No
1	Have you mentioned the time?		
2	Have you mentioned the place?		
3	Have you mentioned the characters?		
4	Have you mentioned what happened to the characters?		
5	Have you mentioned how the characters solve the problems?		
6	Have you mentioned the ending of the story?		
7	Have you used verbs in past tense?		
8	Have you checked your spelling and punctuation?		

Activity 5



Now, when you have finished your story, share your story to the whole class. Present your story to the class orally. Make sure that you speak clearly with a good pronunciation.

Good morning my classmates. I have written an interesting story. Well, on this occasion let me tell you my story about



Pic. 6..5 (Dit. PSMP, 2006)

Homework

1. In pairs tell a story of a local legend, rehearse the story and mind your pronunciation. Then record story on a tape. Submit the tape to your teacher.
2. Write a narrative of your own adventure. To make it more interesting, complete it with series of pictures. Make sure that you include all in your story. Use the checklist in Activity 2 above.

Summary

In this unit you have learned two important ways of narrating. We have learned, first, how to retell a narrative orally and, secondly, how to write a narrative text. Besides, we also learned that narrative stories consist of the following elements:

Part	Function
Setting	To introduce 'where' and 'when' of the story
Characters	To introduce the people - main characters and others - who were involved in the story.
Complication	To introduce problems that the characters face
Action	To present how the characters find solutions to the problems
Ending	To conclude the story or how the story ends

Evaluation

Task 1: Fill in the blanks with the words from the box.

kept	appeared	wished	opened	awoke
grabbed	lived	went	fell in love	wanted

The Magic Candle

One day a young wanderer got lost in a wood. Suddenly he saw a light from an old hut. He knocked on the door and an old woman (1) it. She was crying. She said that the devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked her where the devil (2) "In a castle not far from here," said the old woman.

The wanderer (3)..... to the castle. There he found the devil, but he was old and weak. Therefore when the wanderer (4)..... the magic candle from the devil's table and ran away, he couldn't chase him.

But the wanderer was not a kind man. He didn't return the candle to the old woman, but (5)..... it for himself. He lit the candle and made a wish, "I want to go far away from here." Suddenly the genies (6)..... and took him to a beautiful palace. There was party in the palace. The wanderer (7) to make some money. So he lit the candle again and wished for some jewelry. He sold them to the guests and was soon making a lot of money. Then the Princess came to buy the jewelry, but there was nothing left. The wanderer (8)..... with her and asked her to marry him. The kind princess said 'Yes', and they got married the next day. In his happiness, the wanderer told the princess about his adventure and the magic candle. Hearing that, the princess got very angry. At night she lit the candle and (9) that the wanderer disappeared.

In the morning the wanderer (10) and found himself back in his ugly house in the village.

(Adapted from Fun Plus 05)

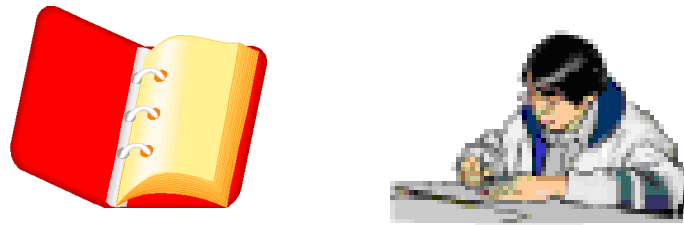


Task 2: Answer the following questions based on the story above.

Questions

1. What does the story talk about?
2. What does the first paragraph deal with?
3. After talking with an old woman, what did he do then?
4. How was the devil?
5. What did the wanderer take from the devil?
6. Did the old woman get her magic candle back from the wanderer? Why?
7. What did the wanderer do with the magic candle for himself?
8. Was the princess happy with the wanderer's story?
9. What happened finally to the wanderer? Why?

Task 3: In your own words, rewrite the story above. You may use the questions in Task 2 above to help you write the story of your own.



Pic. 6.6 (Dit. PSMP, 2006)

Reflections

1. Write the steps of writing a narrative in a flowchart. Please put the words or phrases in the box below into the appropriate part order. Use the arrows to show the flow of the plan of the story.

lessons learned or
end of the story

solution(s) to the
problem(s)
in series of activities

when who
where how

what problem(s)

2. Mention the activity that you like best in this unit and the reasons why you like it.

Vocabulary list

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
begged	verb	[ˈbɛɡd]	meminta
cave	noun	[keɪv]	gua
escaped	verb	[ɪˈskeɪpt]	melarikan
evil	noun	[ˈiːvl]	jahat
furnished house	noun	[ˈfɜːnɪʃt][haʊs]	Rumah perabot lengkap
landlord	noun	[ˈlændlɔːd]	Tuan tanah
poisoned	verb	[ˈpɔɪznd]	meracuni
revived	verb	[rɪˈvaɪvd]	Hidup kembali
slave	noun	[sleɪv]	budak
slavery	noun	[ˈsleɪvri]	perbudakan

Fun Page

AROUND THE WORLD

Greetings

Right now, all around the world, people are greeting each other in different ways.



They're shaking hands.



They're kissing.



They're bowing.



They're hugging.

Questions

1. Do people from different parts of the world greet each other in the same way?
2. How do they greet each other?
3. Do we also greet each other in our culture?
4. How do we greet each other?

UNIT 7

Making Telephone Calls



Pic. 7.1 (Dit. PSMP, 2006)

In this unit, you will learn to:

- ☐ comprehend transactional conversations: e.g. telephone calls, requesting, inviting.
- ☐ produce transactional conversations: e.g. telephone calls, requesting, inviting.
- ☐ read and understand written short functional texts.
- ☐ create written short functional texts.

Section One:

Telephoning, Requesting and Inviting

Presentation

Activity 1



Your teacher and you will talk about telephoning.
First, answer the following questions:

Have you ever made a telephone call?
How do you make the call? Using a telephone set at home?
A mobile phone?
Who do you frequently call?
When do you usually need to make a call?
Who has ever made a telephone call in English? To whom?







Activity 2



What is your phone number? Sometimes you need to mention a phone number.
How would you do it? Each figure is spoken individually. When the number of a pair is the same, it is read as 'double'. Look at the examples below:

0341463293 (oh three four one four six three two nine three)
0817532747 (oh eight one seven five three two seven four seven)
0264995544 (oh six four double nine double five double four)

Now, practice saying these phone numbers correctly.

 0855 234 472 363	 496 663
 567 475	 0272 338 225
 770 099	 496371

Activity 3



Listen and repeat the following phone conversation.
Then, answer the questions.

Bob : Hello.
 Adi : Hello.
 Bob : Bob speaking. Can I speak to Mary, please?
 Adi : Hm. She is not home right now.
 Bob : Oh, Ok.
 Adi : Can I take a message?
 Bob : Yes, please. Thanks.
 Adi : Wait a second. I'll get a pen.



(a minute later)
 Adi : Ok.
 Bob : Could you tell her to meet Bob at 7 p.m.
 in front of the City Public Library?
 Adi : All right.
 Bob : Thank you. Bye.
 Adi : Bye.



Pic. 7.2 (Dit. PSMP, 2006)

Questions :

1. Who are the speakers? Do they know each other?
2. How does Bob open the conversation?
3. What does Bob want?
4. What does Adi offer?
5. What will Adi tell Mary?

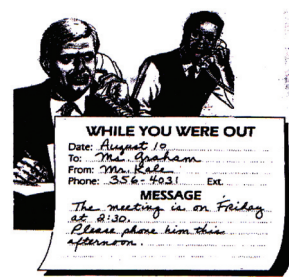
Activity 4



Listen and repeat after the teacher. Observe how the speakers open the conversation and close the conversation. Finally answer the questions below.

Mr. Kale is speaking on the phone with the secretary of Parker Industries.
 Listen and repeat

Secretary : Good morning, Parker Industries. May I help you?
 Mr. Kale : Hello. May I speak to Ms. Graham, please?
 Secretary : I'm sorry. She's not in. Would you like to leave a message?
 Mr. Kale : Yes, please. This is Mr. Kale.
 Secretary : Is that G-A-L-E?
 Mr. Kale : No, it's K-A-L-E.



Pic. 7.3 (Dit. PSMP, 2006)

Secretary : All right.
 Mr. Kale : Could you please tell her the meeting is on Friday at 2:30.
 Secretary : Friday at 2:30.
 Mr. Kale : And would you ask her to phone me this afternoon?
 My number is 356-4031.
 dalam kotak
 Secretary : 356-4031. Yes Mr. Kale. I'll give Ms Graham the messages.
 Mr. Kale : Thank you. Goodbye.
 Secretary : Goodbye.

Source: Richards, 1991.

Questions

1. Who are the speakers in the above conversation? Do they know each other?
2. What does he say to open the conversation?
3. What does he want?
4. What will the secretary tell Ms. Graham when she arrives at the office?
5. How does he close the conversation?

Activity 5

Study the telephone conversation in Activities 3 and 4 above once again. Observe how the conversation begins, develops and ends. Can you identify the expression to open the telephone conversation? Right you can say 'Hello'. The response is also 'Hello'. Here are some more expressions you may use in the beginning stage of a telephone conversation. Listen and repeat.



Good morning
 Hallo
 Hallo
 Hi
 Hi, there.
 Good morning. Is it
 0276 345 675
 Good evening. Is it 463
 765



Good morning
 Hallo
 Siti speaking.
 Hi
 Hi.
 Good morning. That's
 right.
 Good evening. Sorry. You
 got the wrong number

You may use some expressions in the next stage to end a phone conversation as follows. Listen and Repeat.



Thank you.
Thanks. Bye.
Good bye.
Bye.
See you later.



Thanks. Bye.
Thanks for calling. Bye.
Good bye.
Bye.
Bye.

Activity 6



In a phone conversation, you must use special expressions if you want to ask for something or ask somebody to do something in a polite or formal way. Can you identify these special expressions in the model telephone conversation above? List them here:

Activity 7



Here are some expressions used in telephoning. Match the expressions on the right column with the Indonesian equivalents on the left. Draw lines to match them.

Expressions	Indonesian equivalents
1. Would you like to wait for a moment?	a. Maaf, saluran sibuk
2. May I ask who's speaking, please?	b. Bisakah saya tulis pesan Anda?
3. I'm sorry the line is busy.	c. Mohon telepon kembali
4. Could you hang off the telephone, please.	d. Mohon tunggu sebentar
5. I'm sorry you dial the wrong number.	e. Maaf, salah sambung
6. Would you like to call back?	f. Apakah mau meninggalkan pesan?
7. Can I take a message?	g. Mohon meletakkan telepon
8. Would you like to leave the message?	h. Boleh tanya, siapa yang bicara.

Activity 8



Listen and repeat after the teacher.

Mrs. Sartono visits her neighbour

- Mrs. Sartono : Oh, hello. Mrs. Yayah. Could I use your telephone for a minute?
 Mrs. Yayah : Please do.
 Mrs. Sartono : Thank you. And is that the morning's paper?
 Mrs. Yayah : Yes. It is.
 Mrs. Sartono : May I borrow it?
 Mrs. Yayah : Sorry, I haven't finished reading it yet.
 Mrs. Sartono : Oh, I see. It doesn't matter then.



Questions

1. Who are the speakers in the above conversation? Do they know each other?
2. How does he open the conversation?
3. What phrase does he use to request?
4. How does he close the conversation?
5. Do you think it is a polite conversation? If yes, why?

Activity 9



When you make a request in a telephone conversation as shown in Activity 8, you need to know polite patterns. Here are some examples. Repeat after the teacher.

POLITE REQUESTS	POSSIBLE RESPONSES
(a). May I speak to John, please?	Wait a moment.
(b). Could I speak to John, please?	He is out.
(c). Can I speak to John, please?	Yes. Certainly.
(d). Do you mind if ...?	Wrong number.
(e). Would you mind if ...?	Sure. (informal)
	Okay. (informal)

Listen and repeat after the teacher.

Borrowing a camera

- Jenny : Do you mind if I use your camera?
 Norma : Sorry. I'm using it.
 Jenny : Never mind then.



Questions

1. Who are the speakers in the above conversation? Do they know each other?
2. How does he open the conversation?
3. What phrase does he use to request?
4. How does he close the conversation?
5. Do you think it is a polite conversation? If yes, why?

Activity 10



These are some more to learn when people are requesting/asking for things. Listen and repeat. Then act them out.



At a school office

Cindy : Could I have some paper please?
 Brian : Sure. How many pieces do you need?
 Cindy : 45 pieces should be enough.
 Brian : Here you are.
 Cindy : Thanks.



In a restaurant

Amel : May I have some doggy bags, please?
 Niken : Sure. Wait a second. Here you are.
 Amel : Thanks a lot.
 Niken : No problem.



In a flat

Amir : Sorry to bother you. Could I ask for a pinch of salt, please? I am running out of it.
 Busro : Certainly. Just a second.
 Amir : Here it is.
 Amir : Thank you.

Activity 12



When you invite, you also need to know the patterns for inviting somebody. Here are some examples. Repeat after the teacher.

INVITATIONS		POSSIBLE RESPONSES
(a).	Would you ...	Sure. (informal)
(b).	Could you ...	Okay. (informal)
(c).	Please, come/visit ...	I would love to. (formal)
(d).	You are cordially invited. (written)	
	Yes. Certainly.	

Activity 13



Now, look at the following conversation. Rama is calling Andreta to invite her to the movie. Listen and repeat.

Rama : Oh hi, Andre. It's Rama here.

Andreta : Oh hi. How are you?

Rama : Fine thanks. Listen. I've got a couple tickets for the new Brad Pitt's film. Would you like to come?

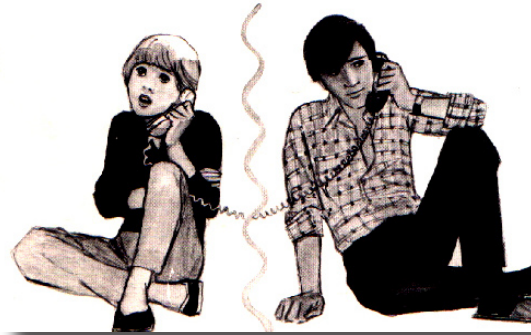
Andreta : Oh, thanks. But I'm working on an essay. I have to finish it tonight because it's due tomorrow.

Rama : Oh, what a pity. Well, never mind. Some other time perhaps.

Andreta : Sure.

Rama : Bye.

Andreta : Bye.



Pic. 7.3 (Dit. PSMP, 2006)

Adapted from McLean, 1981.

Questions

1. Who are the speakers in the above conversation? Do they know each other?
2. How does he open the conversation?
3. What phrase does he use to invite her?
4. Where does he invite her to go?
5. How does he close the conversation?
6. Do you think it is a polite conversation? If yes, why?

Practice

Activity 1



Act out the following dialogues. Use may I, could I, or can I + a verb.



Hi there. Is it 326 400?



Hi. Oh yes. Can I help you?



What's on today please?



It's *Ayat-ayat Cinta*.



Oh great!
Thank you very much.



Thanks for calling. Bye.



Hello. Central Post Office.



_____ to Ms. Handoko, please?



May I ask who is calling, please?



Ria Mauratu



Just a moment, Ms. Mauratu.
I'll connect you.



Thank you



Hello?



Hi. This is Budi. _____
to Hasan, please?



Sure. Hang on.



OK. Thank you

Activity 2



Work in pairs. Match the words on the right with the ones on the left by drawing lines. Then act it out.



- | | |
|---|--|
| 1. Can/may/could I use your typewriter for a while? | a. OK. Sorry. |
| 2. Can/could you turn off the radio? | b. Sure, I find it very hot here, myself, too. |
| 3. Can/could you open the window? | c. Sorry. I'm going to use it to go to town shortly. |
| 4. Do you mind if I borrow your motorcycle for an hour? | d. Sorry, I have to type a letter. |
| 5. Can/may/could I borrow your newspaper? | e. Sorry, I haven't finished reading it yet |

Activity 3



Act out some more invitations and various responses to the invitations.

- | | | | |
|----|---------|---|-----------------------------|
| 1. | Tika | : | Hi, Nasha. Tika's speaking. |
| | Nasha : | | Oh hi, Tika. How are you? |

Tika : Good. Thank you. Tika, would you come to my sister's party tomorrow?

Nasha : Sure, I will. What time is the party?

Tika : 7 p.m.

Nasha : That's great. Any special dress code?

Tika : No. See you.

Nasha : See you. Thanks for calling.

2. Wahyu : Hello, Lutfi. It's Wahyu. How are you?

Lutfi : Hi, Wahyu. Fine. Thanks.

Wahyu : Lut, would you like to drop in after class?

Lutfi : I'd like to, but I have to be home before 3. Next time.

Wahyu : Ok. Bye.

Lutfi : Bye.

3. Cici : Hello, Mira. It's Cici.

Mira : Hi, Ci. How are you?

Cici : Fine. Thanks. How about you?

Mira : Very well. Thank you. Ci, I'll have my birthday party next weekend. Could you come?

Cici : Oh, so sorry. My family and I plan to visit my uncle in Surabaya.

Mira : What a pity! But, it's OK.

Cici : Sorry Mira.

Production

Activity 1



Work in pairs. Act out the following phone conversation.



Hi there.



Hi. Tini. How are you ?



Good. Thanks. Could I borrow your laptop, please? Two days, I suppose.



That'll be fine, Tin.



Good afternoon. Dr. Rizal's office. Can I help you?



Yes, I'd like to make an appointment with Dr. Rizal, please.



Fine. Is Tuesday morning at five all right?



Yes. Thank you.



Hello.
Can I talk to Hendra, please?



He's not home right now. Would you like to leave a message?



Ok. Please tell him Andri called him. Thanks.



Sure. Thanks.

Activity 2



Work in pairs. The following phone conversation is incomplete. Complete the dialogue using the following cues. Then act out the conversation.

Bintang and Rumbewas are classmates. Bintang tries to phone Rumbewas to ask him to join an English Storytelling competition on Sunday, March, 23rd at 8 am. The location is at SMPN 1 Jalan Merapi no 5. When she phones, Rumbewas is out. Ana, Rumbewas' sister, answers the phone.

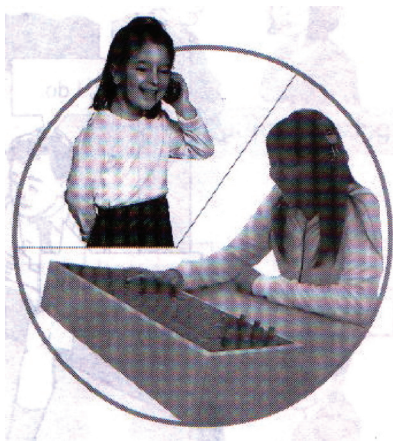
Ana : Hello?
 Bintang : Hello., please?
 Ana : No, he is'nt.
 Bintang : Can I, please?
 Ana :
 Bintang :

Activity 3



Work in pairs. Create a telephone conversation using the following cues. Then, act out the conversation into a role play.

Lina tries to phone her father in his office. When she phones him, his secretary answers the phone and tells her that he is out of the office. She asks his secretary to tell him that her mother is sick at home and needs to go to hospital as soon as possible.



Pic. 7.4 (Dit. PSMP, 2006)

Secretary : Good morning, Kalbe Farma
Industry, May I help you?

Lina : _____

Secretary : _____

Lina : _____

Secretary : _____

Activity 4



Observe the following dialogue carefully.

Albar : Would you like to come to a party with me?
Betty : I'd love to. Thank you very much.
Albar : Let's make it after supper.
Betty : OK. See you later.

Make up dialogues like the example above. Use the information below appropriately in the underlined parts.

come to a football match	6.30 at your place
go to the cinema	about 7.30
come to the farewell party	on Saturday
eat out	after dinner
see a film	tonight

Activity 5



Take turns practicing the dialogues.

1. Your friend asks you to go with him/her to the mall. You have to take care of your baby brother because your parents are not home.
2. You call your friend and ask her/him to go with you to see a new movie. She/he agrees.

Section Two:

Short Functional Texts

Presentation

Activity 1



Work in pairs. Answer the following questions

1. Have you ever got an invitation?
2. When was it?
3. For what occasion were you invited?
4. Why do people make invitations?
5. What do you expect to find in an invitation?

Activity 2



With a partner, discuss the following parts of an invitation you think you should not probably miss. Please tick (V) them.

Parts of advertisement	
1. Name of the one who invites	.....
2. Address of the one who invites	.....
3. Address where the event is held	.....
4. Special services	.....
5. Salutation	.....
6. Date and time of the event to be held	.....
7. Closing	.....
8. Date and time of writing the invitation	.....
9. Direction/map to reach the place	.....

Activity 3



Read the following example of an invitation card and its reply.
ada kotak berupa post card

Dear Winda,

I'm having a birthday party at Rose's Cafe
On Saturday, Sept 6
At 7 pm
You are cordially invited.

Indra
RSVP



Pic. 7.5 (Dit. PSMP, 2006)

Dear Indra,
Thank you very much for your invitation to your birthday party at Rose's Café.

I would love to come, but I regret to let you know I have to take my little brother to the dentist's.

Love,
Winda

Questions

1. Who invites Winda?
2. For what occasion is the invitation?
3. Where will the party be held?
4. When will the party be held?
5. What is RSVP?
6. Is Winda able to come to the party?
7. What happens to Winda's little brother?

Activity 4



Work in pairs. Answer the following questions

1. Have you ever got a message?
2. When was it?
3. Who wrote the message?
4. Why do people write messages?
5. What can you expect to find in a message?

Activity 5



Study the following e-mail messages between two friends. Then answer the questions.

Hi Jegeg,
You're right, Geg. The test will be held soon, starting from June 8. Here is some information you need. Students are asked to have their own stationary. No dictionary is allowed. Lateness is not tolerated. Cheating is prohibited. The student's card must be presented. The first day is biology. Well, I've got to go now. We all miss you. See you soon. Take good care.
Love.
Bagus

Questions

1. Who wrote the email?
2. Who was the email for?
3. Why did the sender write this email?
4. What ought Jegeg to bring to the test?
5. What is tested on the first day?

Activity 6



Reread the e-mail messages by Bagus in Activity 5. Observe the sentences he used in the e-mail once again. Can you identify the sentences with the pattern 'be + verb 3' in his e-mail messages? With a partner, write down these sentences in the box below.

Activity 7



Now, compare the sentences you have written in Activity 6 with the following taken from the e-mail above. Notice the expressions in bold.

1. The test **will be held** soon, starting from June 8.
2. Students **are asked** to have their own stationeries.
3. No dictionary **is allowed** to be used.
4. Lateness **is not tolerated**.
5. Cheating **is prohibited**.
6. The ID card **must be presented**.

Study the sentences in the table below. Discuss them with a partner. The sentences have the same pattern as some sentences in the e-mail above.

Everyone	was	invited to the school party.
Smoking in the public	is	prohibited.
Part 1 of the book	is being	discussed now
The blackboard	has been	cleaned.
The party	will be	held on this Thursday night.

Activity 8



Fill the blanks with the word provided on the right column. Look at the noun at the beginning of each sentence.

1	Syahrudin books everyday. Books by Syahrudin everyday.	are read reads
2	The students the teacher's explanation. The teacher's explanation by the students.	understood was understood
3	Yoyoh the experiment report soon The experiment report by Yoyoh soon.	will write will be written

Do these sentences have the same or different meaning? Discuss with a partner.

Practice

Activity 1



These expressions are parts of an invitation. Put these parts in their appropriate places to make an invitation.

- ☞ On Saturday, Sept 6
- ☞ RSVP
- ☞ I'm having a birthday party at 'Rumah Makan Ringin Asri'
- ☞ There are door prizes for you.
- ☞ At 08.00 pm
- ☞ Dear Friends,
- ☞ All of you are cordially invited.
- ☞ Yatman Surapraja

Activity 2



With a partner complete the following invitation card using appropriate expressions so that it makes an invitation. You will celebrate your football team's 5th anniversary. Decide the place, time yourself.

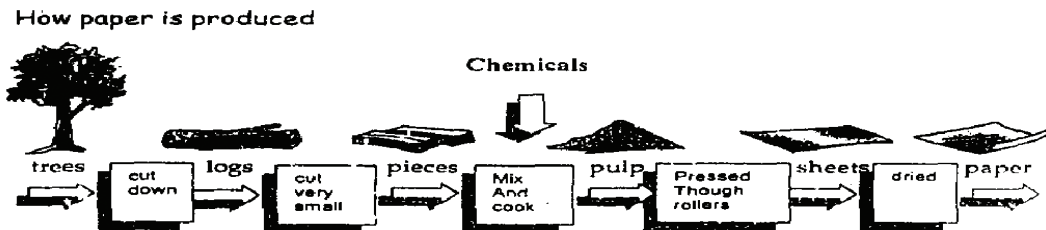
Dear, _____

Activity 3



Use an appropriate form of verbs between brackets. No 1 has been done for you.

Making paper is a long process to do. Here is a series of process by which paper is made. All begins from trees in the jungle.



Pic. 7.8 (Rachmajanti and Sulisty, 2007)

First, trees in the jungle are cut (1) down. Then, these trees (cut) (2) into smaller parts. These parts (call) (3) logs. Further, the logs (cut) (3) into very small pieces. These pieces then (mix) (4) and (cook) (5) in a very big container. Into the container, some chemicals (add). This results in a mixture which (call) (6) pulp. This pulp (press) (7) through rollers so that it forms sheets. These sheets (dry) (8) further to make paper. Now, the paper is ready to be processed further, for example, to be made into books etc.

Activity 4



Bak' Iyah helps the Han family. Ms. Han wants her to do the cooking for the day's meal while she is away. So, she writes a note to Bak' Iyah. Complete the following messages. Use passive voice.

Bak' Iyah,

The onions and garlic need to be (peel) and then (cut) into small pieces. Then put them in the butter.

The mushrooms need to be (boil) first when the onions are soft. Then, mix all of them.

Thanks.



Pic. 7.9
(www.e-psikologi.com)

Ibu

Activity 5



Complete the following messages. Use passive voice.

Bev,
I'll be out all afternoon.
The dishes need to bewhen you get home.
Then the vegetables need to be w....and c... up.
When you've finished that, the living - room need to be ...
Thanks a lot.
Mum



Pic. 7.10
(Dit.PSMP, 2006)

Source: Richards and Long, 1986.

Production

Activity 1



Work in pairs. Think about an interesting activity you will do this weekend. Invite your classmates to join you. Write down your invitation on a piece of paper. Mention 'what activity', 'where', and 'when.'

Example

Hi Diding,
Come to my home on Wednesday 11,
4 p.m. Jl. Penanggungan 2/7. Share your
happiness at my sister's birthday.

Jaka



Pic. 7.10
(Dit.PSMP, 2006)

Activity 2



You are invited by your best friend, Wie Chiang. Here is the invitation.

Hi Ibrahim,
Please come to my home on Friday 13, at 4 p.m. Jl. Sindoro 1/6. I'm
having my party to celebrate my achievement in a National Science
Competition.

Wie Chiang

RSVP

How would you write a reply to Wie Chiang if ...

- a. you are willing to attend the party?
- b. you cannot come to the party because of a reason (give your own reason)?

Activity 3



Work in pairs. Write an invitation card to someone you know.
Choose one occasion you like. Make your invitation card as interesting as possible by decorating it. Display your work on the wall.

Activity 4



Work in pairs. Imagine that you will go out of town for a week. Ask your friend to do something. Write a list what to do in your message.

For example:

Dear Lisa,
The cat needs to be fed twice a day: at 8 a.m. and 5 p.m.
Thanks.



Activity 5

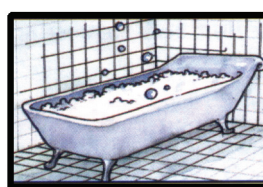


You are going to be back late.
Write notes to your family members.
Tell them what you want them to do before you get back.

Use ideas of your own or some of the jobs below.

Things to do!

- the bathroom - clean
- the dishes- wash
- Clothes - iron
- the bedrooms - tidy
- dinner - prepare



Homework

1. In pairs make dialogues on how to:
 - a. make a telephone call,
 - b. invite someone, and
 - c. how to request someone to do something.Then record your dialogues on a tape. Submit the tape to your teacher.

2. Write an invitation card for your friends. The occasion is housewarming party.
3. Write a message to your roommate. Tell her that you need to go back to your hometown for your sister's wedding. You need her help to water the plant and feed the fish.

Summary

In this unit you have learned several ways to do the following: how to make a telephone call, how to request, how to invite, how to write invitation cards and how to write messages. Each of these ways has particular characteristics that we must practice.

To make a telephone call, you must have opening expressions. For example, you can say: 'good morning', 'hello', 'hi there', etc. Here you must consider degree of politeness. To close a telephone call, you can use one of the following: 'bye', 'good bye', 'bye. Thanks for calling, etc.

To request someone to do something on the phone, you can use several expressions like 'Could/can/may I speak to ..., please'. Or, we can also use the expressions 'do you mind if ...', 'would you mind if ...'.

To invite someone to a party or an occasion, we must not forget the place, time, date. Also, mention for what occasion you are inviting somebody. Finally, write messages to someone, you may use passive sentences.

Evaluation

a. Read the note and answer these questions.

Hi Ridho,
Hope you had a good day at work!
Gone to supermarket to get something for diner. Back at 6.
Love,
Fiona

1.	Who is it for?	.....
2.	Who wrote it?	.....
3.	Where did she go?	.....
4.	When will she be back?	.....

b. Look at the following situations and complete each question to make it polite.

1. After borrowing a book, you want to have your student card back.
Can I have my student card back
2. You want to borrow your friend's camera.
Do you think
3. You didn't hear what your classmate said. You want her to say it again.
Would you mind
4. You've written a letter in English. You want your teacher to check it.

Would you mind.....?

5. You can't hear what our roommate is saying because of the radio. You want him to turn it down. Would

Reflections

- This unit gives me (put tick V):
 - ☐ new experiences.
 - ☐ useful learning experiences.
 - ☐ no useful learning experiences.
 - ☐ useful learning strategy.
 - ☐ no useful learning strategy.
- The most interesting part in this unit is.....
- Things that I want to study more are.....
- Read the statements. Then, give tick (v) to yes, no, some.

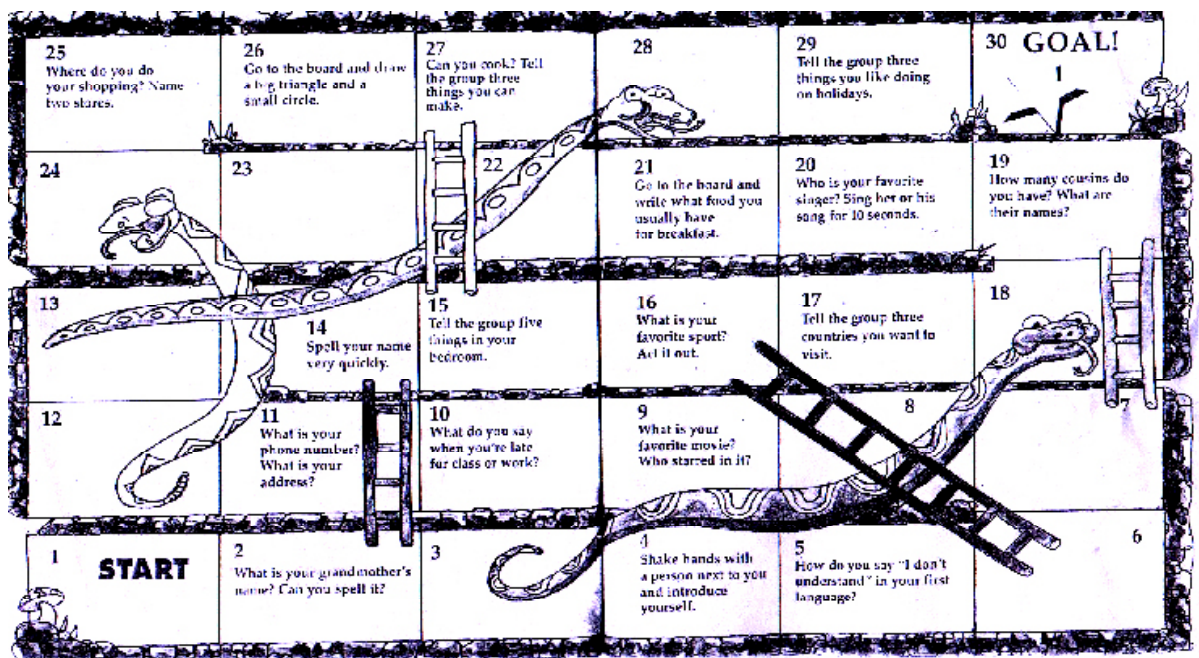
	Statements	very well	well	little
a.	I can make a telephone call.			
b.	I can make responses to a phone call.			
c.	I can make requests.			
d.	I can make responses to requests.			
e.	I can write an invitation card.			
f.	I can write messages.			

Vocabulary list

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
appointment	noun	[ə'pɔɪntmənt]	Janji, perjanjian
barbeque	noun	['bɑ:bɪkju:]	Pesta di luar rumah dengan memanggang daging
cordially	adverb	['kɔ:diəli]	Dengan hangat
encyclopedia	noun	[ɪnsaɪklə'pi:diə]	Buku referensi tentang ilmu pengetahuan yang disusun berdasarkan alfabet
food chain	noun	['fud'tʃeɪn]	Rantai makanan
journal	noun	['dʒɜ:nəl]	Terbitan berkala
mashed potato	noun	['mæʃdpə'teɪtəʊz]	Kentang rebus dilumatkan dengan susu dan mentega dan disajikan hangat
message	noun	['mesɪdʒ]	pesan
prohibited	adjective	[prə'hɪbɪtɪd]	dilarang
supper	noun	['sʌpə]	makan malam

Fun Page

SNAKES AND LADDERS. Work in groups of four. Each person places a chip on **START**. Throw a dice to move the chip. Read the question and answer or follow the instructions. If a chip lands on the bottom of a ladder, move up to the top of that ladder. If a chip lands on a snake's head, move down to the tail. The first person to reach the **GOAL** is the winner.



Pic. 7.11 (Dit. PSMP, 2006)

UNIT 8

It happend like this...

(Recount)



Pic 8.1(www.shadowsys.com)

In this unit, you will learn to:

- ⊖ comprehend oral recount texts,
- ⊖ present oral recount texts accurately,
- ⊖ read and understand written recount texts, and
- ⊖ create written recount texts.

Section One:

Spoken Recount

Presentation

Activity 1



Discuss these questions with a partner.

1. Do you have an unforgettable experience?
2. Do you tell your experience to a friend?
3. What do you say to start telling your experience?
4. Do you tell the events step by step?
5. Do you add your comment to your experience?

Activity 2



Act out the following presentation to a friend.

Hi, every body. Let me tell you something. Last night I went to my neighbour's wedding party with my family. You know, it was the wedding party of my dad's boss' son.

Well, in the party I had *rawon* and *sate Madura*. It's really nice to have them in a traditional wedding like this one. Then I had, you know what, some *dawet ayu*. After that, I sang for the happy couple.

At about 09.15 we went home. We arrived home rather late. I felt really very happy.

Activity 3



Listen again to your friend's presentation and then answer the following questions.

1. What did the speaker do last night?
2. Whose birthday was it?
3. What did the speaker have for dinner first?
4. What did the speaker have for dinner next?
5. When did the speaker go home?
6. How did the speaker feel?

Activity 4



Write the past simple tense of the verbs below and read aloud.

arrive	arrived
dance	
play	
believe	
stay	
like	
enjoy	
travel	
study	
look	

Activity 5



Complete the sentences in the past simple. Use a verb from the box below.

graduate	learn	change	try
die	end	live	wander
walk	receive		

1. My brother was at Malang State University, studying English; he ... last year.
2. The second World War ... in 1939, and ... six years later in 1945.
3. One year after Marie Curie ..., her daughter ... a Nobel Prize.
4. In remote places people ... a long way to the market to sell their harvest.
5. In school, the young Edison's mind often ... and his teacher, the Reverend Engle, was overheard calling him "addled."
6. I ... Jav=anese alphabets when I was in primary school, but I don't remember very much now.
7. I ... to phone you last night, but there was no answer.
8. For practicality and efficiency, farmers ... their way of harvesting paddies by then using a sickle.
9. Once there ... a young handsome boy called Jayaprana and a beautiful girl named Layonsari in Bali.

Activity 6



Read the explanation below.

The Simple past: questions and negatives

We make questions and negatives with did and didn't.

Example:

Did you get up early yesterday?

Yes, I did.

Did Tina get up early yesterday?

No, she didn't.

We didn't watch football match last week.

They didn't watch football match last week.

Simple Past Question

Did + Subject + base form + ... ?

didn't
or
did not

Simple Past Negative

Subject + didn't + base form + ...

Activity 7



With a partner, try to ask questions and answer based on the pictures below. Do as the examples.

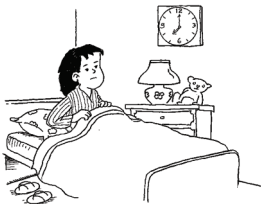
Examples:

Ani : Did Tina get up late yesterday?

Betty : Yes, she did. She got up at seven.

Amin : Did she go to school?

Budi : No, she didn't. She stayed at home.



get up at 7.00



have breakfast



wash the dishes



wash her clothes



watch TV



stay at home

Pic.8.2 (Di.PSMP,2006)

Practice

Activity 1



Complete the sentences with the past forms of the verbs in brackets. Then take turns to tell each story to your partner orally.



Pic.8.3

(<http://en.wikipedia.org>)

Edison (turn) into a telegraph operator after he (save) three-year-old Jimmie MacKenzie from being struck by a runaway train. Jimmie's father, station agent J.U. MacKenzie of Mount Clemens, Michigan, was so grateful that he (train) Edison as a telegraph operator. Edison's first telegraphy job away from Port Huron was at Stratford Junction, Ontario, on the Grand Trunk Railway. In 1866, at the age of 19, Thomas Edison (move) to Louisville, Kentucky. There as an employee of Western Union, he (work) the Associated Press bureau news wire. Edison (request) the night shift at work. This (allow) him plenty of time to spend at his two

favorite pastimes -- reading and experimenting. Eventually, the latter pre-occupation cost him his job. One night in 1867, he was working with a battery when he (spill) sulphuric acid onto the floor. It ran between the floorboards and onto his boss' desk below. The next morning he was fired.

(source: http://en.wikipedia.org/wiki/Thomas_Edison#Early_life)

Activity 2



Change the verb between brackets into the past form. Then tell it to your classmate.

Hi, every body. Let me tell you something. Yesterday Year 8 students (go) to a swimming competition at Banyubiru swimming pool.

The first race I (enter) was the freestyle. I (win) the third place and (get) a blue ribbon. The next race (be) backstroke. I (come) fifth.

Later on my friend (swim) in the butterfly race and (win). After lunch, we (compete) in the relays. Year 8 students (cheer) so hard for our team.

Finally, my mum (arrive) to take me home. I was very tired but very happy.

Activity 3



The sentences below have been made jumbled. However, originally they make up a story. Rearrange these sentences to reconstruct the story.

As it rained for two hours, they could not have anything to do.

She went with her mum, dad, and her brother.

Then her dad grilled some fish.

She says it is her worst experience during her holiday.

Last semester Rohana spent her holiday on Pasir Putih beaches.

They went by bus from Probolinggo to Pasir Putih.

Immediately they ran to find a shelter to escape from the rain.

Rohana and her brother spread out their big blanket and also folding chairs.

When they got to the beach, they picked up a place to sit.

Suddenly, it rained very hard.

Production

Activity 1



Get ready to tell your own experience to your friend. Remember that you should do the following:

1. Begin your story by telling:
 - a. when and where it happened
 - b. who the character was/were

2. Then, tell the happenings in order they happened,

3. Finally, end your story with an ending.

You could choose anyone of the following:

- ☐ Tell about a car accident you witnessed.
- ☐ Tell about something that happened to your pet.
- ☐ Tell about your holiday.
- ☐ Tell what happened in the last episode of your favourite TV serial.
- ☐ Tell about a special day.

Choose a story of your own.

Section 2:

Written Recount

Presentation

Activity 1

Work in pairs and discuss these questions.

1. Have you ever gone on a study tour?
2. What places did you visit during your study tour?
3. Did you tell your experience to your Dad or Mum?
4. Did you also keep what you experienced in a diary?
5. Did you write a postcard to your friends?
6. Did your teacher ask you to write a recount or story after the trip?



Pic.8.4 (Di.PSMP,2006)

Activity 2



Read Nida's school trip to the Botanic Gardens for the school magazine below.

A Tour to the Botanic Gardens by Nida

On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus.

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the Orchid Farm and Mrs. Rita read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk.

A lady took us around and introduced herself, then she explained what we were going to do. Next she took us in to the green house. It was most interesting.

Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

Activity 3



Answer these questions.

1. What is the text about?
2. 'We' in the text above refer to _____
3. Did Nida tell what Year Eight students do?
4. When did they do it? Where?
5. What was the first thing they did when they arrived?
6. What did they do next?
7. Who do you think Mrs. Rita was?
8. What did she do?
9. Where did Year Eight go next?
10. How did they return to school?

Activity 4



Read and answer the following questions.

At the beginning of Nida's story, we find out who the characters are, where the events took place and when it happened.

With your highlighter marked the answer to these questions.

1. Who took part in the tour to Botanic Gardens?
2. When did it take place?
3. Where did it take place?

Activity 5



Nida wrote the event of the day in the order they happened.

Check her story again. Then number these events in their correct order.

- | | |
|---|----------------------|
| We walked down and got into the bus. | <input type="text"/> |
| We had morning tea | <input type="text"/> |
| We walked down to the Education Centre | <input type="text"/> |
| We took some pictures | <input type="text"/> |
| We went to the Orchid Farm | <input type="text"/> |
| She took us to the green house | <input type="text"/> |
| We went down to a little spot in the Botanic Gardens | |
| We went back to the Education Centre to have lunch | <input type="text"/> |
| A lady took us around and introduced herself, then she explained what we were going to do | <input type="text"/> |
| we got into the bus and returned to school. | <input type="text"/> |

Activity 6



Find the following words in Nida's story and highlight them in different colour. These special words are called time signals.

After
 First
 Then
 After that
 Then.....
 Next
 Finally

Activity 7



Change these verbs from the present tense to the past tense as it is used in the text.

present	past
go	
walk	
get	
arrive	
read	
look at	
have	
take	
introduce	
explain	
finish	
return	

Activity 8



Rewrite the following text. Put in capital letters to begin each sentence and full stops to show where each sentence ends in the.

on thursday 24 april we went to the botanic gardens we walked down and boarded the bus after we arrived at the gardens we walked down to the education centre year seven went to have a look around first we went to the orchid farm and mrs rita read us some of the information then we looked at all the lovely plants after that we went down to a little spot in the botanic gardens and had morning tea

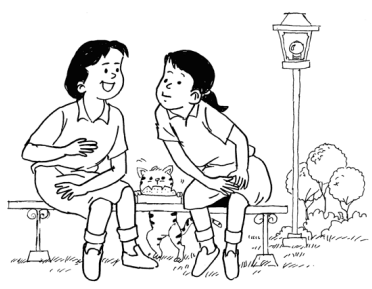
Practice

Activity 1



Write the answers to the questions under each picture.

Picture 1



Pic.8.5 (Di.PSMP,2006)

1. Who were the characters?
2. Where were they?
3. What did they do?
4. When did they do that?

Picture 2



Pic.8.6 (Di.PSMP,2006)

5. What did the girl do?
6. What did the cat do?

Picture 3



Pic.8.7 (Di.PSMP,2006)

7. What did they do?
8. How did they feel?

Activity 2



Copy your answers above into the following format.

<hr/> (Title)
who, where, when
<hr/>
<hr/>
<hr/>
<hr/>
Series of events (events in the order they happened)
<hr/>
<hr/>
<hr/>
<hr/>
what happened in the end
<hr/>
<hr/>
<hr/>
<hr/>

Production

Activity 1

Now it's time for you to write your own recount. Feel free to ask your teacher for help. Follow the steps as when you did above.

When you have chosen a topic of your interest, use the Recount Plan above to write your recount.

To write your own recount, you could:

- Write for a wall magazine telling about your trip to the Borobudur.
- Write a postcard to your grandmother telling her about your holiday.
- Tell your friends what happened in the last episode of your favourite TV serials.
- Write to your pen-friend telling about the last Independent Day Festival.
- Write about something that happened at your school.

Choose a story of your own.

When you have finished your draft, discuss it with your friends to have their comments. This helps you revise your writing. Then, display your writing on the classroom wall.

Activity 2



Revise your text. After you have finished, read the checklist below. If you can answer 'yes' to the question, put a tick (V) at the end of that question. If you can't, go back and fix your story then put a tick.

- ☐ Have you given the information about who, where and when at the beginning of your recount?
- ☐ Have you told the events in the order they happened?
- ☐ Have you used time conjunctions?
- ☐ Have you used action verbs in the past tense?
- ☐ Have you added some personal comments?
- ☐ Have you used full stops at the ends of sentences?
- ☐ Have you used capital letters for proper nouns?
- ☐ Have you checked your spelling?

Homework



Write your experience about a study trip to a friend or your relative. Use the format below.

../../2008

who, where,
when



Dear,

Series of events
(events in the
order they
happened)



what
happened in
the end



Love,

Summary

Activity 1

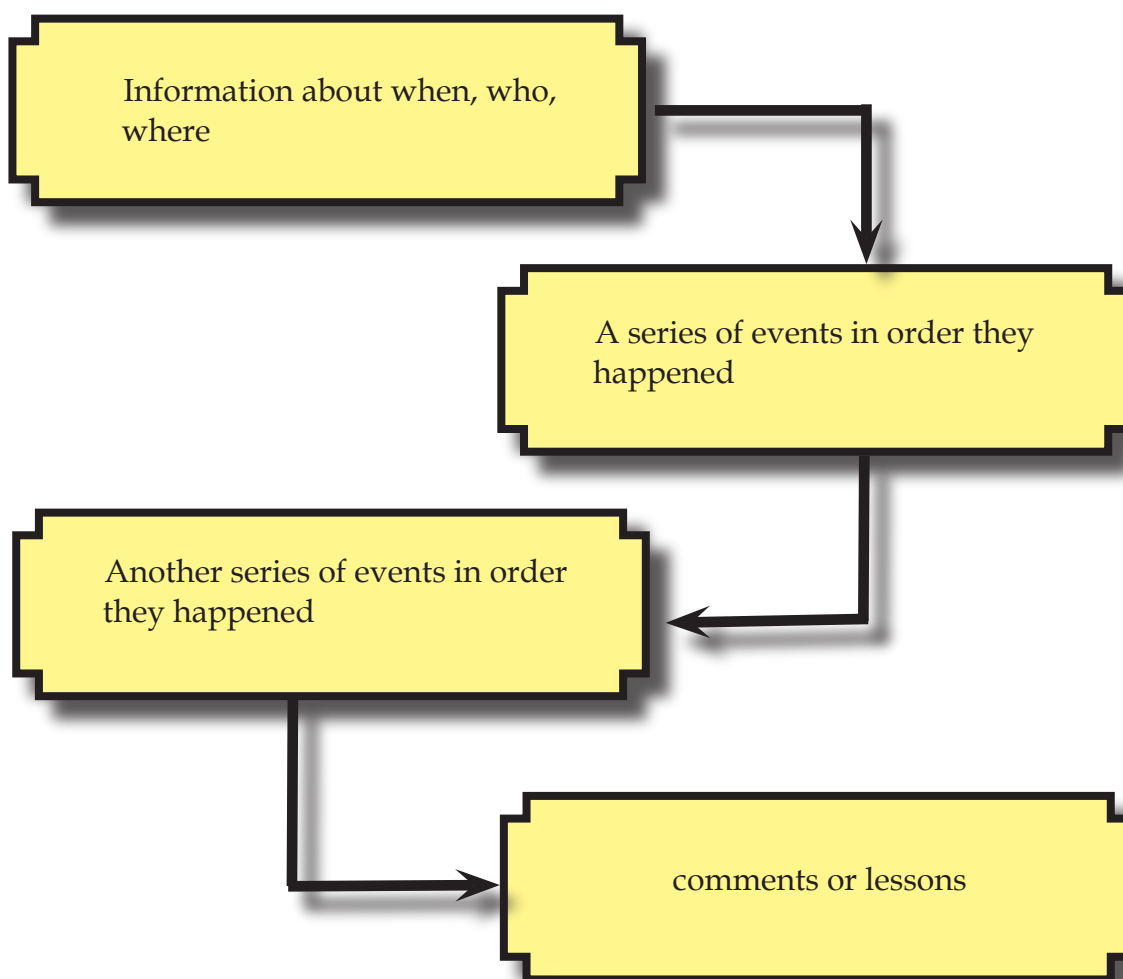


To tell a story or to narrate, we can start by giving information about the time, place, time, characters, and perhaps the situation in the story. Then, in the next part we can mention a series of activities that occurred in the order. Finally, the last part comments on the story, and sometimes gives the lesson that is learned from the story.

The purpose of narrating is to amuse, to entertain or to inform. The form of the verb used is normally in the Simple Past Tense. Time signals that are relevant with the tense are also used.

In a simple plan, to narrate or to tell a story we can use the following flowchart:

Summary



Evaluation

Activity 1



Change the verbs between brackets in the following text into the correct form. The first one that is underlined has been done for you.

Last weekend my friends, Dicky, Vinda and Laras and I hiked to Gunung Penanggungan. We (start) very early on Saturday from our village, Klandungan, and (reach) Oro-oro Ombo for lunch after we (hike) for almost 4 hours. We (continue) our hike. We (talk) about many things along the way to the next stop. Sometimes we (laugh) aloud when our stories we (exchange) one another (seem) funny. We (reach) the next stop one hour later. It was a hilltop. The view from this place (look) very amazing. Then we (walk) off down into the valley and there we (camp) for one night by the river in Gunung Penanggungan. I had not been there before. On Sunday we (return) by a small village -- Desa Pasir Wangi -- to a closest bus station. The climbing out of the valley was really hard for us but it was worth it. (adapted from Moline, 2000: 145-146)

Activity 2



Read the text in Activity 1 once again. Then, based on the information in the text, answer the following questions.

1. What does the text deal with?
2. How many people were there in the story going with the writer?
3. What did they do?
4. How many hours did it take them to get to Oro-oro Ombo?
5. What did they do in the first stop?
6. Did they have a good time along the way to the next stop?
7. How was the view from the hilltop?
8. Where did they have a camp?
9. How did they probably go home?
10. How did they feel after the hike?

Activity 3



Write an unforgettable experience you have. Make sure that you use the correct forms of verbs. Also, make sure that you organise your ideas using the pattern that you have learned in this unit.

Reflections

1. Write what you have learned in this unit.

2. Write the activity that you like best in this unit and the reasons why you like it.

Vocabulary list

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
Stories	noun	['stɔ:ri]	Ceritera
Diary	noun	['daɪəri]	Buku harian
Events	noun	[ɪ'vent]	Kejadian
Holiday	noun	['hɒlɪdeɪ]	liburan
Presentation	noun	[prezən'teɪʃn]	Penjelasan, presentasi
Recount	noun	['ri:kaʊnt]	Cerita tentang pengalaman yang penulisannya diurutkan berdasarkan kejadian
Orientation	noun	[ɔ:riən'teɪʃn]	Penjelasan awal tentang siapa, kapan, dimana
Reorientation	noun	[ri:ɔ:riən'teɪʃn]	Komentar yang ditulis di akhir cerita.

Fun Page

Your teacher has these five questions. If you can answer them correctly in the shortest time, you will win a prize.



Pic.8.8
(www.coolwebmoms.com)



Pic.8.9
(www.hamtermuseum.org)



Pic.8.10
(www.stopmusclepain.com)



Pic.8.11
(www.kapanlagi.com)



Pic.8.12
(www.kirman.wordpress.com)

What three words do students frequently say to answer a teacher's question?

Did you hear about the blind carpenter who picked up his hammer and saw?

What has a neck, but no head?

If vegetarians eat vegetables, what do humanitarians eat?

What are two things people ever eat before breakfast?

Vocabulary List

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
advertisement	n	[əd'vɜ:tɪzmənt]	iklan
alley	n	['æli]	gang
allowance	n	[ə'laʊəns]	uang saku
altitude	n	['æltɪtju:d]	ketinggian di atas permukaan air laut
amazing	adj.	[ə'meɪzɪŋ]	menakjubkan
appointment	n	[ə'pɔɪntmənt]	janji, perjanjian
attached	adj.	[ə'tætʃt]	ditempel
audition	n	[ə'dɪʃn]	audisi
awarded	adj.	[ə'wɔ:dɪd]	dianugerahi
barbeque	n	['bɑ:bɪkju:]	pesta diluar rumah dengan memanggang daging
begged	v	[begd]	meminta
brick	n	[brɪk]	batu bata
bushranger	n	[bʊʃ'reɪndʒə]	penguasa hutan
cave	n	[keɪv]	gua
climate	n	['klaɪmət]	iklim
commit	v	[kə'mɪt]	melakukan
compliment	n	['kɒmplɪmənt]	pujian
concerned	adj.	[kən'sə:nd]	khawatir
congratulate	v	[kən'grætjʊleɪt]	memberi selamat
cordially	adv	['kɔ:diəl]	dengan hangat
crowded	adj.	['kraʊdɪd]	ramai
day off	n	[deɪnf]	liburan

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
deserve	v	[dɪ'zə:v]	berhak
destination	n	[destɪ'neɪʃn]	tujuan
diary	n	['daɪəri]	buku harian
duty free	adj.	['dju:tɪfri:]	bebas pajak
encyclopedia	n	[ɪnsaɪklə'pi:diə]	buku referensi tentang ilmu pengetahuan yang
engaged	adj.	[ɪn'geɪdʒd]	terpakai
entertaining	adj.	[entə'teɪnɪŋ]	bersifat menghibur
escaped	v	[ɪ'skeɪpt]	melarikan diri
event	n	[ɪ'vent]	kejadian
evil	n	['i:vəl]	jahat
exciting	adj.	[ɪk'saɪtɪŋ]	menyenangkan
exclamation	n	[ɪksklə'meɪʃn]	Seruan
exercise	n	['eksəsaɪz]	olahraga
experience	n	[ɪk'spiəriəns]	pengalaman
fabulous	adj	['fæbjʊləs]	indah
feed	v	[fi:d]	memberi makan
food chain	n	['fu:d'tʃeɪn]	rantai makanan
fun	n	[fʌn]	kesenangan
furnished house	n	['fə:nɪʃt][haus]	rumah lengkap perabot
gem	n	[dʒem]	batu permata
gorgeous	adj	['gɔ:dʒəs]	luar biasa
holiday	n	['hɒlɪdeɪ]	liburan
journal	n	['dʒɔ:nl]	terbitan berkala

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
landlord	n	['lændlɔ:d]	tuan tanah
leisure	n	['leɪʒə]	santai
marvelous	adj	['mɑ:vələs]	indah
mashed potato	n	['mæʃdpə'tetəʊz]	kentang rebus dilumat dengan susu dan mentega disajikan hangat
message	n	['mesɪdʒ]	Pesan
message	n	['mesɪdʒ]	Pesan
note	n	[nəʊt]	catatan
orientation	n	[ɔ:'riən'teɪʃn]	penjelasan awal tentang siapa, kapan, dimana
permission	n	[pə'mɪʃn]	izin
pleasant	adj.	['plezənt]	menyenangkan
poisoned	v	['pɔɪznd]	meracuni
presentation	n	[prezən'teɪʃn]	penjelasan, presentasi
prize	n	[praɪz]	hadiah
prohibited	adj	[prə'hɪbɪtɪd]	dilarang
reasonable	adj.	['ri:zənəbl]	pantas
recommendation	n	[rekəmen'deɪʃn]	rekomendasi
recount	n	['ri:kaʊnt]	cerita tentang pengalaman yang penulisannya diurutkan berdasarkan kejadian
regret	v	[rɪ'gret]	menyesal
reorientation	n	[ri:ɔ:'riən'teɪʃn]	komentar yang ditulis di akhir cerita.
request	n	[rɪ'kwest]	permintaan
revived	v	[rɪ'vaɪvd]	hidup kembali
scarf	n	[skɑ:f]	selendang

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
scenery	n	['si:nri]	pemandangan
scrambled	adj.	['skræmbld]	acak
sequence	n	['si:kwəns]	urutan
sin	n	[sɪn]	dosa, kesalahan
slave	n	[sleɪv]	budak
slavery	n	['sleɪvri]	perbudakan
speak for	v	[spi:kfɔ:]	menjelaskan
stories	n	['stɔ:ri]	ceritera
suit	n	[su:t]	setelan jas
sunbathe	v	['sʌnbet̪ð]	berjemur
supper	n	['sʌpə]	makan malam
tough	adj.	[tʌf]	ketat
troop	n	[tru:p]	tentara
vast	adj.	[vɑ:st]	luas
wander	n	['wɒndə]	berkeliling
weight	n	[weɪt]	berat badan

Glossary

Action verb	a word that tells what the subject is doing
Adjective	a word that describes or gives more information about a noun or pronoun
Admiring	looking at someone <i>or</i> something with respect
Adverb	a word that describes gives more information about a verb
Announcement	something that someone says officially
Article	there are three articles, <i>a, an, the</i> .
Biography	the story of someone's life
Characters	the actors in the story
Complication	problems that the characters face.
Complimenting	praising
Congratulating	giving good wishes on a special occasion or for having done something
Conjunction	a joining word
Contraction	a shortened form of a word where a letter or letters have been left out
Conversation	talk by two people or more
Descriptive	a piece of text that is used to describe people, things, or places
Dialogue	conversation between two people
Direct speech	the exact words that are spoken
Essay	piece of writing on a particular subject
Evaluation	act of assessing progress
Geyser	a hot spring that shoots water into the air
Giving instruction	asking someone to do something
Glacier	a large body of ice that moves slowly over land
Greenhouse	a glass building used for growing plants
Hometown	town where you live
Idiom	a saying which often has a different meaning to what it says
Irregular verb	verb having irregular ending form
Monologue	speech by one person
Narrative	a kind of story that has problems and solutions
Note	a short piece of writing
Noun	a word for an animal, person, place or thing
Outdoor activity	activity done in the open air
Paragraph	a group of sentences that deal with a particular idea
Performance	acting out
Phrase	a group of words without a verb, usually introduced with a preposition
Postcard	a card for sending message by post with/without an envelope; often with a picture or photograph on one side
Preposition	a word that often begins a phrase and links a noun or pronoun to another word in a sentence
Project	work planned by students on their own
Recount	a piece of text that is used to retell events for the purpose of informing or entertaining
Reflection	thought, on thinking more
Regular verb	verb having regular ending form
Requesting	asking for something politely
Resolution	action that the characters take to solve the problem
Season's greeting	greeting that can be sent at any time
Situation	context

Subtropical	referring to cold countries
Summary	short description of what has been said, explained, or written
Tense	the time when an action happened, e.g. present, past, future
Text structure	rhetorical pattern of a text; how a text is organized
Thinking verb	a word that tells what you are thinkinh
Time signal	a word used to show the order events hapened
Tourism object	place for tourists
Verb	a doing, being, thinking or having word
Wild animal	animal that lives naturally or that is not tame

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BAHASA INGGRIS

Sekolah Menengah Pertama



Kelas VIII
Edisi 4

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Buku ini dinilai oleh Badan Standar Nasional Pendidikan (BSNP) dan telah dinyatakan layak sebagai buku teks pelajaran berdasarkan Peraturan Menteri Pendidikan Nasional No. 41 Tahun 2008 tanggal 1 Agustus 2008 tentang Penetapan Buku Teks Pelajaran yang Memenuhi Syarat Kelayakan untuk Digunakan dalam Proses Pembelajaran.

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