



PUSAT PERBUKUAN  
Departemen Pendidikan Nasional



# English in Focus

for Grade IX  
Junior High School (SMP/MTs)

Artono Wardiman  
Masduki B. Jahur  
M. Sukirman Djusma





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3

Hak Cipta pada Departemen Pendidikan Nasional  
Dilindungi Undang-undang

English in Focus  
for Grade IX  
Junior High School (SMP/MTs)

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Diperbanyak oleh ...

# Kata Sambutan

Puji syukur kami panjatkan ke hadirat Allah SWT, berkat rahmat dan karunia-Nya, Pemerintah, dalam hal ini, Departemen Pendidikan Nasional, pada tahun 2008, telah membeli hak cipta buku teks pelajaran ini dari penulis/penerbit untuk di sebarluaskan kepada masyarakat melalui website Jaringan Pendidikan Nasional.

Buku teks pelajaran ini telah dinilai oleh Badan Standar Nasional Pendidikan dan telah ditetapkan sebagai buku teks pelajaran yang memenuhi syarat kelayakan untuk digunakan dalam proses pembelajaran melalui Peraturan Menteri Pendidikan Nasional Nomor 34 Tahun 2008.

Kami menyampaikan penghargaan yang setinggi-tingginya kepada para penulis/penerbit yang telah berkenan mengalihkan hak cipta karyanya kepada Departemen Pendidikan Nasional untuk digunakan secara luas oleh siswa dan guru di seluruh Indonesia.

Buku-buku teks pelajaran yang telah dialihkan hak ciptanya kepada Departemen Pendidikan Nasional tersebut, dapat diunduh (down load), digandakan, dicetak, dialihmediakan, atau difotokopi oleh masyarakat. Namun, untuk penggandaan yang bersifat komersial harga penjualannya harus memenuhi ketentuan yang ditetapkan oleh Pemerintah. Diharapkan bahwa buku teks pelajaran ini akan lebih mudah diakses sehingga siswa dan guru di seluruh Indonesia maupun sekolah Indonesia yang berada di luar negeri dapat memanfaatkan sumber belajar ini.

Kami berharap, semua pihak dapat mendukung kebijakan ini. Kepada para siswa kami ucapkan selamat belajar dan manfaatkanlah buku ini sebaik-baiknya. Kami menyadari bahwa buku ini masih perlu ditingkatkan mutunya. Oleh karena itu, saran dan kritik sangat kami harapkan.

Jakarta, Juli 2008

Kepala Pusat Perbukuan

# Preface

*English in Focus for Grade IX* is one of a three-level English textbooks for you, young learners in junior high school (SMP/MTs). The necessity of English as one of the foreign languages studied in Indonesian schools, brings this book forward.

The writers have made an effort to develop your ability in English use through this book. The content of the book is integrated in the four language skills, i.e. listening, speaking, reading and writing. It aims to build your language, discourse, sociocultural and strategic competence. All the components help you understand English and use it as the media of communication.

This book also presents theories as well as activities that are closely familiar to the students. The activities will explore your creativity and encourage you to use your language skills in English.

Last but not least, the writers are very grateful to all people who have helped and given their input, support and encouragement.

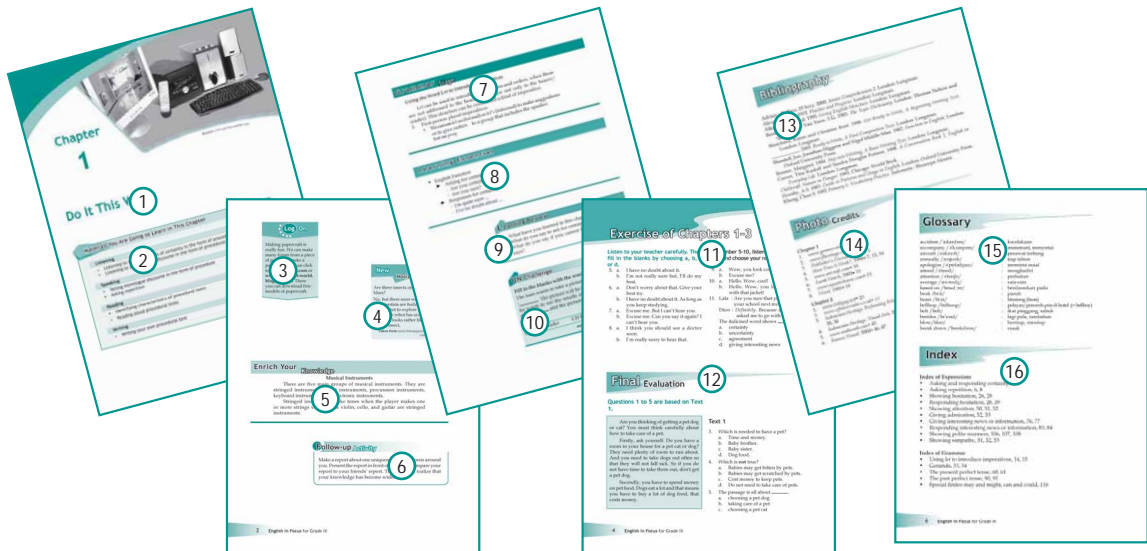
We also would like to appreciate PT Setia Purna Inves and the editorial team that give the support and contribution so that the books can be used by the young learners in junior high school (SMP/MTs).

Hopefully, this book will help you learn English in communicative way.

Bandung, July 2008

Writers

# Guide to Read This Book



1. **Chapter Title**  
displays the title theme of every chapter.
2. **Materials You're Going to Learn in This Chapter**  
mentions main subjects in every chapter.
3. **Log On**  
enriches your knowledge. The materials have been taken from the internet in order to enhance your ability.
4. **New Horizon**  
enriches you with knowledge related to the learning material.
5. **Enrich Your Knowledge**  
relates to the theme of the chapter.
6. **Follow Up Activity**  
gives you an activity to practice some materials that you have studied.
7. **Grammar Stage**  
explains grammar which is learned in every chapter.
8. **Learning Essential**  
describes the primary subject of the chapter.
9. **Learning Review**  
brings to you in the form of questions that reminds you of some learning materials.
10. **UN Challenge**  
challenges you some problems to solve that are taken from *Ujian Nasional*.
11. **Exercise of Chapters**  
recycles learning materials from the preceding chapters.
12. **Final Evaluation**  
reminds you of the materials in each chapter.
13. **Bibliography**  
shows you the resources for this book.
14. **Photo Credits**  
shows you the resources of pictures.
15. **Glossary**  
consists of list of words or terms to enrich your vocabulary.
16. **Index**  
helps you find grammar, expressions, and author of each chapter.

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# Chapter

# 1



Source: [www.germes-online.com](http://www.germes-online.com)

## Do It This Way!

### Materials You Are Going to Learn in This Chapter

#### Listening

- Listening to the expressions of certainty in the form of procedural text
- Listening to a monologue discourse in the form of procedural text

#### Speaking

- Telling monologue discourse in the form of procedure
- Asking repetition

#### Reading

- Identifying characteristics of procedural texts
- Reading aloud procedural texts

#### Writing

- Writing your own procedural text

# Listening

In this section, you will learn how to:

- listen to the expressions of certainty in the form of procedural text;
- listen to a monologue in the form of procedure.

After learning the lesson in this section, you are expected to be able to:

- listen to the expressions of certainty in the form of a procedural text;
- listen to a monologue in the form of procedure.

## Practice 1

Answer the following questions orally.

1. Do you always give hints or tips to your friends if they need them?
2. Could you give an example of your “number one” hint?
3. Have you ever received any useful hints from another person or maybe from media?
4. What kind of hints were they?
5. Do you always feel certain about hints that you hear or see?

## Practice 2

Act out the following dialogue.

- Nur : I'm not in a good mood today. My white shirt is stained. I think it's better to use it for a cloth or something.
- Nayla : No! Don't do that. Try my hints. First, put a paper towel under the stain. Then, spray the stain with hair spray. After that, rub the stain gently with a clean cloth. Continue rubbing until the stain is completely gone.
- Nur : *Are you sure?*
- Nayla : *Positive!* I've already tried this tip several times and it works for me.
- Nur : OK then, I'll try it. Thanks so much, Nayla.

## Speech Act

The expressions of certainty

Asking for certainty

- Are you certain?
- Are you sure?

Informal

Informal  
Formal  
(to older people or  
a stranger)

Informal

- Really?
  - Are you really certain about that, Sir/Ma'am?
- Responding to certainty
- I'm quite sure....
  - Certainly/definitely
  - I've no doubt about....

### Practice 3

Listen to the tape about the missing expressions.

- Nona : I haven't slept well lately. I don't know why.  
Ardi : Don't worry if you're the kind of person that doesn't sleep easily. First, don't think too much. Then, drink a glass of hot milk before sleeping. You will sleep really well.  
Nona : \_\_\_\_\_ about it?  
Ardi : \_\_\_\_\_.
- Fadli : Do you know how to get rid of a cold easily and quickly?  
Cinta : When I get a cold, first, I take medicine. Next, I go to sleep. Finally, when I get up, I feel fresh again.  
Fadli : \_\_\_\_\_  
Cinta : \_\_\_\_\_.

### Practice 4

Role play

Practise the dialogue with your partner.

### Practice 5

Listen to the tape about the recipe of fried chicken. Then, write down the expressions you have heard in your exercise book. Discuss it with your partner.

### Practice 6

Listen again to the tape. Write down each thing you will need to make fried chicken.

## Practice 7

Listen again to the tape about the dialogue in Practice 5. Then, find the English equivalent of the following Indonesian words/phrases taken from the dialogue.

1. *satu sendok makan*
2. *gorenglah*
3. *satu sendok teh*
4. *campurkan*
5. *haluskan*

## Practice 8

Answer the following questions orally.

1. Do you like juice?
2. What kind of juice do you like?
3. What about other kinds of food?
4. Could you mention some of your favourite foods and drinks?

## Practice 9

Listen to the tape about the ingredients for making a tropical fruit juice. Then, fill in the following blank spaces.

### How to Make a Tropical Fruit Juice



Source: [www.flheritage.com](http://www.flheritage.com)

Ingredients:

---

## Practice 10

Now, fill in the blanks with the procedure of how to make a tropical fruit juice while listening.

How to make:

1. <sup>a</sup> \_\_\_\_\_ the <sup>b</sup> \_\_\_\_\_ of papaya, pineapple, red syrup together with some <sup>c</sup> \_\_\_\_\_ into a blender and <sup>d</sup> \_\_\_\_\_ on high for one minute.
2. <sup>e</sup> \_\_\_\_\_, do the same to the remaining <sup>f</sup> \_\_\_\_\_, vanilla syrup and some ice cubes.
3. <sup>g</sup> \_\_\_\_\_, <sup>h</sup> \_\_\_\_\_ the juice into some glasses, the white juice is on the bottom and the red juice is on the top.

## Practice 11

Listen to the tape about the announcement below and fill in the blanks.

### Join the Faces of the Month Competition!



Source: *ayiedyary.files.wordpress*

- <sup>1</sup> \_\_\_\_\_ together all of your friends (max. 15 persons).
- <sup>2</sup> \_\_\_\_\_ your best pose and smile!
- <sup>3</sup> \_\_\_\_\_ your photo with a digital camera or a pocket camera.
- Do not use <sup>4</sup> \_\_\_\_\_ effects or contact lenses.
- <sup>5</sup> \_\_\_\_\_ your photo to Callista's Photo Studio, Jln. Ria No.15, by 29 March 2008.

## Practice 12

Now, make your own announcement. Choose one of the following topics.

1. Dance competition
2. Singing competition
3. Cooking competition

## Speaking

In this section, you will learn how to:

- respond to a monologue discourse in the form of procedural text;
- express correctly to spoken act of repetition.

After learning the lesson in this section, you are expected to be able to:

- do a monologue discourse in the form of procedural text;
- show expressions for asking repetition.

## Practice 1

Answer the following questions orally.

1. What will you say if you want someone to repeat something?
2. What do you feel if someone replies to your question or statement in an unexpected way?

## Practice 2

Practise the following dialogue.

Kesya : Hello, Resty. Look at my new purse. I made it myself.

Resty : Hello, Kesya. Hey, that's nice. Isn't that your old purse? The one that we bought one year ago?

Kesya : Yup, that's right.

Resty : How did you do that?

Kesya : *Sorry. What did you say?*

Resty : How did you do that, Kesya?

Kesya : Oh. Well, first, I just added some colourful buttons. Then, four-five glittery beads. Finally, I gave my magic finishing touch, he... he... he...

The italicised sentence in the dialogue is asking the other speaker to repeat what was said.

## Speech Act

### Expressions of asking repetition

- Informal
  - Sorry, I can't hear you!
  - I'm sorry. I didn't catch what you said.
- Formal (to older people or a stranger)
  - Could you repeat again, please?
  - Would you be louder, please?
  - Sorry, what did you say?

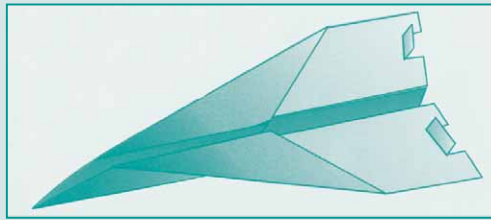
## Practice 3

### Class Project.

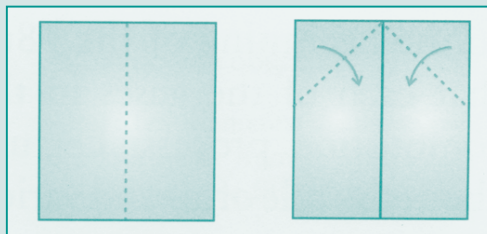
Your teacher will read the procedure of how to make a paper aeroplane. Then listen to her/him carefully and follow the instructions.

Preparation of how to make a paper aeroplane.  
You will need: 2 sheets of A4 size paper

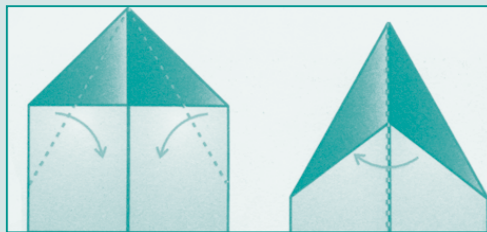
### How to Make a Paper Aeroplane



1. Carefully follow the diagram and make paper aeroplane from one A4 sheet.

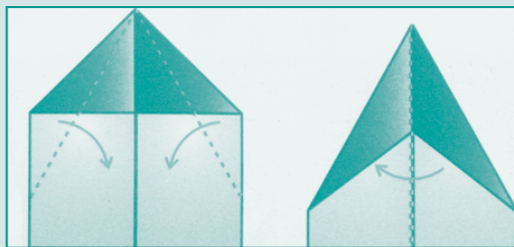


2. Throw the flat sheet of paper into the air and watch its path.





3. Now throw the paper aeroplane into the air, and watch its path.



Source: *The Big Book of Science Projects*, 2005

### Note

Don't forget to practise the expressions of asking for repetition while doing the experiment.

### Practice 4

Now, make your own dialogue with the expressions for asking repetition. Act it out in front of the class.

### Practice 5

Answer the following questions orally.

1. Have you ever done a procedure by following some instructions?
2. Is it difficult for you to do that?
3. Why is it difficult or not difficult?

### Practice 6

Practise the following dialogue with your partner.

#### How to Make a Chocolate Ball

*(Oky is in front of Sasha's house right now. It has been quite long since they have contacted each other.)*

(Oky knocks at the door)

"Yeah, just a moment please," Sasha said.

(Sasha opens the door)

"Hi, Sasha. How are you?" greeted Oky.

"Oh, hi Oky, where have you been? I'm fine, thanks. Come on in," reply Sasha.

"Thanks Sas, I've been so busy lately. I am taking many courses before my final exams. By the way, it's been so long since I ate your delicious food. So, what do you think if we try one of your fantastic recipes today?"

"I see. Well, since you're my best pal, I don't mind. So, what snack do you prefer?"

"OK, then. What about a chocolate ball? I like them very much."

"Yes, sure. Why not? My mom and I just made some yesterday, so I still have the ingredients."

"OK. Let's go to the kitchen."

"First of all, you should prepare a can of chocolate milk, three packs of milk biscuits, one pack of colourful chocolate sprinkles, and toothpicks just for accessories."

"Yup. Mmm...what if we use solid chocolate instead of chocolate milk?"

"No. We can't use solid chocolate. It tastes bitter."

"Oh, OK. Let's continue."

"Now, smash the biscuit until it seems like a powder. Then, stir it. Next, add the chocolate milk and at the same time stir it thoroughly, until the mixture becomes hard."

"Uhm-hm...what about if the mixture is runny? What will happen?"

"Well, make sure it's not too runny. It should be somewhere in between hard and mild. So, it will be easy to form balls with."

"OK. Then...?"

"After that, we can start to form it like balls, just like this. Finally, roll the ball in to colourful chocolate sprinkles. Place it in the small cookie paper, stick in the toothpicks for handles. It's finished."

"Wow...that's easy. I thought it was complicated. Thanks a lot. Shall we eat now?"

"Yeah, as easy as that. Let's eat."

## Practice 7

Retell only the procedure in Practice 6 in your own words.

## Practice 8

Take turn to tell the following first-aid instructions.

### What Should You Do to Stop Nose Bleeding?

1. First, loosen the clothing around your neck.
2. Put a cotton pad in the bleeding nostril.
3. Then sit down with your head leaning forward.
4. Squeeze your nose until it stops bleeding.
5. If your nose continues to bleed, call a doctor.

## Practice 9

Work in groups. Try to create your own advice about something and share it with the class. Compare with other groups' work.

## Practice 10

Now, create your own tips/advice about something then share it with the class.

### Pronounce It!

- |              |           |
|--------------|-----------|
| 1. /tʃ/ (ch) |           |
| chocolate    | /tʃɒklət/ |
| chain        | /tʃeɪn/   |
| 2. /θ/ (th)  |           |
| think        | /θɪŋk/    |
| 3. /ŋ/ (ng)  |           |
| sung         | /sʌŋ/     |
| 4. /ʃ/ (sh)  |           |
| sheep        | /ʃi:p/    |

## Practice 11

Announce it to the class.



Make Your Own Accessories  
Come to Activity Room  
at 4 this afternoon!  
You will learn to make  
a simple brooch, a hairpin,  
and more....



Source: [www.artcraft.com](http://www.artcraft.com)

## Practice 12

Answer the following questions orally.

1. Where do you think you will find this kind of announcement?
2. Can you say briefly what the announcement is about?
3. Do you think the announcement in Practice 11 is interesting? Why?

## Reading

In this section, you will learn how to:

- identify procedural text by looking through pictures;
- read aloud a procedure correctly.

After learning the lesson in this section, you are expected to be able to:

- understand a procedural text in the form of pictures;
- read a procedural text correctly.

## Practice 1

Observe the following pictures carefully. Then, rearrange the instructions based on the pictures.

Goal/purpose — **Let's Make Your Own Aquarium Ecosystem**

You will need :

gravel	a jug full of pond water
a net	an aquarium tank
water plants	a bucket
water animals	

Materials —





Source: *Hands on Science: Nature*, 2008

Steps

The frame

The covering

- Then, spread the gravels over base of the tank.
- Now, add a jug full of pond water.
- First of all, put the gravel in a net and pour a jug full of water on it.
- Next, add some water plants from an aquarium centre.
- Finally, add a few water animals you have collected from local ponds.
- After that, fill in the tank about half way and pour the water gently from a jug.
- There is your own aquarium ecosystem! Place the tank in bright light, but not in direct sunlight.

Taken from *Hands on Science: Nature*, 2008

## Note

### What Is a Procedural Text?

Basically, procedural texts are part of our daily life. They tell us how something is done through steps or actions.

We often use procedural texts, even though we rarely realise it. The examples are when we follow the instructions of a recipe on television, read a manual on how to turn on a CD player, do a simple scientific experiment, etc.

The structure of a procedural text

- Goal/purpose  
Example: *Let's Make Your Own Aquarium Ecosystem*
- Materials (precise information, how long, how many, what type).  
Example: *water plants, a bucket*
- Steps: What to do  
Example: *Spread the gravels over base of the tank.*
- The frame (commands, details, how, with what)  
Example: *Put the gravel in a net and pour a jug full of water on it.*
- The covering (where, action verbs).  
Example: *Place the tank in bright light.*

## Practice 2

In pairs, match each word in column A with its meaning in column B.

No.	A	B
1.	jug	a. loose open material of knotted string wire
2.	tank	b. small stones
3.	pond	c. small stones made smooth and round by water
4.	net	d. the lowest part of something.
5.	pebbles	e. small area of water
6.	gravel	f. large container for liquid or gas
7.	base	g. deep container for liquids

## Practice 3

Fill in the blanks with the words in the box.

- You can use \_\_\_\_\_ to decorate your aquarium.
- Use a \_\_\_\_\_ to make your aquarium ecosystem.
- Add \_\_\_\_\_ to the base of the tank.
- You can find water animals from nearby\_\_\_\_\_.
- Use a \_\_\_\_\_ to filter the water.
- Fill \_\_\_\_\_ full of water.

jug

gravel

tank

water plants

ponds

net

## Practice 4

Answer the following questions based on the text in Practice 1.

- What do you do after you put the gravel in a net?
- What is the next step before you add a jug full of pond water?
- Where do you add some water plants?
- Why do you pour the water from the jug gently?
- Do you know why we can't place the aquarium in direct sunlight?

## UN Challenge

Fill in the blanks with the words in the box.

The man wants to take a picture of a bird. He uses a <sup>1</sup>\_\_\_\_\_. The picture will be saved in a <sup>2</sup>\_\_\_\_\_. When he wants to see the results of the picture, he puts it into the <sup>3</sup>\_\_\_\_\_ and the picture will appear on the screen or monitor.

video recorder      CD ROM      video compact disc

Adapted from *Ujian Nasional Bahasa Inggris*, 2004

## Practice 5

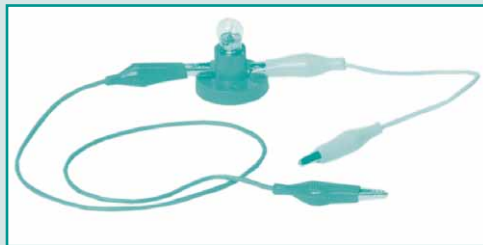
### Log On

Making papercraft is really fun. We can make many forms from a piece of paper. To make a papercraft you can click on [www.cp.cp-ij.com](http://www.cp.cp-ij.com) or [www.papercraft-world.blogspot.com](http://www.papercraft-world.blogspot.com). There you can download free papercraft models.

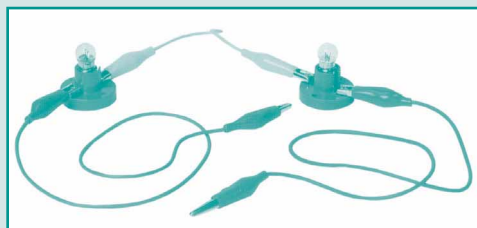
Read the following procedure carefully.

### Let's Make a Monster with Bright Eyes

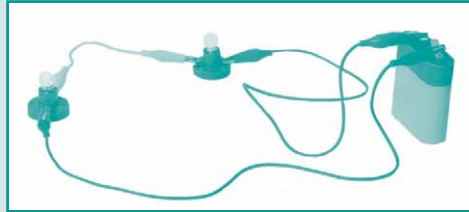
- You will need :
- 2 bulbs in bulb holders
  - 3 wires
  - a battery
  - coloured card
  - coloured paper
  - scissors
  - sticky tape
  - glue



1. Attach a wire to each of the screws on one bulb holder.



2. Connect the other end of one of these wires to the second bulb holder. Connect your third wire to the other screw on the second bulb holder.



3. Connect the loose wires to the ends of the battery.



4. Cut the card into a monster face with two eye holes. Push the bulbs through the holes in the back of the card. Tape the bulbs and the battery onto the back of the card.



5. Turn the monster face around. Finish it by gluing on a paper mouth and nose. Watch the eyes glow!

Taken from *How Does It Work?*, 2001



## Practice 6

Answer the following questions based on the text.

1. What should you do to make a monster?
2. Where should you attach a wire?
3. Which tool should you connect to the second bulb holder?
4. What do you connect to the ends of the battery?
5. Where do you push the bulbs to?
6. Where should you tape the bulbs and the battery?

## Practice 7

Identify the structure of the text in Practice 5. The following clues will help you.

1. What is the purpose of the text?
2. Can you state the materials you will need?
3. How many steps are there?
4. How about the frame? Mention some commands, details and tools.
5. Can you write five action words from the text?

## Practice 8

Decide whether the following statement is true (T) or false (F) based on the text. Correct the false one.

1. You need three batteries to make a monster with bright eyes.
2. Colored wire is used to turn on the monster's eyes.
3. You also need glue for the experiment.
4. Three bulbs are needed to turn on the monster's eyes.
5. Connect your third wire to the other screw.
6. Use glue to stick the bulbs and the battery onto the back of the card.
7. Use sticky tape to attach the paper mouth and nose.

## Grammar Stage

### Using the Word *Let* to Introduce Imperatives

*Let* can be used to introduce suggestions and orders, when these are not addressed to the hearer/reader (or not only to the hearer/reader). This structure can be considered a kind of imperative.

Pattern *Let + Object + Verb 1*

- We can use *let us* (formal) or *let's* (informal) to make suggestions or to give orders to a group that includes the speaker.

**Let us** *pray.*

**Let's have** *a drink.*

*OK, let's all get moving.*

- *Shall we?* is used as a question tag in British English; *let's* is used as a short answer.

**"Let's go for a walk, shall we?"** *"Yes, let's."*

- There are two possible negatives, with *let us not* and *do not let us* (informal *let's not*/*don't let's*).

**Let us not** *despair.* (formal)

**Let's not** *get angry.* (informal)

**Do not let us** *forget those who came before us.* (formal)

**Don't let's** *stay up too late tonight.* (informal)

Forms with *don't*, *let's* (and *let's*, *don't* in American English) are very informal.

- *Let me* is used to 'give instructions to oneself'; the expressions
  - *Let me see* and *Let me think* are very common.
- eg. *"What time do you want to have breakfast?"* **"Let me think.** *Yes, I reckon eight o'clock will be early enough."*

*Now what's the best way to get to Manchester?*

**Let me see**– *suppose I take the M6 from Birmingham...*

**Let me** *just get my coat and I'll be with you.*

- In a very informal style, *let's* is often used to mean *let me*.
  - *Let's see.* *Suppose I take the M6 from Birmingham...*
  - *Let* can also introduce a suggestion or order for someone or something else, not the speaker or hearer. This is common in formal and ceremonial language, but informal uses are also possible.
- eg. **Let** *the prayers begin.*

**Let** *our enemies understand that we will not hesitate to defend our territory and our interests, wherever they may be.*

*"Your boyfriend's going out with another girl."*

**"Let him be.** *I don't care."*

## Practice

9

**Make the imperatives of the following sentences. State them orally.**

1. Ask your friend to cook together.
2. Add some salt by yourself.
3. Stir the coconut milk by yourself thoroughly.
4. Ask your friend to get lunch together.
5. Ask your friend to make an aquarium together.
6. Keep the water boiling.
7. Ask your friend to have dinner in a new restaurant together.
8. Keep stirring coconut milk.

# Writing

In this section, you will learn how to:

- write a procedural text.

After learning the lesson in this section, you are expected to be able to:

- write a procedural text correctly.

## Practice 1

Read the following explanation carefully.

When you want to tell someone how to do something, the first thing you need to do is write down the steps of the process. Then, you should arrange the steps according to time order. When you write your paragraph, you should give/use signal words to guide your reader from one step to the next.

### Note

Time-order (signal words)

- First, second, third
- First of all
- Then
- After that
- Next
- Now
- Finally

## Practice 2

Read the following procedure carefully.

### New

#### Horizon

The pyramid in Egypt was designed by writers, astronomers and government officers. The most famous one was Imhotep. He was one of the wellknown architects in Egypt.

*Adapted from Ensiklopedia Tanya dan Jawab Seni, Olahraga dan hiburan, 2005*

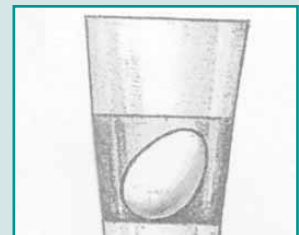
### The Brine Effect

You will need : table salt, a large glass, an egg, a teaspoon, a dessert spoon and water.

How to do it:

1. We half fill the glass with water. Then, using the dessert spoon, we carefully put the egg in water.

The egg sinks to the bottom.

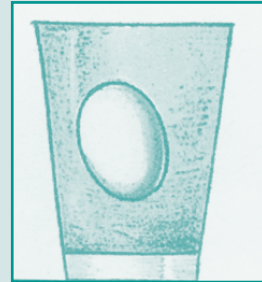




2. Now we add 10 tablespoons of salt in water and mix thoroughly to make brine.
3. We put the egg in the water again.  
The egg floats.

4. We take the egg out and slowly fill the glass totally.
5. We put in the egg again.

The egg remains suspended in the centre of the glass.



Do you know why?

In the first stage, the egg was denser than clear water, so it sank. In the second stage, salt water (brine) was denser than clear water, helping the egg to float. Finally, when clear water was added, it floated on the brine, making the egg stay in the middle, as it has more density than clear water, but less than the brine.

Taken from *The Big Book of Science Projects*, 2005

## Practice 3

Identify the time order (signal words) and the structure in Practice 2.

## Follow-up Activity

Find a simple recipe from the internet, a magazine, or a recipe book. Make dishes from it, then surprise a family member. Ask them to taste it. They will be happy because of your attention.

Work in pairs. Arrange the jumbled letters by looking at the box that follow.

### Let's Make Butterfly Garden



1. *tsfir fo lla*, you need to *wgro* some plants from *dees* or buy young plants. Wearing a pair of *sveolg*, dig over your chosen *ctpah* of earth with a trowel.



2. *etxn*, break up any large *dscl* of earth with a trowel. *Won* start to take over the pot of your plot so that the earth is evenly spread and crumbly.



3. *teaf r hatt*, dig several small *slohe* for your plants with the trowel. *hten*, place the plants in the holes and *sspre* the earth *wodn* firmly with gloved hands around the *sbae* of each plant.



4. *inlylifa*, water your plants well. They will need to be watered regularly. It would be *tetber* to *twaer* your plants at *kuds*.



5. *discuss* which butterflies you can see visiting your beautiful flowers? Which is the most popular plant?

Taken from *Hands on Science: Nature*, 2008

record base after that patch dusk  
down gloves water press rake  
seed now then next finally  
holes better clods first of all

Practice 5

Identify the instructions that you can find in the text. Then, write them down in your exercise book.

Practice 6

In groups of three, make a procedural text. Then, tell the class what you have created. Compare with other groups.

Practice 7

In your exercise book draw a form like the example below. Then, write your own procedural text. You are free to choose the topic.

(names of your procedural text)

Materials : \_\_\_\_\_

Steps : \_\_\_\_\_

## Learning Essential

- Language Function
    - ▶ Asking for certainty
      - Are you certain?
      - Are you sure?
    - ▶ Responses for certainty
      - I'm quite sure ...
      - I've no doubt about ...
    - ▶ Asking repetition
      - Sorry, I can't hear you!
      - I'm sorry. I didn't catch what you said.
  - Genre of text: Procedure
    - ▶ Social function : To describe how something is accomplished through a sequence of actions or steps
    - ▶ Generic structure:
      - Goal
      - Steps
      - Materials
      - The frame
      - The covering
      1. *First of all, you need to grow some plants from seed or buy young plants.*
      2. *Next, break up any large clods of earth with a trowel.*
      3. *After that, dig several small holes for your plants with the trowel....*
  - Grammar : Using let to introduce imperative  
Examples  
Let me help you.  
Let's have a snack.
- 

## Learning Review

After studying all subjects in this chapter, answer the following questions.

1. What have you learned in this chapter?
2. What do you say to ask for certainty?
3. What do you say if you cannot hear what your friend says?

If you find some difficulties while answering the questions, you can learn the subjects once more or you may consult your teacher.

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# Chapter 2



Source: [www.indonesia-ok](http://www.indonesia-ok)

## Let's Dance and Sing

### Materials You Are Going to Learn in This Chapter

#### Listening

- Listening to monologue in the form of report texts
- Listening to expressions of showing hesitation
- Listening to an art schedule from the radio

#### Speaking

- Responding to hesitation
- Retelling the story in the form of report text

#### Reading

- Studying the structure of a report text
- Identifying main ideas and supporting ideas

#### Writing

- Getting the meanings from short functional text in the form of TV channels guide
- Writing a report text



# Listening

In this section, you will learn how to:

- listen to a monologue in the form of report texts;
- listen to some expressions of showing hesitation.

After learning the lesson in this section, you are expected to be able to:

- understand expressions of hesitation;
- identify a monologue in the form of report texts;
- get the meanings from an art schedule in the radio.

## Practice

1

Answer the following questions orally.

1. What kind of music do you like?
2. Why do you like it?
3. Who is your favourite singer? Why do you like him/her?
4. What kinds of songs do you like?
5. How often do you buy new cassettes or CDs in a month?

## Practice

2

Listen to the tape carefully. While listening, fill in the missing words on the text.

### Pop Song

Pop songs come from movies and pop composers. The songs are mainly simple <sup>1</sup>\_\_\_\_\_ with lyrics about <sup>2</sup>\_\_\_\_\_. They are played by <sup>3</sup>\_\_\_\_\_ in dance halls, cafe, restaurants, and the night clubs and on <sup>4</sup>\_\_\_\_\_. The bands consist of six to more than six <sup>5</sup>\_\_\_\_\_. The boys bands are <sup>6</sup>\_\_\_\_\_ today. <sup>7</sup>\_\_\_\_\_ held by Maroon Five, Ungu, Gigi, Letto and Peterpan attract a lot of people. And last but not least <sup>8</sup>\_\_\_\_\_ of Indonesian Idol and Mamamia always fascinate young and old people. They are successful because they are singers of great <sup>9</sup>\_\_\_\_\_ and they can <sup>10</sup>\_\_\_\_\_ well before an audience.

### Practice 3

You will hear the text from the tape again. While listening, state whether the following statements are true (T) or false (F).

1. Pop songs come from pop composers only.
2. The songs are complex.
3. The bands always consist of eight persons.
4. Boy bands are not popular today.
5. Gigi is a boy band.
6. The boy bands are successful because of their physical appearance.

### Practice 4

Find the synonyms of the following words taken from the text in Practice 2. Consult your dictionary for help.

1. come from
2. popular
3. attract
4. fascinate
5. well

### Practice 5

Retell the text in Practice 2 in your own words.

#### Pronounce It!

- |                  |   |                  |
|------------------|---|------------------|
| 1. popular       | : | /'pɒpjələ/       |
| 2. record        | : | /'rɪkɔ:d/        |
| 3. beat          | : | /bi:t/           |
| 4. emerge        | : | /'ɪmɜ:dʒ/        |
| 5. tremendous    | : | /'trɪməndəs/     |
| 6. industry      | : | /'ɪndəstri/      |
| 7. entertainment | : | /,entə'teɪnmənt/ |
| 8. sold          | : | /səʊld/          |

## Practice 6

Work in pairs. Listen to the text from the tape then try to retell it in your own words. Discuss it with your friend.

## Practice 7

Answer the following questions orally.

1. What would you do to state your hesitation about something?
2. Does hesitation have the same meaning as uncertainty? Give your reason.

## Practice 8

Now, study the following explanation carefully.

### Speech Act

#### Showing Hesitation

- |                                              |   |                                                 |
|----------------------------------------------|---|-------------------------------------------------|
| Informal                                     | } | • I'm not too sure ....                         |
|                                              |   | • I couldn't say ....                           |
|                                              | } | • I couldn't really be sure about ....          |
| Formal<br>(to older people or<br>a stranger) |   | • There's some doubt in my mind that/about .... |
|                                              |   | • I'm afraid I can't be certain about ....      |
|                                              |   | • I'm not convinced about ....                  |
|                                              |   | • There's surely some doubt about ....          |

## Practice 9

Listen to the short dialogues from the tape. Then, answer the following questions.

1. Who is Mr Herman?
2. What will Budi have the next day?
3. Why does Sute have some doubt about Handy?
4. Does Yurike agree with Sute?
5. What does Mrs Handoko say to her daughter?
6. What is the name of Mrs Handoko's daughter?
7. What is Dora going to see next month?
8. Does Wildan agree with Dora? Why?
9. Where is the new art gallery?
10. What is Rani waiting for?
11. Why is Roni uncertain about the performance of the Gigi Band?
12. Whom is Ronnie talking to?

## Practice 10

Listen to the tape carefully. Then, write down the expressions for showing hesitation you have heard in your exercise book.

## Practice 11

Listen to the art schedule in the radio, then complete the following table.

### Log On

Find new artist and album that you like much. Then make a report about them. For help click to [www.sonybmg.co.id](http://www.sonybmg.co.id) or you can use the search engine [www.google.com](http://www.google.com) with the name of the artist or the album as a keyword.



Source: [www.offshoreradio.co.uk](http://www.offshoreradio.co.uk)

No.	Place	Day	Time	Art Exhibition
1.				
2.				
3.				

## Practice 12

Listen to the art schedule in your favourite radio station, then share it to the class.

# Speaking

In this section, you will learn how to:

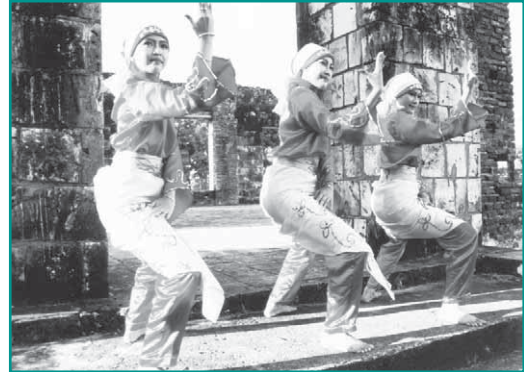
- respond to speech, such as responding to hesitation correctly;
- retell the text in the form of a report.

After learning the lesson in this section, you are expected to be able to:

- use the expressions for responding to hesitation;
- do a monologue in the form of reported text.

## Practice 1

Study the following pictures carefully. Then, answer the questions that follow orally.



Source: [www.unj.ac.id](http://www.unj.ac.id), [www.banten.go.id](http://www.banten.go.id)

1. Do you like dancing?
2. What kind of dancing do you like?
3. What is the difference between modern dances and traditional dances?

## Practice 2

Now, study the following expressions.

### Speech Act

#### Responding to Hesitation

Informal

- I'm a hundred percent certain ....
- You can be sure about ....
- I've no doubt about ....
- ...absolutely positive/certain ....

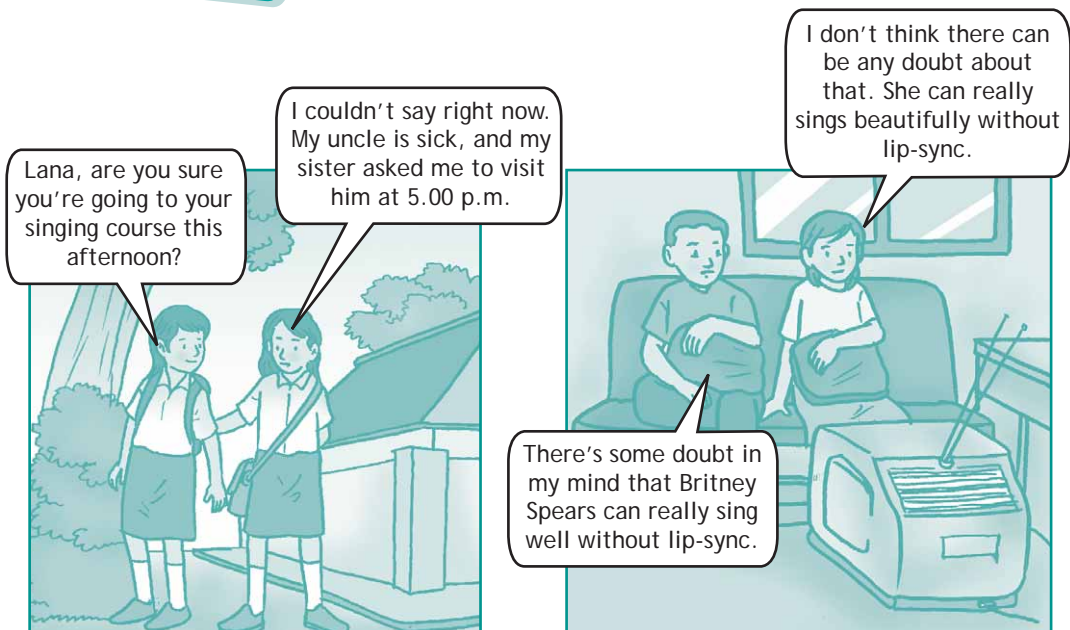
- |                                              |   |                                                                                                                                                                                                                                                                                                |
|----------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Informal                                     | { | <ul style="list-style-type: none"> <li>• ...(surely) that's obvious, (isn't it?), (say with a smile, and only to friends, it can sound rude)</li> <li>• It's quite certain ....</li> <li>• I'm (quite) convinced/that ....</li> </ul>                                                          |
| Formal<br>(to older people or<br>a stranger) | { | <ul style="list-style-type: none"> <li>• I don't think there can be any doubt about that ....</li> <li>• I don't think there can be any doubt ....</li> <li>• I'm fairly sure ....</li> <li>• There's no/very little doubt in my mind ....</li> <li>• There can't be any doubt ....</li> </ul> |

*Examples:*

- Our group is *absolutely positive* that *dangdut* is the music of joy.
- We don't think *there can be any doubt* that traditional art is becoming extinct.
- Our group is *quite certain* that 75% of young people love rock music.

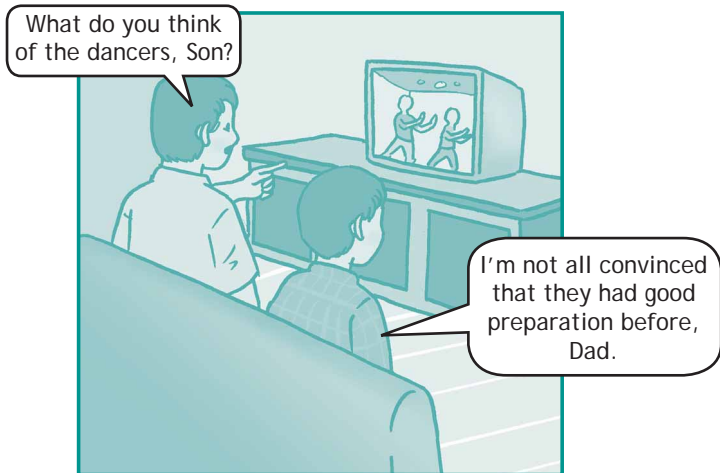
**Practice 3**

Study the following dialogues carefully.



Lana and Siska

Surya and Kristin



Father and Soni

Practice 4

Now, identify the expressions for responding to hesitation in the dialogue in Practice 3. Then, act it out.

Practice 5

Answer the following questions orally, based on the dialogues in Practice 3.

1. Who hesitates to go to the singing course?
2. Why is that?
3. Does Surya think that Britney use lip-sync?
4. What does Soni think of the dancers?

Practice 6

Respond to what your teacher says. Use the expressions of showing and responding to hesitation.

1. Is there any doubt in your mind that dancing can really help our body to stay healthy?
2. I'm not too sure that *dangdut* is the music of our country.
3. Young people prefer rock music to pop music.
4. When we dance, we have fun.
5. I couldn't be sure that we can make new friends by dancing.
6. Balinese dances are famous throughout the world.

## Practice 7

In groups of four, discuss the following statements. Then, each group asks their representative to speak on their discussion's result from number 1 to number 4. Use the expressions that you have learnt.

1. Dancing is moving the body together with music.
2. Most people dance to have fun.
3. We can also dance when we are in a bad mood condition.
4. Dancing belongs to rich people.

## Practice 8

Answer the following questions orally.

1. How is the development of dance in our country? State your opinion based on the dances that you often see on TV.
2. Can you predict the development of Indonesian dances in the future? Give your opinion.
3. Is it necessary to keep the traditional dances in the future? Why?

## Practice 9

Your teacher will read the following text. Listen to her/him carefully.

### New Horizon

The rebana is a frame drum. It is a part of Islamic performance in Indonesia. The rebana has tubular bodies made of wood or metal and a membrane covering one end only.

Taken from *Indonesian Heritage: Performing Arts: 1996*

### Dance

Our body can perform some actions such as rotating, bending, stretching, jumping, and turning. With all these physical actions, we can create a number of body movements.

Every culture emphasises certain features in its dance styles. For example, *lilin* dance from West Sumatra, has some candles carried by the dancer, or *topeng* dance from Betawi, uses a mask to perform its dance. And there are many more.

Basically, our body has the potential to be developed, usually through long periods of special training. For example, in ballet, the ballerina exercises to rotate, or turn out the legs at the hips and many more.



### Practice 10

Answer the following questions based on the text orally. Study the questions first.

1. What can our body perform?
2. What is the use of some physical actions?
3. Could you give an example that every culture emphasizes certain features in its dance?
4. Could you mention another example of our body's potential?

### Practice 11

Work in pairs. Discuss with your friend the meaning of the following words/phrases taken from the text. Then use your dictionary to write the phonetic symbols.

1. human beings
2. certain feature
3. perform some actions
4. number of body movements
5. culture emphasizes
6. jumping and turning
7. dance styles
8. basically
9. the legs at the hips

### Practice 12

Retell the text in Practice 9 in your own words. (Your answer can be the guide).

### Practice 13

Read the following explanation carefully. Then, do the exercise.

The sequences /aɪə/ and /aʊə/ have weakened or eliminated in their second element.

Examples: tyre /taɪə/  
tower /taʊə/

- Now, find in your English dictionary the phonetic symbols of the following words. Then, pronounce them.
  1. shine
  2. shower
  3. fire
  4. diary

## Grammar Stage

### Gerunds

The gerund is the *-ing* form of a verb and is used as a noun. For this reason it is also called a verbal noun.

Present : He couldn't help **telling** the truth. (Active)

He dislikes **being told what** to do. (Passive)

Perfect : He regretted **having told** us the secret. (Active)

He complained of **having been ordered** to vacate his room.  
(Passive)

### Gerund vs Present Participle

- You may be confused as to whether an *'-ing'* form of a verb is a gerund or a present participle. Remember that the participle has the force of an adjective while a gerund has the force of a noun:

**Singing** is one of my hobbies. (Gerund)

The girl **singing** now is my sister. (Participle)

#### Gerunds

a running-track

a diving-suit

#### Participle

running water

planning trip

### Gerund : Subject & Object

- a. The gerund is used as the subject of a sentence:

**Working** for that lady is a pleasure.

- b. As the subject, the gerund may have its own object:

**Breaking his promise** was his greatest mistake.

- c. The gerund may also have its own 'subject':

There's no sign of the bus **coming**.

- d. The gerund can also be used as the direct object of a sentence, after these verbs:

begin

need

deny

detest

keep

bear

allow

escape

remember

resent

risk

enjoy

avoid

imagine

start

miss

hate

finish

prevent

love

stop

like

defer

practise

worth

eg. "Stop **talking!**" the man commanded.

We avoid **meeting** him.

### UN Challenge

Arrange the following jumbled words into a good sentence

buying - did not - clothes - money - much - we - spend - for.

a. 6 - 2 - 7 - 5 - 4 - 8 - 1 - 3

c. 6 - 2 - 7 - 5 - 3 - 1 - 4 - 8

b. 3 - 2 - 1 - 6 - 7 - 5 - 2 - 8

d. 3 - 2 - 5 - 1 - 6 - 7 - 4 - 8

Taken from *Ujian Nasional Bahasa Inggris*, 2005

## Practice 14

Supply the gerund form of the verb in the brackets.

*Example:*

(Collect) stamps is my hobby.

Collecting stamps is my hobby.

1. Have you heard of the saying '(see) is (believe)'?
2. He was already late and couldn't risk (miss) the bus.
3. I don't like (interfere) in other people's affairs.
4. "Neil, thank you for (help) my little brother," she said.
5. The new clerk resented (tell) what to do.
6. My youngest brother dislikes (bathe) in cold water.
7. (Learn) English is much easier than (learn) French.
8. Mrs Dana deferred (make) a decision until the last minute.
9. She has completed (pack) her bags.
10. The chairman left the conference room without (say) anything or (look) at anyone.

## Reading

In this section, you will learn how to:

- identify the characteristic in the form of report text;
- identify the main idea and supporting idea in the form of report text.

After learning the lesson in this section, you are expected to be able to:

- know the characteristics of a report text;
- know the main idea and supporting idea in the form of report text.

## Practice 1

Answer the following questions orally.

1. Do you like rock music?
2. In your opinion, how is the development of rock music today?
3. What is the difference between the rock music today and the rock music ten years ago?

## Practice 2

Read the text carefully.

General classification

### Rock Music

Rock music is part of popular music today. It is played and listened in almost every countries in the world. Rock and roll was the name given to the music that developed in the early 1950's. It is believed that the term *rock and roll* was first used by a disk jockey, Alan Freed.

Description

In 1955, records of a young singer from Tennessee, Elvis Presley, were heard across the US. After he appeared on nation-wide television, Elvis Presley's singing and his performing style came to mean *rock and roll* all over the world. Then came Bill Haley and The Comets. Rock mainly became the music of the young. They understood its beat and sound, and its lyrics.

The 1970's were the time of big developments in the rock industry. Rock became a very big business, earned more money annually than any other form of entertainment including the film industry.

Taken from *The Book of Knowledge*, 2007

## Practice 3

Read the text again and answer the following questions.

1. Where is rock music played and listened to?
2. What was the name given to the music developed in the early 1950's?
3. Who was Elvis Presley?
4. What happened after he appeared on nation-wide television?
5. Who emerged after Elvis?
6. Do you agree with the statement that says rock is become mainly the music of the youngsters? Give your reason.
7. What happened in the 1970's?

## Practice

4

Choose either a, b, c, or d based on the text.

1. What is the best title for the text?
  - a. Music.
  - b. Kinds of Music.
  - c. Rock Music.
  - d. Music from Time to Time.
2. What is the main idea of paragraph one?
  - a. Rock and Roll was the name given by Alan Freed.
  - b. Alan Freed was the one who used the term rock and roll.
  - c. Rock music is played and listened in most countries.
  - d. Rock music is part of popular music today.
3. What does the word "it" in paragraph one line 1 refer to?
  - a. Popular music.
  - b. Rock music.
  - c. Rock and Roll.
  - d. All countries.
4. The main idea of paragraph two is \_\_\_\_.
  - a. in 1955
  - b. young singer
  - c. Elvis Presley's voice was heard across the US
  - d. young singer from Tennessee, Elvis Presley
5. The supporting idea of paragraph two is \_\_\_\_.
  - a. Elvis Presley's singing and his performing style
  - b. After Elvis appeared on nationwide television
  - c. Bill Haley and The Comets
  - d. Elvis Presley's performing style
6. What is the supporting idea of paragraph three?
  - a. Rock mainly became the big business.
  - b. The 1970's were the time of big developments in rock music.
  - c. Rock music vs film industry.
  - d. By the early 1970's.
7. Which statement is not true based on the text?
  - a. Rock is popular among young people.
  - b. The term rock and roll wasn't first used by a disk jockey, Alan Freed.
  - c. Rock became a very big business at that time.
  - d. Bill Haley and The Comets sang rock and roll in their times

## Practice

5

The text in Practice 2 describes the series of events which led to Elvis Presley's performance. Below are some of his actions. Read the text again and put the actions in a correct order.

1. He appeared on nation-wide television.
2. He was a young singer from Tennessee.
3. His performing style was rock and roll.
4. He was heard across the US.

Practice 6

Read the following explanation carefully.

**What Is a Report Text?**

The first point we should be aware of is **the general definition and the classification** of each subject that we intend to write in the form of reported text. But, do not forget that a report text is different from a descriptive text. Description text has a function to give an explanation about a specific subject.

The following are examples of a report text and a descriptive text.

**Report text (more general)**

**Music**

Music is sound put into pleasing or interesting patterns. People use music for a part of ceremonies, such as religious services, parades, and weddings. People also use music to show their feelings and ideas.

**Descriptive text (more specific)**

**Music Box**

Music boxes are small instruments that play tunes by themselves. The music-making parts of a music box are a cylinder and a row of metal teeth of different lengths. A spring or a set of wheels turns the cylinder.

Practice 7

Match the italicized words in the following sentences with their meanings or synonyms in the box. Discuss it with a friend.

1. *Almost* all of the young know Elvis Presley.  
*Almost* means \_\_\_\_\_.
2. After he *appeared* on nation-wide television, his singing and performing style came to mean *rock and roll* all over the world.  
*Appeared* means \_\_\_\_\_.

3. Rock *mainly* became the music of the young.  
*Mainly* means \_\_\_\_\_.
4. Rock became a very big business, earning more money *annually* than the film industry.  
*Anually* means \_\_\_\_\_.

chiefly      came  
nearly      yearly

Practice **8**

Work with your friend. Look at the pictures and answer the questions orally.



Source: [appreciativeorganization.files.wordpress.com](http://appreciativeorganization.files.wordpress.com)



Source: [www.kbrimaniila.org2.ph](http://www.kbrimaniila.org2.ph)



Source: [www.kbrimaniila.org.ph](http://www.kbrimaniila.org.ph)



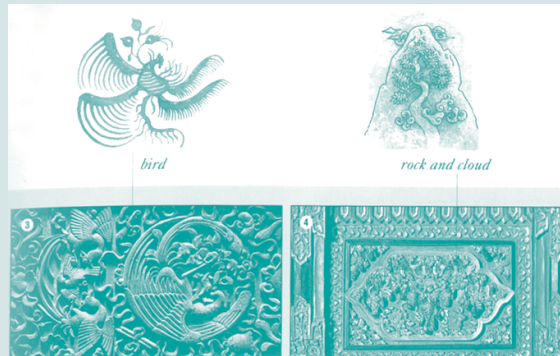
Source: [brangwetan.files.wordpress.com](http://brangwetan.files.wordpress.com)

1. Can you describe the pictures?
2. Where do the dances come from?
3. What do you think of the dancers' costumes?
4. Can you mention the names of the dances you know already?

## Practice 9

Read the text carefully.

### The Chinese Influence in Indonesian Visual Art



Source: *Indonesian Heritage: Visual Art, 2003*

Chinese culture played a truly significant role in the development of visual art in Indonesia although not as strong as the Hindu, Buddhist or Muslim influences. Many Chinese culture form of artistic expression were adapted and assimilated into indigenous form. The Chinese influence was restricted to an adapted form.

The architectural elements in some temples for example, reveal Chinese influence. It is identical to the original models found in mainland China. In Gianyar Bali, strong links between the Chinese and local people are evidenced by the Chinese-style roofing on the palace that was rebuilt at the end of the last century. In Cirebon, China designs were copied by local ceramics and paintings. Chinese influence also occurs in textile, furniture and household objects.

Adapted from *Indonesian Heritage: Visual Art, 2003*

## Practice 10

Work in pairs. Identify the characteristic of the text.



Practice 11

Match each word in column A with its Indonesian equivalent in column B. Use your dictionary if necessary.

NO.	A	B
1.	culture	a. <i>bukti</i>
2.	influence	b. <i>dibangun kembali</i>
3.	indigenous	c. <i>dibatasi</i>
4.	restrict	d. <i>asli</i>
5.	original	e. <i>budaya</i>
6.	mainland	f. <i>keraton</i>
7.	evidence	g. <i>alat-alat rumah tangga</i>
8.	palace	h. <i>pengaruh</i>
9.	rebuilt	i. <i>pribumi</i>
10.	household	j. <i>dataran utama</i>

Practice 12

Fill in the blanks with the phrases in the box.

- Chinese culture *played* a truly significant role ....  
*Played* means \_\_\_\_\_.
- ... although *not as strong as* the Hindu, Buddhist or Muslim influence.  
*Not as strong as* means \_\_\_\_\_.
- Many Chinese culture form artistic expression were *adapted* and *assimilated* into indigenous form.  
*Adapted* means \_\_\_\_\_.  
*Assimilated* means \_\_\_\_\_.
- It is *identical* to the original models found in mainland China.  
*Identical* means \_\_\_\_\_.
- ... and local people are *evidenced* by the Chinese-style roofing  
*Evidenced* means \_\_\_\_\_.

have the same form

have a role

take in or absorb

give a reason for believing

not very strong

take and use something

## Practice 13

### Read the following explanation carefully.

A paragraph is developed by three parts. Main idea, supporting idea and concluding idea.

- Main idea tells us what the paragraph is about.
- Supporting idea consists of evidences, examples and explanation of main idea.
- Concluding idea unites main idea and supporting idea into one complete paragraph so, we can get the meanings.

Examples are taken from Practice 9.

#### Main idea

*Chinese culture played a truly significant role in the development of visual art in Indonesia although not as strong as the Hindu, Buddhist or Muslim influences.*

#### Supporting idea

*Many Chinese culture form of artistic expression were adapted and assimilated into indigenous form. The Chinese influence was restricted to an adapted form. The architectural elements in some temples for example, reveal Chinese influence. It is identical to the original models found in mainland China. In Gianyar Bali, strong links between the Chinese and local people are evidenced by the Chinese-style roofing on the palace that was rebuilt at the end of the last century.*

#### Concluding idea

*China designs were copied by local ceramics and paintings. Chinese influence also occurs in textile, furniture and household objects.*

Practice 14

Now, try to find main idea, supporting idea and concluding idea of the following text.



**Woodcraft**

The developing of wood in Indonesia from earliest times, provided the people with the raw materials to produce functional and artistic artefacts. Many motifs found in prehistoric artefact used bronze in woodcarving. Indian influences from around the first century AD led to the developing of a new designs.

Introduction of Islam in the 21th century made some of the designs were lost. The existing motifs that remain today are influenced most with religious style.

Climatic condition problem have eliminated some remain of wooden artefacts from a very early date, it's not leaving many evidence, but it seemed the woodcarving was an early form of artistic expression.

So, we have known now that woodcarving is an old art and keep developing into many form and designs.

*Adapted from Indonesian Heritage: Visual Art, 2003*

Practice 15

Rewrite the text in Practise 14 in your own words by developing the main idea, supporting and concluding idea.

# Writing

In this section, you will learn how to:

- get the meanings from short functional text in the form of TV channels guide;
- write and produce a report text and its other form.

After learning the lesson in this section, you are expected to be able to:

- get the meanings from short functional text in the form of TV channels guide;
- write and produce a report text and its other form in your own words.

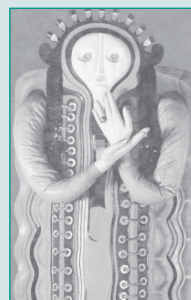
## Practice 1

Read and study the following text.

### Indonesian Art

The earliest Indonesian art marked by cave paintings and the arts of the pre-Hindu period. Then came after various design influences – Hindu Buddhist, Chinese, Islamic, and Western; all of these helped to shape the development of what we now see as traditional art.

However, one must remember that there are more than 300 diverse ethnic groups in the archipelago which have, in their own ways, played a fundamental role in the development of Indonesian traditional and modern art.



Adapted from *Indonesian Heritage: Visual Art*, 2003

## Practice 2

Identify the characteristic of the text. Then identify main idea, supporting idea and concluding idea.

## Note

### What Is a Report Text?

- a. The purpose of a text:  
To report something, just like the way it is. The subject includes natural things, environment, social matters, or human matters. Description of a general classification.
- b. Text structure:
- General classification which includes the report's subject, information, and its classification.
  - Description of the subject.
  - Use of present tense

## Practice 3

Now, together with your friend classify the list of programmes based on the TV channel's guide in Practice 4. Copy the table into your exercise book.

No.	TV's Channel	(1) Time	(2) Entertainment News	(3) Cartoon	(4) Film
1.	RCTI	09.30 a.m.		Transformer Animated	

No.	(5) Sport	(6) Reality Show	(7) TV Drama	(8) Documentary	(9) Variety Show

## Practice

4

Decide what TV programmes each number belongs to.

- |    |             |                      |    |             |                       |
|----|-------------|----------------------|----|-------------|-----------------------|
| 1. | 04.45       | Reportase Pagi       | 4. | 07.00       | Gengsi Gede-Gedean    |
|    | 06.30       | Jazirah              |    | 08.30       | Halo Polisi           |
|    | 07.00       | Insert Pagi          |    | 11.30       | Patroli               |
|    | 17.30       | Cerita Pagi          |    | 12.00–12.30 | Fokus. Siang.         |
|    | 08.00       | Tom & Jerry          |    | 13.00       | Noda-Noda Cinta       |
|    | 09.30       | Dorce Show           |    | 14.00       | Intan                 |
|    | 10.30       | Sketsa Liburan       |    | 15.30       | Dragon Ball           |
|    | 11.00       | Insert               |    | 17.00       | Drama Asia            |
|    | 11.45       | Jelang Siang         |    | 20.00       | Kama dan Arjuna       |
|    | 12.30       | Ceriwis              |    | 22.00       | Sinema Unggulan       |
|    |             |                      |    | 22.30       | Gaul Anak Muda        |
| 2. | 07.00       | Go Spot              |    | 00.30       | Lensa Peristiwa       |
|    | 07.30 08.00 | Sinetron OB Seleb    | 5. | 07.00       | Dangdut Asyik         |
|    | 09.30       | Transformer Animated |    | 07.30–08.00 | Layar Spesial         |
|    | 10.30       | Fokus Euro           |    | 09.30–10.00 | Sinetron              |
|    | 11.00       | Silet                |    | 11.00       | Sidik                 |
|    | 12.30       | Sergap               |    | 12.00–12.30 | Sinema Religi Terbaik |
|    | 15.30       | Idol: Hi Five        |    | 14.00       | Musafir dan 3 Sahabat |
|    | 16.00       | Emang Gue Pikirin    |    | 15.30       | Kartun: Tom & Jerry   |
|    | 17.00       | Sinetron: OB         |    | 16.00–16.30 | Kartun: Casper        |
|    | 18.00       | Hamba-Hamba Allah    |    | 20.00       | Sinetron: Rahmat      |
|    | 19.00       | Cerita SMA           |    | 20.30       | Dewa Dewi Malam       |
|    | 20.00       | Munajah Cinta        |    | 00.00       | Just for Laugh Gags   |
| 3. | 07.30–08.00 | Inbox                |    |             |                       |
|    | 09.00       | Cinta Fitri          |    |             |                       |
|    | 11.00       | Halo Selebriti       |    |             |                       |
|    | 11.30       | Liputan 6 Siang      |    |             |                       |
|    | 13.00       | Ada Gosip            |    |             |                       |
|    | 14.00       | Sinema Siang         |    |             |                       |
|    | 15.30       | Pacar Pertama        |    |             |                       |
|    | 17.30       | Liputan Petang       |    |             |                       |
|    | 18.00       | Sue                  |    |             |                       |
|    | 18.30       | Cinta Bunga          |    |             |                       |
|    | 20.00       | Azizah               |    |             |                       |
|    | 20.30       | Cinta 'Indah         |    |             |                       |

## Enrich Your Knowledge

### Musical Instruments

There are five main groups of musical instruments. They are stringed instruments, wind instruments, percussion instruments, keyboard instruments, and electronic instruments.

Stringed instruments make tones when the player makes one or more string vibrate. The violin, cello, and guitar are stringed instruments.

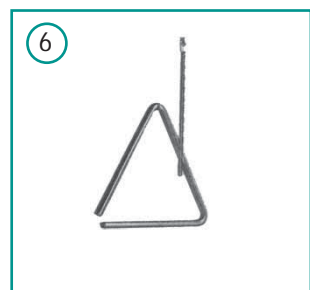
Wind instruments are played by blowing into or through a tube. The player controls the sound by placing the fingers on holes in the instrument or on keys that cover holes, or by pressing valves that make the tube longer or shorter. The flute, trumpet and saxophone are wind instruments.

Percussion instruments have keys connected with a part that makes tones. The musician presses the keys to make sounds. The piano, harp, and pipe organ are keyboard instruments.

Electronic instruments use electricity to make sounds or to make the sounds louder. Electric guitars, synthesizers, electronic pianos, and electronic organs are electronic instruments.

*Adapted from The World Book Encyclopedia, 2007*

Study carefully the following pictures. Then, match them with their names.





Source: Kamus Visual, 2007

### The Names of the Instruments

- |                    |               |
|--------------------|---------------|
| a. conga           | e. harp       |
| b. electric guitar | f. triangle   |
| c. castanets       | g. accordion  |
| d. drum            | h. tambourine |

Classify each instrument according to their groups based on the information from the text.

### Follow-up Activity

Make a report about something unique that happens around you. Present the report in front of the class. Compare your report to your friends' reports. Which report is the most unique?

### Practice 5

Work in groups. Find a report text and complete it with its characteristic, main idea, supporting idea and concluding idea.



## Learning Essential

- Language Function
  - ▶ Showing hesitation
    - There's some doubt in my mind that/about ...
    - I could say ...
  - ▶ Responding to hesitation
    - I'm a hundred percent certain ...
    - You can be sure about ...
- Genre of text: Report
  - ▶ Social function: To report something, just the way it is. The subject includes natural things, environment, social matters, or human matters. Description of a general classification.
  - ▶ Generic structure:
    - General classification which includes the report's subject, information, and its classification.
    - Description of the subject.

*Chinese culture played a truly significant role in the development of visual art in Indonesia although not as strong as the Hindu, Buddhist or Muslim influences.*
- Grammar: Gerunds
  - Examples
    - Working for that lady is a pleasure.
    - He couldn't help telling the truth.

## Learning Review

After studying all subjects in this chapter, answer the following questions.

1. What do you say to state hesitation?
2. What do you say to response hesitation?
3. Can you mention the steps for reporting something?

If you find some difficulties while answering the questions, you can learn the subjects once more or you may consult your teacher.

# Chapter 3



Source: [www.sbn3yogja.net](http://www.sbn3yogja.net)

## Be Creative!

### Materials You Are Going to Learn in This Chapter

#### Listening

- Listening to monologue in the form of procedural text
- Listening to expressions of giving attention and expressions of admiration
- Listening to short functional text in the form of poster

#### Speaking

- Showing attention and expressions of admiration
- Telling monologue in the form of procedural text

#### Reading

- Identifying characteristics of procedural text

#### Writing

- Composing a procedural text
- Making and getting meanings short functional text in the form of poster

# Listening

In this section, you will learn how to:

- listen to monologue in the form of procedural text;
- respond to expressions of showing attention and admiration;
- listen to short functional text in the form of poster.

After learning the lesson in this section, you are expected to be able to:

- get the meanings of a monologue in the form of procedural text;
- understand the expressions of attention and admiration;
- get the meanings from a poster.

## Practice 1

Before you listen to the tape, answer the following questions first.

1. Have you ever made something by yourself?
2. Have you ever followed a procedure to make something?
3. What are the things you have made by following some procedures?
4. Have you ever been asked by your friend about the way to do or to make something?

## Practice 2

While listening to the tape, fill in the blanks with the correct words/phrases.

Sinyo : I never ordered a ticket by phone. Do you know how to order a ticket by phone?

Anti : Of course I do. First, pick up the phone. Dial the service number. Then, state your name and address to the operator.

Sinyo : <sup>1</sup>\_\_\_\_\_. Then, <sup>2</sup>\_\_\_\_\_.

Anti : And then, state your destination to the operator.

Sinyo : <sup>3</sup>\_\_\_\_\_.

Anti : Then, state if you are going to pay by credit card or cheque. Finally, you hang up the phone.

Sinyo : <sup>4</sup>\_\_\_\_\_. Thanks for the explanation.

### Practice 3

Listen to the tape carefully. Then, fill in the missing expressions.

Dona : Hey, Gun. What are you doing?

Gun : I'm making a windmill from paper. Ah, now it is finished.

Dona : Wow, \_\_\_\_\_ ! How did you do that?

Gun : I made it from a square piece of paper by cutting inwards from each corner halfway to the centre point. Then, I folded over each point with a dot on it and tape it to the centre.

Dona : \_\_\_\_\_. Then, \_\_\_\_\_!

Gun : After that, I pushed the drawing pin through the centre and into the rubber on the end of the pencil.

Dona : \_\_\_\_\_.

Gun : See. Now you can blow on the pin wheel and watch it spin.

Dona : \_\_\_\_\_!

### Practice 4

Answer the following questions.

1. What is Gun doing?
2. Does Dona surprise?
3. What does she say to express her admiration?
4. Can you mention two materials needed to make a windmill like Gun's?

### Practice 5

Listen to the procedure from the tape carefully. Then, answer the following questions.



Source: [www.recipezaar.com](http://www.recipezaar.com)

1. What is a suitable title for the text you've heard?
2. Can you mention two materials you will need to make them?
3. Can you mention one of the steps?

## Practice 6

Listen to a dialogue about how to make sweet buns. Then, write down the expressions you have heard in your exercise book. Discuss it with your friends.



Source: [www.rasamalaysia.com](http://www.rasamalaysia.com)

## Practice 7

Answer the following questions orally.

1. What do you say to show that you are paying attention to someone?
2. What do you say to show that you admire something?
3. Could you give examples for both expressions?

### Speech Act

#### Expressions to show attention

- Oh, I see.
- Well ...
- Tell me more.
- Really?
- Has it? Does it?

#### Expressions to show admiration

- Wow, that's marvellous!
- Terrific!
- How can you do that?
- Oh, lovely!
- That's really fantastic, Sir/Ma'am.
- If I may say, that's really brilliant, Sir/Ma'am.

Informal (If you want to say it to older people or a stranger you can add *could you please tell me more*, etc)

Informal

Formal  
(to older people or a stranger)

**Practice 8**

Listen to the following monologue read by your teacher.

Riana has made some fruit kebabs. She wants Angga to taste them.

"Hi, Angga. Care to taste this?"

"What is it? It looks so delicious."

"Well, I call this fruit kebab."

"Oh I see. How do you make them?"

"It's easy. I saw the recipe in my mom's magazine."

"Great!" Of course I'll taste it"

**Practice 9**

Now, choose a, b, or c for the right answer based on the monologue.

1. Riana has made a \_\_\_\_\_.
  - a. juice
  - b. snack
  - c. cookies
2. Angga's expression to show his admiration is \_\_\_\_\_.
  - a. what's that?
  - b. oh, I see.
  - c. it looks so delicious!
3. Angga's expression to show his attention is \_\_\_\_\_.
  - a. oh, I see.
  - b. it looks so delicious.
  - c. great!
4. Does Angga want to taste fruit kebab?
  - a. No.
  - b. Yes, he does.
  - c. Not really.

**Practice 10**

Now listen to your teacher reading the following monologue.

Do you know how to make an Amazon hut? With the help of three or four people, we can make an Amazon hut. First of all, prepare palm leaves, woods, saw, strong ropes.

Then, choose the place for the house. Next, cut woods into large sticks to make frame for the house. After that, tie the sticks together and make the frame for the house. Put palm leaves on top for the roof. Now the house is ready.

Practice 11

Listen to some questions from the tape.

Practice 12

Listen to the complete poster from the tape. Then complete the missing phrases.

## You're Invited!

The Costume Party 2008  
Choose Your Own Character  
Wear the Outfit, and Go Out for Party!



Source: CD Image

**Conditions:**

1. \_\_\_\_ character outfit must be original.
2. Your \_\_\_\_ or weapon must be unique.
3. You must have a \_\_\_\_.
4. You must have a name.

For <sup>4</sup> \_\_\_\_ details <sup>5</sup> \_\_\_\_ us

Hana 09992434

Riko 09997326

Email [figureparty@www.figurethings.com](mailto:figureparty@www.figurethings.com)

Practice 13

Answer the following questions.

1. What does the poster tell you about?
2. What is the meaning of costume party?
3. What is the meaning of the character or weapon must be unique?

# Speaking

In this section, you will learn how to:

- respond to the speech acts, such as showing attention and admiral expression;
- respond to a monologue discourse in the form of procedural text.

After learning the lesson in this section, you are expected to be able to:

- use speech acts of showing attention and admiral expression;
- do a monologue in the form of procedural text.

## Practice 1

Answer the following questions orally.

1. Have you ever seen or read a procedure?
2. Where did you find it?
3. Did you follow the procedure step by step?

## Practice 2

### Role Play

Act out the following dialogue.

Vita : I brought some sandwiches. Do you want some?  
(*She hands a sandwich to Nely*)

Nely : Thank you. (*Nely takes the sandwich*) It's very delicious. *Fantastic taste.*

Vita : I made them by myself.

Nely : *Really?* Tell me how to make them.

Vita : OK. First, take two slices of bread. Put a slice of butter on each slice. Then cut some cheese into slices.

Nely : *Uh.. uh..* and then?

Vita : After that, place the cheese slices on a piece of bread. Finally, put the other piece of bread on top.

## Practice 3

Answer the following questions based on the dialogue in Practice 2.

1. Who brought sandwiches?
2. Does Nely take the sandwich?
3. Did Vita make them by herself or did she buy them?
4. What do you call the italicised phrases in the dialogue?
5. What are the ingredients for a sandwich?



## Class Project

Your teacher will read the procedure of how to make Flick Book. Listen to her/him carefully and follow her/him instructions.

Preparation of how to make Flick Book.

You will need:

- White paper
- Colours
- Pencil
- Stapler

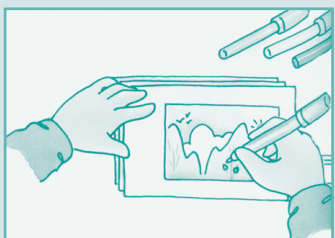
### How to Make Flick Book



1. Take a white paper and draw a background picture on it. Trace this picture on atleast 12 papers of some size. On each drawing leave a margin down one side.



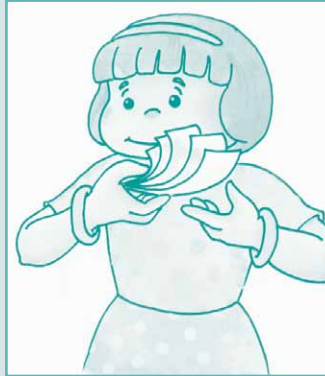
2. Draw a ball high in the sky on the first page. Draw it a bit lower on the second page. repeat it until the ball falls on the ground.



3. assemble the papers together and staple them with the stapler along with one side of the margin.



4. Hold your flick book by the margin and see the ball going down as you shuffle the pages.



Taken from: *Encyclopedia of Science Experiments, 2005*

### UN Challenge

Choose the correct expression to fill in the blank.

Wulan : \_\_\_\_\_ you can do the test well.

Renny : Thank you. Wish me luck.

- a. I hope
- b. I doubt
- c. I'm curious
- d. I'm not sure

Taken from *Ujian Nasional Bahasa Inggris, 2005*

### Practice 5

Read the following dialogue carefully.

Mita : Hi, Sarah. What are you doing?

Sarah : I'm making milk shake.

Mita : What are the ingredients to make it?

Sarah : You need 1 pint of milk, ice-cream, flavouring, a jug, a tablespoon, a whisk, glasses and straws.

Mita : *Oh, I see.* Tell me how to make it.

Sarah : First, put four tablespoons of ice-cream into a jug and pour on the milk. Add the flavouring and whisk well. Pour into glasses. That's all.

Mita : Can I get some?

Sarah : Yes please.

Mita : *Oh, It's terrific! Very delicious!*

### Practice 6

Work in pairs. Make a dialogue similar to the dialogue in Practice 5. Then practise it.

## Pronounce It!

1. milk shake : /mɪlk feɪk/
2. ingredients : /ɪn'grɪ:dɪənts/
3. procedure : /prə'si:dʒə[r]/
4. jug : /dʒʌg/
5. flavour : /'fleɪvə[r]/
6. whisk : /wɪsk/
7. terrific : /tə'rɪfɪk/
8. delicious : /dɪ'liʃəs/

## Reading

In this section, you will learn how to:

- identify the characteristics of procedural text.

After learning the lesson in this section, you are expected to be able to:

- understand a procedural text.

### Practice 1

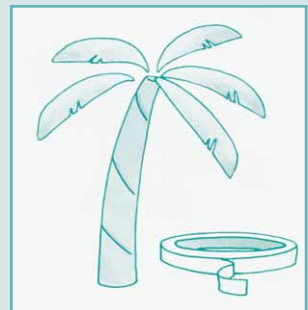
Observe the following pictures carefully. Then, match each picture with the instructions.

#### Beneficial Magnets

You will need:

- A bowl
- Clean, dry sand
- A drinking straw
- Green paper
- Sticky tape
- Cardboard
- Iron or steel bolt
- A magnet

1. Fill the bowl with sand to make a desert island.



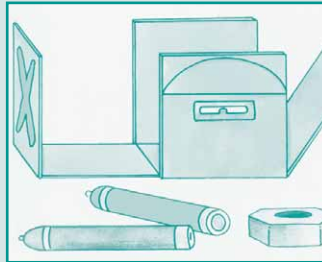
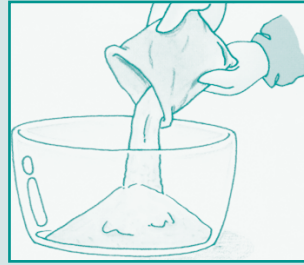
## New

## Horizon

One of the first magazines in England was The Gentleman's Magazine, published from 1731 to 1914. At first, this magazine collected true stories or articles from books. Later it published new stories.

Taken from *The World Book Student Discovery Encyclopedia*, 2005

2. Now make a tree using a drinking straw and paste some green paper leaves with sticky tape and plant it on your island.



3. To make a treasure chest cut the cardboard in a shape of box. Now put an iron or steel bolt in it.



4. Bury the treasure firmly near the surface in the sand.

5. Find the treasure from the sand with the help of magnet.

Taken from: *Encyclopedia of Science Experiments*, 2005

## Note

### Characteristics of Procedural Text

- Use imperative sentences. Example: *Cut the paper.*
- Use action verbs, such as *turn, cut, mix* and *put*.
- Connector to show chronology, such as *then* and *while*.
- Adverbials to show when or how. Example: *For five minutes, two centimeters from the top.*

## Practice 2

Match each word in column A with its meaning in column B. Use your dictionary if necessary.

No.	A	B
1.	treasure	a. piece of iron or steel that attracts other metal object
2.	straw	b. outer form or outline; condition; state
3.	shape	c. (mass of) fine grains of crushed rock
4.	firm	d. (store of) very valuable object or person
5.	magnet	e. fairly hard; steady or stable
6.	sticky	f. the outside or topside of any object; outward appearance
7.	sand	g. thin tube through which liquid is sucked up
8.	surface	h. like or covered with glue

## Practice 3

Answer the following questions based on the text in Practice 1.

1. What is a drinking straw for?
2. Why must we put an iron inside the cardboard?
3. What is the clean, dry sand for?
4. Where should we put the cardboard?

## Practice 4

Read the following text carefully.

### Germinating Petunia Seeds



Source: [www.parkseed.com](http://www.parkseed.com)

You will need:

- a packet of petunia seeds
- a seed tray or small pots
- loamy friable soil or potting mix
- water
- fertiliser.

Steps

1. Fill seed tray with soil.
2. Incorporate fertiliser into soil.
3. Scatter seeds on the surface of the soil.
4. Cover seeds with a 3 mm layer of soil. Press firmly.
5. Spray water to moisten the seed bed.
6. Place seed tray in warm, sunny position (at least 25 degree C).
7. Keep soil moist by watering gently while seeds are germinating. Then seeds will germinate in approximately 10 - 14 days.

Taken from: [www.impc.edu.au](http://www.impc.edu.au)

## Practice 5

Identify the characteristic of the text in Practice 4 and mention its features such as action verb, imperative, connector and adverbial.

## Enrich Your Knowledge

### Another Form of a Procedural Text

Read the following text aloud

#### How to Prevent Back Pain

- *Use* the correct lifting and moving techniques.
- *Exercise* regularly to keep the muscles that support your back strong and flexible.
- *Don't slouch*; poor posture puts a strain on your lower back.
- *Maintain* your proper body weight to avoid straining your back muscles.
- *Keep* a positive attitude about your school and home life.

#### Imperatives

Meanwhile, the italicised words above are called imperatives. Imperatives are verbs used to give orders, commands and instructions. The term used is usually the same as the base form. It is one of the three moods of an English verb. Imperatives should be used carefully in English; to give firm orders or commands, but not as much when trying to be polite or show respect to the other person.

## Grammar Stage

### The Present Perfect Tense

Pattern: Subject + have / has + past participle of the main verb.  
(*has* in the third person singular)

Examples:

I have slept.

You have slept.

He/she/it has slept.

We have slept.

You have slept.

They have slept.

### Practice 6

Put the verbs in the brackets into present perfect tense.

1. We (not subscribe) *Tempo* for years.
2. Mrs Laluna (give) us her special edition *Dolly* magazine's.
3. "Where you (be)? We were looking for you everywhere. Look at this magazine, this is a picture of your.
4. I (read) this newspaper for an hour.
5. "All my money (steal)!" he said.

## Writing

In this section, you will learn how to:

- compose a procedural text;
- make poster.

After learning the lesson in this section, you are expected to be able to:

- write a procedural text;
- make and get meaning from poster.

### Practice 1

Read the following procedure carefully.

#### Make an Underwater Volcano

You will need :

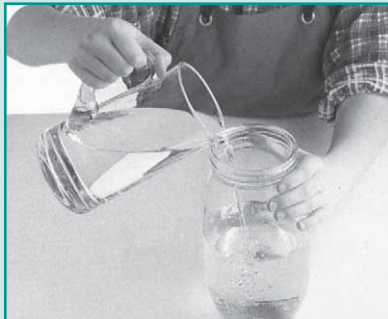
- |                      |                   |
|----------------------|-------------------|
| - Small bottle       | - Paint brush     |
| - Hot and cold water | - String          |
| - Scissors           | - Large glass jar |
| - Red food colouring |                   |



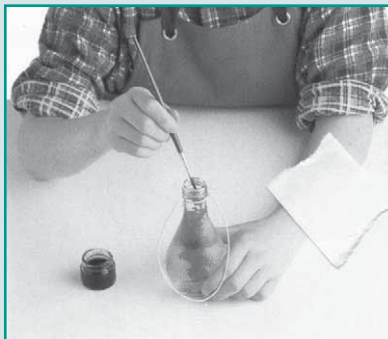
1. Cut a long piece of string. Tie one end firmly around the neck of the bottle.



2. Tie the other end of the piece of string around the neck of the bottle to make a loop.

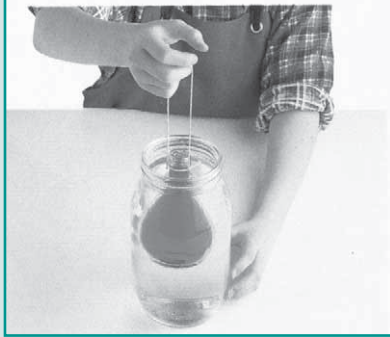


3. Pour cold water into the large glass jar until it is about three-quarters full.

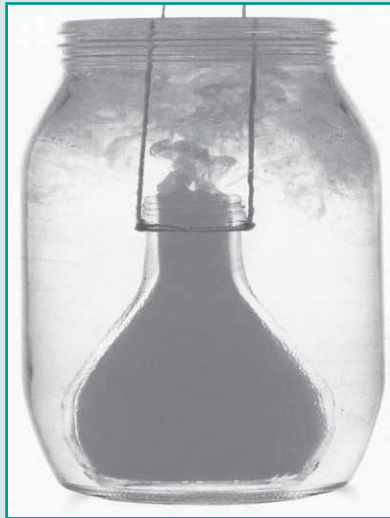


4. Fill the bottle with hot water. Add food colouring to turn the water bright red.





5. Hold the bottle by the loop of string. Lower it gently into the jar of cold water.



6. The hot red water rises from the bottle like smoke from an erupting volcano.

Taken from: *101 Great Science Experiments*, 2006

## Practice 2

Do the following exercise.

1. Can you mention the purpose of the experiment?
2. What materials do we need to do the experiment?
3. How many procedures that we can find? Please explain.
4. What is the conclusion of the experiment?
5. How many imperatives are there? Mention it.

### Practice 3

Read the following information carefully.

A procedural text has a format:

- Recipes usually have the information presented in at least two basic groups: ingredients and method.
- Games instructions usually include instructions on how to play, rules of the game, method of scoring and the number of players.
- Scientific experiments usually include the tools; purpose of the experiment, equipment that you need, procedure, observations and conclusion.

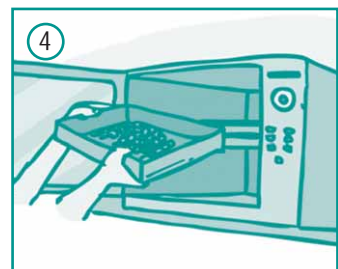
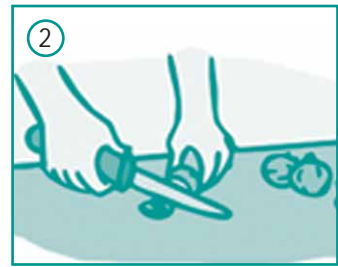
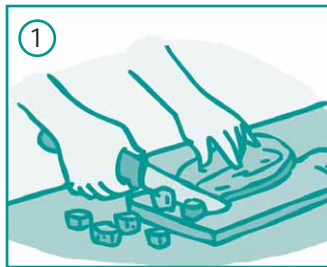
### Practice 4

Arrange the jumbled instruction below into the correct order by adding some connectives.

1. Cover them with berbecue sauce and cook them in the oven for thirty minutes.
2. Chop up the tomatoes, onions and green peppers into quarters.
3. Cut the meat into small cubes.
4. Put the meat and vegetable pieces on a skewer.

### Practice 5

Rearrange the following pictures into the correct order based on the instruction in Practice 4.

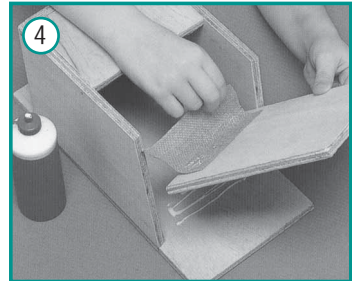
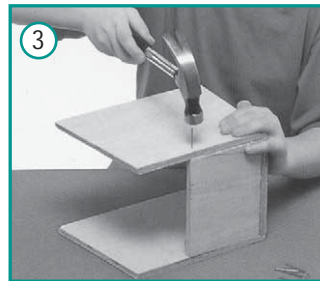
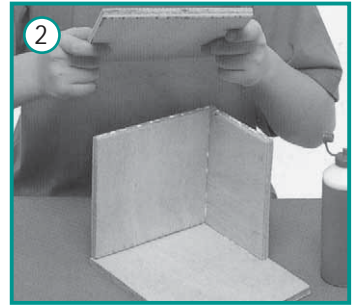
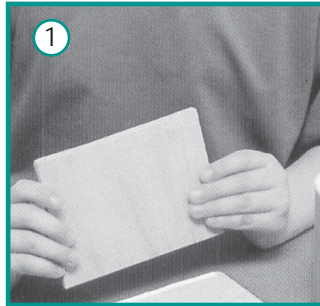


## Practice 6

Study the following pictures carefully. Then, try to make some instructions. Use your dictionary.

### Log On

Do you like doing an experiment? For ideas, help, materials and subjects, you can click [www.all-science-fair-projects.com](http://www.all-science-fair-projects.com) or [www.scienceproject.com](http://www.scienceproject.com)



Source: *Hands on Science, Nature*, 2008

## Practice 7

In groups of three, make a procedural text. Then, tell the class what you have created. Compare with other groups. Some clues below will help you.

1. The form of the procedural text. (games, recipes, scientific experiment or user guide/manual)
2. Materials/ingredients that you need.
3. Steps of your procedure. (Those include imperative sentence, action verbs, connectors, adverbial phrases.)

## Practice 8

Study the following poster then answer the questions.



1. What do you think the most suitable title for the movie?
2. Is it a horror, comedy or drama movie?
3. Where will the movie be played?
4. What will you get from watching the movie?
5. When will the movie be played?
6. What is the meaning of *scream out loud*?

### Follow-up Activity

Have you ever tried to advertise your stuff by poster? Why don't you start to do it now? If you have some stuff that you're going to sell, advertise it with an attractive poster. You don't have to be too fancy. Just include it out with bright colours and big photos of your stuff. You'll see that you can sell your stuff easily.

## Learning Essential

- Language Function
  - ▶ Expressions to show attention
    - Oh, I see.
    - Tell me more
  - ▶ Expressions of admiration
    - Wow, that's marvellous!
    - Terrific!
- Genre of text: Procedure
  - ▶ Social function : To describe how something is accomplished through a sequence of actions or steps.
  - ▶ Generic structure:
    - Goal
    - Materials
    - Steps
    - The frame
    - The covering
      1. *First of all, nail all the pieces together. Take great care with the hammer.*
      2. *Next, Place the box in the middle of the rear board, and draw around it in pencil.*
      3. *After that, add one of the side pieces to the base of your nesting box...*
- Grammar: The Present Perfect Tense  
Examples:  
We have run for two kilometres.  
She has written five novels in a month.

## Learning Review

After studying all subjects in this chapter, answer the following questions.

1. What did you learn in this unit?
2. What will you say to say if you admire something?
3. What will you say to express your attention?

If you find some difficulties while answering the questions, you can learn the subjects once more or you may consult your teacher.

# Exercise of Chapters 1-3

Listen to your teacher carefully. Then fill in the blanks by choosing a, b, c or d.

Questions 1 to 15 are based on Text 1.  
Text 1

## Bright Colours

Police officers wear bright colored jackets when they are directing traffic. This helps drivers to see them clearly, especially when it is dark. Which colours do you think are the best to wear for safety at night?

More about Bright Colours

You will need:

- \_\_\_\_\_
- \_\_\_\_\_
- non-toxic glue
- sticky tack
- white stickers
- silver glitter
- \_\_\_\_\_
- \_\_\_\_\_

Adapted from *How Does It Work*, 2001

You will need \_\_\_\_\_

1. a. a bright torch  
b. a torch  
c. bright  
d. torch
2. a. scissor  
b. scissors  
c. razor  
d. razors
3. a. sheet  
b. a sheet  
c. black paper  
d. a sheet of black paper
4. a. pens  
b. tip pens  
c. felt-tip pen  
d. felt-tip pens

For numbers 5 to 10, listen to some expressions and choose your response.

5. a. I have no doubt about it.  
b. I'm not really sure but, I'll do my best.

6. a. Give your best try.  
b. I have no doubt about it. As long as you keep studying.
7. a. Excuse me. But I can't hear you.  
b. Excuse me. Can you say it again? I can't hear you.
8. a. I think you should see a doctor soon.  
b. I'm really sorry to hear that.
9. a. Wow, you look cool!  
b. Excuse me?
10. a. Hello. Wow!  
b. Hello. Wow, you look awesome with that jacket!
11. Lala : Are you sure that you will quit your school next month?  
Dion : *Definitely*. Because my parents asked me to go with them.  
The italicised word shows \_\_\_\_\_.  
a. certainty  
b. uncertainty  
c. agreement  
d. giving interesting news
12. Donita : Hello, can I speak to Lisa?  
Lisa's mother : *Sorry, I can't hear you.*  
The signal is low.  
The italicised sentence shows \_\_\_\_\_.  
a. certainty                      c. agreement  
b. repetition                    d. hesitation
13. \_\_\_\_\_ have a look!  
a. Can I                              c. Let me  
b. May I                             d. Come on
14. \_\_\_\_\_ go as soon as they have finished.  
a. Let us                            c. Let she  
b. Let me                           d. Let them
15. \_\_\_\_\_ have a drink!  
a. Come on                        c. Let she  
b. Let us                            d. Let he

Questions 16 to 20 are based on Text 2.

### Text 2



Source: [wayangsuket.files.wordpress.com](http://wayangsuket.files.wordpress.com)

### Puppets

Puppets have been used for centuries in Indonesia to tell the stories of the ancient epics, the Ramayana and the Mahabharata, as well as ancient myths. Modern stories also utilize this ancient art form for contemporary audiences.



Puppets fall into two major classifications, *wayang kulit*-the leather or shadow puppet of Central Java, and *wayang golek*-wooden puppets of West Java. There are several varieties

of wooden puppets. Some expatriats enjoy collecting the same character by various artisans, or all the characters in a scene or story, or just characters that strike their fancy. Good guys, bad guys, gods, demons, nobles, giants, clowns, princes and princesses and monkeys, all can be found in traditional puppet forms. Less commonly seen are the *Wayang Klitik*, a flat wooden puppet.

Taken from [www.indonesianart.blogspot.com](http://www.indonesianart.blogspot.com)

Choose either a, b, c, or d for the correct answer.

16. What did the puppets use for centuries in Indonesia?
  - a. Used to tell the stories of the ancient epics and myths.
  - b. Used to tell the stories of ancient art.
  - c. Used to form a local art.
  - d. Used to tell the characters of Indonesian people.
17. What are the famous tales of puppets in Indonesia?
  - a. *Wayang kulit* and *wayang golek*.
  - b. *Wayang klitik* and *wayang orang*.
  - c. Ramayana and Mahabrata.
  - d. Malin Kundang and Timun Mas.
18. What is *wayang kulit* also called?
  - a. *Wayang golek*.
  - b. Shadow puppet.
  - c. Skin puppet.
  - d. Wooden puppet.
19. Who are enjoying to collect characters of Indonesian puppets?
  - a. Some tourists.
  - b. Some rich people.
  - c. Some elders.
  - d. Some expatriats.
20. What can we found in traditional puppet forms?
  - a. Nature, animals, people.
  - b. Nature, kingdom, people.
  - c. Animals, people, demons.
  - d. Demons, nature, animals.

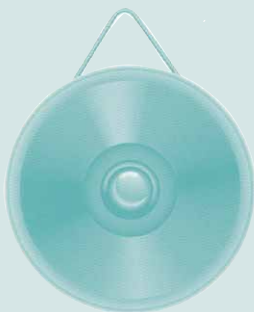
Questions 21 to 30 are based on Text 3.

### Text 3

kettledrums



gong



Source: *Kamus Visual*, 2007

### Percussion Instruments

Percussion means striking. All percussion instruments make musical sounds when struck by the hands, by the fingers, or by some suitable implement.

Bells and gongs, bars of wood or metal, and even bowls and thin stones make fine percussion instruments. The orchestras of Eastern people sometimes have a wonderful variety of these and other kinds of percussion instruments, including drums of every size and shape. But in Western symphony orchestra percussion instruments are not very numerous. The bowl-shaped kettledrums, or timpani, are almost always present. They give a clear, definite note and a sonorous tone that can be as soft or as loud as the player wishes. Other types of drums may also be used.

Cymbals are brass plates that are clashed or jangled together. The triangle is a metal rod left open at the corner. The xylophone is a row of wooden bars. The glockenspiel has metal bars that sound ringing and enchanting. It is often played by a keyboard, called a celesta. Only the kettledrums are regular percussion sections of the orchestra in Western music.

Adapted from *The Instruments of Music*

Choose either a, b, c, or d for the correct answer.

21. Which one of the following musical instruments is not a percussion?
  - a. Bell.
  - b. Gong.
  - c. Harmonica.
  - d. Cymbal.
22. What does percussion mean?
  - a. Pressing.
  - b. Striking.
  - c. Twanging.
  - d. Blowing.
23. Bell is a hollow, metal vessel, usually \_\_\_\_\_, which makes a ringing sound when struck with a hammer.
  - a. rectangular
  - b. flat like a floor
  - c. round like a ball
  - d. round like a cup
24. What is a *gong*? It's a saucer-shaped bell made of metal, struck to give a \_\_\_\_\_.
  - a. signal
  - b. mark
  - c. warning
  - d. message
25. How are percussion instruments in Eastern orchestras? They are \_\_\_\_\_.
  - a. numerous
  - b. not numerous
  - c. quite numerous
  - d. not very numerous
26. What kind of percussion instruments are always played in Western symphony orchestra?
  - a. Bongo drums.
  - b. Triangle.
  - c. Glockenspiel.
  - d. Kettledrums.
27. Cymbals are brass plates. What is brass?
  - a. Plates that are clashed.
  - b. Plates that are clashed or jangled.
  - c. Plates that is jangled.
  - d. Plates that are clashed or jangled together.
28. Timpani when struck can give a soft or loud tone. Why? Because it depends on what tone the player \_\_\_\_\_.
  - a. plans
  - b. wishes
  - c. needs
  - d. decides



29. Give a clear, definite note and *sonorous* tone. Sonorous means giving a full, rich, loud sound. What part of speech is *sonorous*?
- a. Adjective.      c. Verb.  
b. Adverb.        d. Noun.
30. The glockenspiel has metal bars that sound ringing and *enchanted*.  
The Indonesian equivalent of the English word *enchanted* is \_\_\_\_\_. (Which option is *wrong*?)
- a. *memesonakan*  
b. *memikat*  
c. *mengusik*  
d. *menawan hati*

**Questions 31 to 40 are based on Text 4.**

**Text 4**

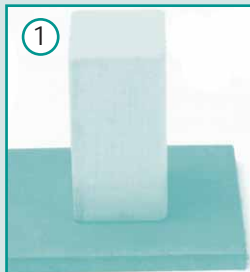
**Electric Fan**

Electronic motors can make things move. A washing machine, for example, has a powerful electric motor to move the washing around.

Why not set up a circuit with an electric motor that drives an electric fan to keep you cool?

**To make an electric fan, you will need:**

- a small electric motor
- a battery
- 2 small blocks of wood
- 3 wires
- a thick block of wood
- a plastic propeller
- a large, metal paper clip
- 2 metal drawing pin
- glue
- sticky tape



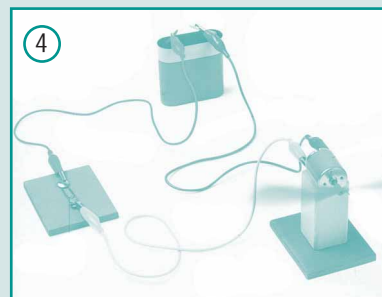
1. Glue the thick block of wood to one of the small blocks.



2. Glue the motor to the top of the thick block. Push the propeller onto the spindle of the motor.



3. Connect two wires to the motor. Make a paperclip switch with the other small block of wood.



4. Connect one wire from the motor to the battery and the other to the switch. Connect the battery and switch. To start a fan, turn the paperclip so it touches the drawing pin.

Taken from *How Does It Work?*, 2001

Choose either a, b, c, or d for the correct answer.

31. What things do we need to do the experiment?
- Scissors, a battery, a lighter.
  - 3 wires, glue, sticky tape .
  - Belt, rice, glue.
  - Pillow, tape, tires.
32. What is the purpose of the experiment?
- To make an electric fan.
  - To make a battery.
  - To make an electric fan.
  - To compose a letter.
33. What should you do after you have glued the thick block of wood to one of the small blocks?
- Glue the motor to the top of the thick block.
  - Push the propeller onto the spindle of the motor.
  - Turn the paperclip so it touches the drawing pin.
  - Eat some food.
34. Which one is glued to one of the small blocks?
- Sticky tape.      c. Two stones.
  - 3 wires.          d. The thick block .
35. What do you have to do to get the motor glued to the top of the thick block?
- Cut it.              c. Push it.
  - Connect it.        d. Glue it.
36. What should you do before making a paperclip switch with the other small block of wood?
- Push the propeller onto the spindle of the motor.
  - Glue the motor to the top of the thick block.
  - Connect two wires to the motor.
  - Let it flow.
37. How many wires are needed for the experiment?
- 10 wires            c. 111 wires
  - 3 wires             d. 212 wires
38. After making a paperclip switch with the other small block of wood, what must you do?
- Connect one wire from the motor to the battery and the other to the switch.
  - Glue the motor to the top of the thick block.
  - Connect two wires to the motor.
  - Go to the bathroom.
39. What must you do with the wires?
- Tape it with the motor.
  - Cut it into pieces.
  - Glue it to the scissors.
  - Connect it to the motor.
40. Which wire is connected to the battery?
- Wire from the block of wood.
  - Wire from your friend.
  - Wire from the motor.
  - Wire from the paperclip.

**Now, do the following instructions.**

1. Write the steps of how to make a procedural text.
2. Compose a dialogue containing the expressions of showing certainty and hesitation.
3. Compose a dialogue using expressions of asking repetition and showing attention.
4. Compose a dialogue containing an expression of admiration.

**Change the sentences below into the present perfect tense.**

5. They (not work) together again since they quarrelled.
6. He (lose) his books.
7. You ever (see) a possum?

**Answer the following questions.**

8. What is a report text?
9. Can you mention the character of a report text?

**Do the following instruction.**

10. Make a paragraph that tells a report text.

*"Grannie, do all fairy tales begin with 'Once Upon A Time?'"*



Source: [www.german.leeds.ac.uk](http://www.german.leeds.ac.uk)

# Chapter 4

## It's a Great Story

### Materials You Are Going to Learn in This Chapter

#### Listening

- Listening to someone giving interesting news or information
- Listening to monologue discourse in the narrative form
- Listening to short functional texts in the form of diary

#### Speaking

- Telling interesting news or information
- Expressing meaning of monologue discourse in the narrative form

#### Reading

- Reading texts in narrative form
- Identifying the structure of narrative text

#### Writing

- Writing narrative texts
- Writing a diary in the form of imaginary story

# Listening

In this section, you will learn how to:

- listen to someone giving interesting news or information;
- listen to monologue discourse in the narrative form.

After learning the lesson in this section, you are expected to be able to:

- understand expressions for responding to interesting news or information;
- get meanings from monologue discourse in the narrative form.

## Practice 1

Answer the following questions.

1. Do you know the story of Malin Kundang or Bawang Merah and Bawang Putih?
2. What other stories do you know?
3. What is your favorite story? Tell it to your friends briefly.

Stories around us

- Si Pungguk
- The Legend of Mount Tangkuban Perahu
- The Legend of Lake Toba
- The Legend of Mountain and Lake Batur
- The Legend of Separapat Island

## Practice 2

Study the following short dialogue carefully and pay attention to the expression for giving interesting news and its response.



## Practice 3

Now, listen to the tape carefully. Then, fill in the missing phrases/sentences you have heard.



### Speech Act

Expressions to tell interesting news

- Guess what!
- Surprise!
- Funnily enough...
- Normally, ...
- Believe it or not, ...

## Practice 4

### Role play

Now, with your partner, act out the complete dialogues in Practice 3 in front of the class.

### Practice 5

Try to make a short dialogue with your partner using the expressions in Practice 3. Then, act it out.

### Practice 6

Listen to the dialogue from the tape carefully. Then, arrange the expressions in italics into the correct order.

- Loki : Hi, Tari. What're you doing?  
Tari : Hi, Loki. I'm reading the story *Si Pungguk* from West Sumatra. *ssgue thwa*, this is the second time I'm reading it.  
Loki : Well, what's so special? Tell me more.  
Tari : This story is about powerful love. Pungguk was a poor good-looking young man. He fell in love with Princess Purnama Bulan, although they were in love with each other, Purnama Bulan already had a fiance. One day, Purnama Bulan gave Pungguk a veil. When Pungguk walked, Purnama Bulan's fiance noticed the veil, and thought that Pungguk stole it. With his sword, he killed Pungguk. *elvebile ti ro ton*, from Pungguk's dead body grew some mushrooms, it changed into living creatures, birds. Those birds were called Pungguk, they used to sit on the highest branch of a tree looking at a full moon. *rsrpisiupngyl*, they called "Pungguk! Pungguk!".  
Loki : What an interesting story! Well, unfortunately, it ended sadly.

### Practice 7

Pronounce the following words taken from the text after your teacher.

#### Pronounce It!

1. princess : /prɪn'ses/
2. although : /ɔ:l'dəʊ/
3. fiance : /fɪ'nseɪ/
4. veil : /veɪl/
5. sword : /sɔ:d/
7. creature : /'kri:tʃə/
8. highest : /haɪst/
9. branch : /brɑ:ntʃ/

## Practice 8

Look at the pictures and answer the questions.



Source: [www.grasindo.co.id](http://www.grasindo.co.id), [www.melayuonline.com](http://www.melayuonline.com)

1. Do you know about the pictures above? If so, explain them.
2. Which kind of story do you prefer to read? A legend, a fable or a fairy tale?
3. Do you have a favorite story? What is it?

## Practice 9

Listen to the text from the tape carefully. While listening, choose a, b, or c for the correct answer based on the story.



Source: *366 and More Fairy Tales*, 1990



1. The dog was very \_\_\_\_\_ after he stole a big piece of meat.
  - a. displeased
  - b. pleased
  - c. regret
2. What did the dog do in the bank of the river?
  - a. The dog looked down into the river water.
  - b. The dog ran off.
  - c. The dog saw another dog.
3. What was the other dog in the river?
  - a. Another dog with a piece of meat in its mouth.
  - b. A reflection of another dog with a piece of meat in its mouth.
  - c. Reflection of himself.
4. Did the dog realise it?
  - a. No, he didn't.
  - b. Yes, he did.
  - c. Yes, he did, but he ignored it.
5. What is meant by "when he was full"?
  - a. Full with hunger.
  - b. Full with meat in his stomach.
  - c. Full of greed.
6. What is meant by "so was left with nothing"?
  - a. The dog got nothing.
  - b. The dog stayed hungry.
  - c. The dog left the river.

## Practice 10

Read the following explanation carefully.

- **About Retelling Story**

Have you ever retold a story you have heard to someone else? Or maybe someone told you an interesting story? Can you remember the most pleasing part of the story you have heard or retold?

Actually, you can also make your own interesting story by how you retell it to someone else. Check this out.

- **Stepping stone to retell the story**

- Read carefully all parts of the story.
- Give some highlights to every important sequence in the story.

- Enrich your vocabulary with some meaningful words/phrases (e.g. telling interesting news: *surprisingly, luckily enough, funnily enough*, etc.).
- Give some stressed intonations to the parts of story.

*Examples :* – Can you guess what happened next? (Say it in a mysterious and deep voice.)

– And the lion jumped to catch the deer. (Say it first with low intonation then high, especially in the word “jumped”.)

- Don't forget to pay attention to your audience. Check their facial expressions, do they seem to understand? Are they bored or excited with your story?

## Practice 11

Listen to the text from the tape carefully. Then correct some usages of the verb tense mistakes in the following story.

### Why the Sun and the Moon Live in the Sky



Source: *366 and More Fairy Tales*, 1990

A long time ago, the Sun and the Moon are a married couple who lived on the Earth and were great friends of the Sea. One day, they invite the Sea to visit them.

So the Sea go along, with the fish and all the members of his family. Surprisingly, the water begin to rise, so that the Sun and the Moon have to climb up to the roof because they do not want to be drowned, then they climbed up into the sky, where they have remain ever since.

Adapted from *366 and More Fairy Tales*, 1990

## Practice 12

Now, choose the synonym from the italics taken from the text in Practice 11.

Example:

1. They *invited* the Sea.  
a. neglected for                      b. asked for  
Answer b.
2. A married couple who *lived*.  
a. stayed                                b. conquered
3. And were *great friends* of the Sea.  
a. big/huge friends                  b. nice/close friends
4. Surprisingly, the water *began* to rise.  
a. seemed                                b. started
5. Where they have *remained* ever since.  
a. continued                              b. stayed

## Practice 13

Listen to the tape about Thalia's diary.

## Practice 14

Now, complete the Thalia's diary and listen again to the tape.

Dear diary,

Last Sunday, Santi and I <sup>1</sup> \_\_\_\_\_ going to the town library together. We went <sup>2</sup> \_\_\_\_\_. In addition, the weather was fine.

Near the park, some one was <sup>3</sup> \_\_\_\_\_ us. We heard some noises behind the bush. We were very afraid that we <sup>4</sup> \_\_\_\_\_ we were <sup>5</sup> \_\_\_\_\_ by a pick pocket or a freak.

But then, a dirty, poor boy came out from the bush. He <sup>6</sup> \_\_\_\_\_ for a money to buy some food. Gosh, he was just a <sup>7</sup> \_\_\_\_\_ kid. So, we gave him some money. He said thanks and went away. That was a very <sup>8</sup> \_\_\_\_\_ experience.

## Practice 15

Listen to your teacher when she/he is reading the following words. Pay attention to the sound of vowels /ɒ/, /ɔ:/, /ʊ/. Then, classify each of the words you have heard in your exercise book.

You pronounce /ɒ/: o, /ɔ:/: o (long), /ʊ/: u

Words	/ɒ/	/ɔ:/	/ʊ/
to			
look			
for			
on			

## Speaking

In this section, you will learn how to:

- give interesting news or information;
- express monologue in the narrative form.

After learning the lesson in this section, you are expected to be able to:

- use the expressions for giving interesting news or information;
- do monologue discourse in the narrative form.

## Practice 1

Answer the following questions orally.

1. What will you say to give an interesting news or information?
2. How do you respond to someone who gives you interesting news or information?

## Practice 2

Study the following expressions carefully.

### Speech Act

#### Responding to interesting news or information

- |                                              |   |                                                                                                                                                                                         |
|----------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Informal                                     | { | <ul style="list-style-type: none"> <li>• You know what? This story is really interesting.</li> <li>• Excellent!</li> <li>• How great!</li> <li>• Wow, I can't believe it.</li> </ul>    |
| Formal<br>(to older people or<br>a stranger) | { | <ul style="list-style-type: none"> <li>• This is the most marvelous news I've ever read, Sir/ Ma'am.</li> <li>• I believed that news is really interest you much, Sir?Ma'am.</li> </ul> |

### Practice 3

Respond to the following statements orally.

1. Now, you can watch TV from your cellular phone.
2. Have you ever tried to ride on the Tornado? Gosh, it's so exciting.
3. Surya got first place in the World Environment Speech Competition.
4. Let's go to Flynn Fried Chicken! They have an all you can eat for Rp10.000,00 promotion.
5. There will be a library near our home. So, we don't have to go down town anymore.

### Practice 4

Complete the missing words with the expressions of giving and responding to interesting news or information. Then practise with your partner.

Lena : \_\_\_\_\_ that our school will have a study tour to Bandung next month?

Raka : \_\_\_\_\_! Bandung is one of my favorite cities. Yeah, I'll do shopping then. \_\_\_\_\_ that the factory outlets are cool.

Lena : \_\_\_\_\_ but, not only the factory outlets are cool you know! The food is also outstanding.

Reka : I can't wait!

### Practice 5

Tell your friends about the interesting news or information based on the following topics.

1. Two Indonesian novelists have been awarded the Nobel prize for literature.
2. Hurricane Katrina has hit Florida, causing widespread damage.
3. Last week, an 18-year old student won the world' chess tournament.
4. A cruise ship sank near Sumatra.
5. A priceless painting was stolen from Madrid Art Gallery.
6. A dangerous prisoner was recaptured by police.

### Practice 6

Make your own dialogue using the expressions of giving interesting news or information with their responses.

## Practice 7

Answer the following questions orally.

1. Do you like listening to a story?
2. What kind of story do you like?
3. What do you like most when you tell the story to the people around you?

## Practice 8

Read the story aloud. Pay attention to your pronunciation and intonation.

### Collin Thinks Big



Source: *50 Bedtime Stories: the Perfect Way to End Your Day*, 2002

Collin Caterpillar and Sylvia Snail were crawling along the garden wall one sunny morning.

"Isn't the world big?" remarked Collin as he gazed around.

"It's huge, it's enormous" agreed Sylvia, who thought a lot about such things inside her mind.

"It makes me feel so very small," Collin said.

"But I know a way to change all that!" said Sylvia wisely.

So the two of them spent the rest of that morning collecting the tiniest things they could find.

Collin collected a crumb, a pea, a shell and a petal. Soon he had found a feather, a peanut, a button and a berry.

Sylvia brought back a drawing pin, a paper clip, a pen nib, a pin and a needle.

"Look! You're almost a giant Collin!" said Sylvia.

"Funnily enough, how small these things are," chuckled Collin, "and look how big I am!"

Adapted from *50 Bedtime Stories: the Perfect Way to End Your Day*, 2002

## Practice 9

Answer the following questions based on the story in Practice 8.

1. What did Collin and Sylvia do one sunny morning?
2. What did Collin say?
3. What did Sylvia agree to?
4. How did they spend the rest of that morning?
5. What did Collin collect?
6. What did Sylvia bring?
7. And what did they say at last?

## Practice 10

Match the words in column A with their meanings in column B.

No.	A	B
1.	crawling	a. coloured leaf, like division of a flower
2.	remark	b. small pointed piece of steel, used in sewing
3.	gaze	c. metal point of a pen
4.	enormous	d. very small pieces of dry food (eg. bread)
5.	wise	e. move slowly along the ground or on the hands and knees
6.	crumb	f. having good judgement
7.	pea	g. round green vegetable
8.	shell	h. say or write something especially as a comment
9.	petal	i. hard outer, covering of eggs, nuts, and some animals
10.	pen nib	j. look long and steadily
11.	needle	k. very large, greatly

## Practice 11

Now, try to make sentences from the words in Practice 10 (choose three words only from column A). Then compare your sentences with your friend's and say them aloud.

## Practice 12

**Role play**  
With your friend, retell the story in Practice 8 in your own words. Some questions will help you.

1. Who were crawling along the garden wall one sunny morning?
2. What did Collin and Sylvia talk about?
3. What did they do then?
4. Could you mention some things that were collected by Collin?
5. What about Sylvia?

## Practice 13

With your friend, develop your own story and share it to the class.

### UN Challenge

Choose the correct expression to fill in the blank.

Dona : Look! \_\_\_\_\_

Mother : Yes, that's right. Father told me that it was also comfortable.

Dona : Will it take us to Bali?

Mother : I think so.

- a. How nice it is!
- b. What a big plane it is!
- c. How expensive it is!
- d. What a horrible plane!

*Taken from Ujian Nasional Bahasa Inggris, 2005*

## Reading

In this section, you will learn how to:

- read narrative text with correct punctuation, pronunciation and pause;
- identify the structure of narrative text.

After learning the lesson in this section, you are expected to be able to:

- read narrative text correctly;
- identify the structure of narrative text.

## Practice 1

Answer the following questions.

1. Do you know a story from your city/town?
2. Could you mention other stories from Indonesia?
3. What is your favorite one?
4. Could you give a short explanation about them?



## Practice 2

Before you read the text, match each Indonesian story title in column A with its English translation in column B.

No.	A	B
1.	<i>Si Pahit Lidah</i>	a. The Strange Porridge
2.	<i>Kembalinya Kebebasan Raja Parakeet</i>	b. The Frog
3.	<i>Asal Usul Danau Toba</i>	c. The Bitter Tongue
4.	<i>Bubur yang Aneh</i>	d. The Wonderful Dog
5.	<i>Sang Katak</i>	e. How the Parakeet King Regained His Freedom
6.	<i>Anjing yang Hebat</i>	f. How Lake Toba Came into Existence
7.	<i>Batu Badaon</i>	g. Gold Cucumber
8.	<i>Timun Mas</i>	h. Leafy Stone

## Practice 3

Your teacher will guide you to read aloud the text below. Pay attention to the pronunciation, punctuation and pauses.

### New Horizon

A.A. Milne (1882 - 1956) was an English author. Winnie the Pooh is one of the most beloved characters from A.A. Milne's Children's Stories. These stories were based on Milne's son, Christopher Robin, and his stuffed animals. Milne also wrote two books of children's poems, as well as novels, plays, and short stories for grown-ups.

Taken from *The World Book Student Discovery Encyclopedia*, 2006

### The Legend of Mount Wayang



Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realised that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

The story goes that on certain moonlight nights, one can hear the sound of music in the air above from the top of the mountain. It indicates that Sang Prabu and his daughter have not met each other till dawn when it is time for them to part and to meet again on another moonlight night.

Adapted from *Folk Tales from Indonesia*, 1999

## Practice

4

In pairs, match each word in column A with its meaning in column B.

No.	A	B
1.	mingle	a. mix
2.	mortals	b. subject, important things
3.	affairs	c. must die, human being
4.	settle	d. make permanent/ make something permanently
5.	matter	e. not conscious
6.	fairy	f. disappear suddenly
7.	unconscious	g. morally bad
8.	wicked	h. matters of interest
9.	enchanted	i. placed under a magic spell
10.	dawn	j. imaginary creature with magical powers
		k. first light of day

## Practice 5

Find the paragraphs in Practice 3 that give you the following information.

1. The beautiful princess from a small kingdom.
2. Her father's name.
3. Her father's idea to search for the right man to be her husband.
4. The prince of Blambangan.
5. The wicked fairy.
6. The death of Raden Begawan.
7. The princess went to Kahyangan.
8. The meeting of Sang Prabu and his daughter.

## Practice 6

Find as many pronouns in Practice 3 as you can. Mention what they refer to and their paragraph number.

Example: "He" in paragraph 1 refers to the King, Sang Prabu.

### Note

#### Characteristics of a Narrative Text

##### *Orientation*

It is about the opening paragraph where the characters of the story are introduced.

Example : *Little Mantu lived in a village deep in the jungle where elephants helped the men with their work.*

##### *Complication*

Where the problems in the story developed.

Example : *Now, Mantu had an elephant of his very own. His name was Opie.*

##### *Resolution*

Where the problems in the story is solved.

Example : *Mantu then climbed upon his little friend's back and went home to the village.*

### Follow-up Activity

Find an interesting story from a story book, magazine, newspaper or the internet. The story may be funny, sad or horror. Then tell it to your class. Compare your story with your friends' stories.

Read the text carefully. Pay attention to the punctuation, pronunciation and pause.

### The Legend of Lake Batur

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.



Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.

They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole. One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

*Adapted from Folk Tales from Indonesia, 1999*

## Practice 8

Answer the following questions by looking through the text.

1. What was Kbo Iwo?
2. What is meant by a destroyer as well as a creator?
3. What made him satisfied?
4. What had caused Kbo Iwo's anger?
5. Why did the Balinese turn to rage?
6. How did the Balinese oppose this powerful giant?
7. What did they ask Kbo Iwo to do?
8. How could he fall asleep in the hole?
9. Where did the Balinese throw the limestone?
10. What happened then?

## Practice 9

Find the meaning and the phonetic symbols of the following words and what parts of speech they belong to.

*Example:*

1. creature : *makhluk* (noun)
2. destroyer : *penghancur* (noun)
3. devour
4. barns
5. harvest
6. rage
7. oppose
8. stupidity
9. well
10. heap

## Practice 10

Find what the following pronouns refer to.

1. he (paragraph 1, line 6)
2. it (paragraph 2, line 5)
3. they (paragraph 2, line 6)
4. this (paragraph 2, line 6)
5. them (paragraph 3, line 1)
6. he (paragraph 3, line 4)
7. it (paragraph 3, line 9)

## Grammar Stage

### The Past Perfect Tense

Pattern: S + had + past participle (of the main verb)

I	}	had grown
You		
He		
She		
It		
We		
They		

The past perfect tense shows action that happened in the past.

Adverbs that can follow: *already* and all adverbs that can be used with the past tense.

Examples:

- The news about the royal competition *had also reached* the prince of Blambangan.
- Sang Prabu saw that his only beloved daughter *had vanished* into the air.

## Writing

In this section, you will learn how to:

- write a narrative text;
- write a diary in the form of imaginary story.

After learning the lesson in this section, you are expected to be able to:

- write a narrative text correctly;
- write a diary in the form of imaginary story correctly.

### Practice 1

Answer the following questions orally.

1. Have you ever written an imaginary story?
2. Do you like writing stories?
3. What kinds of stories do you like best?
4. Have you ever shared your story to your friend or magazines via e-mail?

Read the following information carefully.

### What Is a Narrative Text?

- a. Purpose: To entertain listeners or readers with a true experience or an imaginary one. The characteristic of the text is marked by conflict and resolution.
- b. Text structure is indicated by:
  - who, where, action verbs
  - linking words, specific characters
  - end of the story's conflict
  - coda : changes that occurred and the moral of the story

### Cinderella



Source: *366 and More Fairy Tales*, 1990

The structure of the text is indicated by:

(who, where, action verbs)

(linking words, specific characters)

(end of the story's conflict)

Once upon a time there was a girl called *Cinderella*. She lived with her stepsisters and stepmother. They treated her badly. She had to do all the house work.

One day an invitation to the ball came to the family. But, her stepsisters would not let her go. *Cinderella* was sad. The stepsisters went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, *Cinderella* danced with the prince. The prince fell in love with her and then married her. They lived happily ever after.

## Note

What lessons do you get from the story?  
A patient and kind-hearted person will always find happiness.

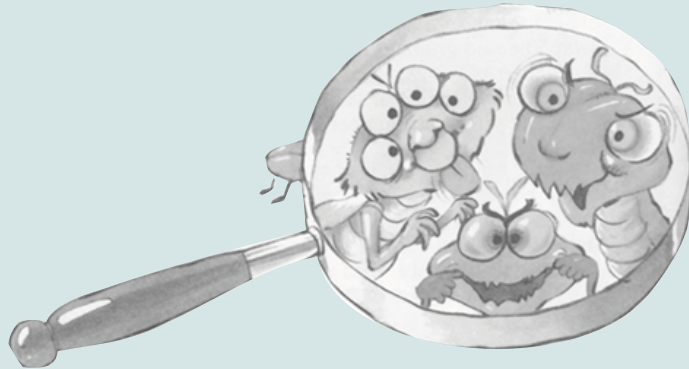
## Practice 3

### Log On

Do you like to chat? Or maybe have a private community? If the answer is Yes, then you should create a blog. A blog provides you a free space to create a community. Furthermore, you can sell and advertise anything on your blog. To help you create a blog, just click on [www.multiply.com](http://www.multiply.com)

Read the following story carefully.

### What Hideous Creatures



Source: 50 Bedtime Stories: The Perfect Way to End Your Day, 2002

One sunny day, a very forgetful professor got down on a grassy bank and began to look at the insects through his magnifying glass.

Now when the professor left for home, he forgot all about his magnifying glass, so straight away all the insects gathered round.

"This is just the thing we need!" and they jumped for joy.

"When the birds fly down to gobble us up, we'll give them a fright for a change!" ... and so they did.

The birds had never seen such hideous creatures. They took off squawking with fright and never flew down again.

Adapted from 50 Bedtime Stories: The Perfect Way to End Your Day, 2002



Practice 4

Can you try identifying the structure of the text? Mention the linking words, specific characters, the end of the story's conflict and the moral values.

Practice 5

Read the following explanation carefully.

**Noun Phrase**

The noun phrase typically functions as subject, object, complement of sentences, and as a complement in prepositional phrases.

*Example:* crafty mouse

- (a) The mouse
  - (b) The crafty mouse
  - (c) The crafty mouse in the corner
  - (d) The crafty mouse that felt hungry
- \_\_\_\_\_ is smart.

- Now, find noun phrases in the text and change them like the example given.

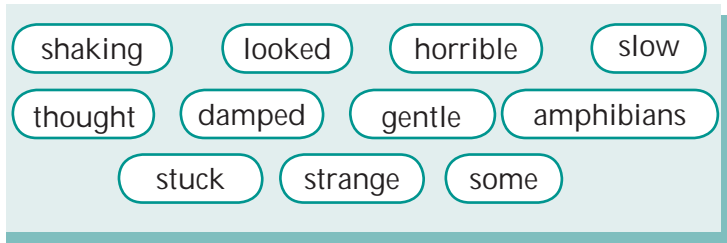
Practice 6

Complete the following blank spaces using the words in the box.

Dear diary,

Last night I met a monster. A <sup>1</sup> \_\_\_\_\_ monster. I was <sup>2</sup> \_\_\_\_\_ in a <sup>3</sup> \_\_\_\_\_ place, middle of nowhere. It <sup>4</sup> \_\_\_\_\_ like an island. Then, oh my God...I saw <sup>5</sup> \_\_\_\_\_ reptiles, they were very much like the <sup>6</sup> \_\_\_\_\_ but their skin was more scaly. They had heads a bit like young cows, their teeth <sup>7</sup> \_\_\_\_\_ out in a way that made them seem to be smiling foolishly. In their <sup>8</sup> \_\_\_\_\_ steps, they were approaching me...oh no! Oh God! Were they going to eat me? I never <sup>9</sup> \_\_\_\_\_ that I must die young. Suddenly, my body was <sup>10</sup> \_\_\_\_\_ hard. Ouuucchh...they were biting me and going to swallow me! But a <sup>11</sup> \_\_\_\_\_ hand touched my head. It was my mom, she was calming me down. She said that I was screaming and yelling aloud. Thank God it was only a horrible dream.

D LOL  
Dany



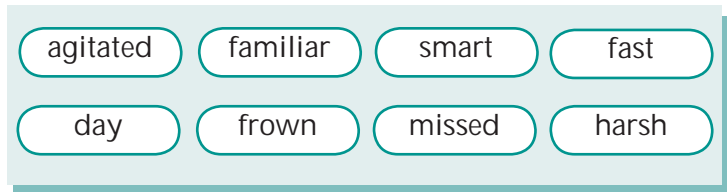
**Practice 7**

Now, with your friend, identify the structure of the text.

**Practice 8**

Find the antonyms of the following words taken from the text. The words in the box may help you.

- |          |            |            |
|----------|------------|------------|
| 1. meet  | 4. slow    | 7. foolish |
| 2. night | 5. strange | 8. calm    |
| 3. smile | 6. gentle  |            |



**Practice 9**

Find the infinitive (V<sub>1</sub>) of the following words taken from the text. Consult your dictionary if necessary.

- |           |            |             |
|-----------|------------|-------------|
| 1. met    | 5. were    | 9. looked   |
| 2. was    | 6. had     | 10. touched |
| 3. damped | 7. made    | 11. said    |
| 4. saw    | 8. thought |             |

## Learning Essential

- Language Function
    - ▶ Giving interesting news or information
      - You know what! This story is really interesting.
      - It's a great legend.
    - ▶ Responding with certainty/uncertainty (convincing)
      - I am certain/not certain.
      - Definitely!
  - Genre of text: Narrative
    - ▶ Social function : To entertain listeners or readers with a true experience or an imaginary one. This characteristic of the text is marked by conflict and resolution one.
    - ▶ Generic structure:
      - who, where, action verbs
      - linking words, specific characters
      - end of the story's conflict
      - coda : changes that occurred and the moral of the story  
*Once upon a time there was a girl called Cinderella. She lived with her stepsisters and stepmother. They treated her badly. She had to do all the house work....*
  - Grammar: The Past Perfect Tense  
Examples  
They had studied for six hours.  
Amrizal had slept for ten hours.
- 

## Learning Review

After studying all subjects in this chapter, answer the following questions.

1. What did you learn in this unit?
2. What will you say to tell interesting news to your friend?
3. What will you say when your friend gives you interesting news?

If you find some difficulties while answering the questions, you can learn the subjects once more or you may consult your teacher.

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# Chapter 5

Dear Monster Fans:  
 Thank you for writing. As you might imagine, it is quite lonely here in CASTLE FRIGHTENSTEIN. We get so few visitors, probably 'cause it's been raining for over 800 years!  
 Thank you for your faith in us. Some day we will get BRUCIE working and then we can

Source: [www.frightenstein.com](http://www.frightenstein.com)

## Send Me a Letter, Please

### Materials You Are Going to Learn in This Chapter

#### Listening

- Listening to monologue and dialogue about showing manner
- Listening to monologue in the form of a report text

#### Speaking

- Using polite expressions to show manner
- Performing a monologue in the form of a report text
- Promoting something through an advertisement.

#### Reading

- Reading report text
- Identifying another form of a report text

#### Writing

- Writing a report text in the form of simple graphic
- Writing and sending a letter

# Listening

In this section, you will learn how to:

- listen to polite expressions;
- listen to monologue in the form of a report text.

After learning the lesson in this section, you are expected to be able to:

- how to show polite expressions;
- get meanings from a monologue in the form of a report text.

## Practice 1

Before listening to the tape, answer the following questions.

1. How often do you send letters?
2. Do you prefer to send news by letter, SMS, or e-mail? Give your reason.
3. To whom do you usually send a letter?
4. For what purposes will you send a letter?
5. Have you ever sent a letter to another country?

## Practice 2

While listening to the tape, fill in the blank spaces. The words in the box may help you.

Wu Fei : What kind of job does your father do?

Herman : My father is a <sup>1</sup>\_\_\_\_\_. He is employed by the post office to <sup>2</sup>\_\_\_\_\_ and collect those posted in pillar boxes.

Wu Fei : My father is a civil servant. He works for the Ministry of Education. In fact, I want to know about some <sup>3</sup>\_\_\_\_\_. Would you tell me more about it?

Herman : Yeah, sure. What do you want to know?

Wu Fei : I want to know what is meant by PO BOX?

Herman : PO BOX stands for Post Office Box. Its <sup>4</sup>\_\_\_\_\_ located inside the post office. They are used by people who find them more convenient or more private than the regular service.

Wu Fei : And <sup>5</sup>\_\_\_\_\_?

Herman : It offers <sup>6</sup>\_\_\_\_\_ for valuable mail for an additional fee. The post office insures such mail and keeps a careful record of it. The addressee must sign a receipt for it.

Wu Fei : All right, Herman. Thank you very much for the information.

locked mailboxes    postal matters    deliver letters

registered mail    extra safety box    postman

**Practice 3**

**Listen to the tape carefully and complete it. Discuss the dialogue with your friend.**

Nino : Hello, Mr Randi. How are you?

Mr Randi : Hello, Nino. <sup>1</sup>\_\_\_\_\_.

Nino : So, anyway how's your trip to Singapore? <sup>2</sup>\_\_\_\_\_?

Mr Randi : Well, <sup>3</sup>\_\_\_\_\_.

Nino : Oh, really? Why was that?

Mr Randi : I had trouble with my photo in the passport. I looked very different because of the surgery on my chin two months ago and my haircut. They almost brought me to the immigration office.

Nino : <sup>4</sup>\_\_\_\_\_. What happened next?

Mr Randi : Then, I called <sup>5</sup>\_\_\_\_\_ and they helped me.

Nino : I see.

**Practice 4**

**Role play**  
**Act out the dialogue in Practice 3 with your partner. Pay attention to your expressions.**

## UN Challenge

Choose the correct expression to fill in the blank.

Santi : Would you like to buy some sugar for me, please?

Santo : \_\_\_\_\_ I can't. I'm in a hurry.

Santi : It is OK then. I will buy it myself.

- Of course
- I'm sure
- I don't know
- I'm really sorry

Taken from *Ujian Nasional Bahasa Inggris*, 2005

## Practice 5

Listen to your teacher read the following words. Identify the different of the sounds.

feed

feet

fit

league

leak

lick

food

boot

foot

card

cart

cut

sword

sort

soot

## Practice 6

Listen to the tape carefully. Then, fill in the blanks with some suitable information you have heard.

- Post office clerk : \_\_\_\_\_, Ma'am?  
Mrs Dina : I need \_\_\_\_\_ envelopes, five \_\_\_\_\_ and a \_\_\_\_\_, please.
- Mr Tora : I need \_\_\_\_\_ of East Jakarta, please.  
Post office clerk : Absolutely, Sir. It's \_\_\_\_\_.
- Mrs Yuna : How much does \_\_\_\_\_?  
Post office clerk : It \_\_\_\_\_, Ma'am.

4. Post office clerk : \_\_\_\_\_, Sir?  
Mr Erwin : Yes, please. Do you know \_\_\_\_\_ for \_\_\_\_\_ to Singapore \_\_\_\_\_?
5. Kiko : Which one \_\_\_\_\_? Sending news by \_\_\_\_\_ or by \_\_\_\_\_?  
Ela : I prefer \_\_\_\_\_.

### Practice 7

Answer the following questions orally.

1. Do you like collecting stamps?
2. What do you like most about stamps?
3. What is the name for someone that collects stamp?

### Practice 8

Listen to the tape. Then, fill in the blanks with the missing words.

Do you know that mail is usually delivered once a day, six days a week? In Mauritania mail is delivered by <sup>1</sup>\_\_\_\_\_ drivers.

In the US, a <sup>2</sup>\_\_\_\_\_ carrier sometimes must walk <sup>3</sup>\_\_\_\_\_ his route. In Spain or Indonesia, the <sup>4</sup>\_\_\_\_\_ often travels by <sup>5</sup>\_\_\_\_\_ or motorcycle.

<sup>6</sup>\_\_\_\_\_ mail is mail that cannot be delivered or returned to its <sup>7</sup>\_\_\_\_\_. This may happen if it is addressed <sup>8</sup>\_\_\_\_\_ and does not have a return address. Such mail goes to the dead-mail or dead-letter office. The mail is opened to try to <sup>9</sup>\_\_\_\_\_ the sender or addressee. If this is unsuccessful, the mail is <sup>10</sup>\_\_\_\_\_ and any valuables are sold.

*Adapted from The Book of Knowledge, 2007*

### Practice 9

Find any difficult words from the text. Consult your dictionary for the meanings.



## Practice 10

Work in pairs and try to retell the text in Practice 8 in your own words. These questions will help you.

1. How is mail usually delivered?
2. How is mail delivered in Mauritania?
3. How is mail delivered in the USA?
4. How is mail delivered in Spain or Indonesia?
5. What is rejected mail?

## Practice 11

Listen to the radio advertisement read by your teacher. Then answer the following questions by choosing a, b or c for the right answer.

1. What do the ads tell you about?
  - a. Drawing stamps.
  - b. Collecting stamps.
  - c. Buying stamps.
2. What radio station announces the ads?
  - a. Trijaya FM.
  - b. Ramajaya FM.
  - c. Darajaya FM.
3. How much does the Heroes stamp series cost?
  - a. Rp140,000
  - b. Rp155,000
  - c. Rp150,000
4. How many series of the stamp collection are in the ads?
  - a. Two.
  - b. One.
  - c. Four.
5. What cartoon character is mentioned in the ads?
  - a. Sylvester and Tweety.
  - b. Donald and Daisy Duck.
  - c. Tom and Jerry.
6. How much must you spend for the stamp cartoon series?
  - a. Rp150,000
  - b. Rp140,000
  - c. Rp155,000
7. When are the ads announced?
  - a. Around 7-8 a.m.
  - b. Around 2-4 p.m.
  - c. Around 7-8 p.m.

# Speaking

In this section, you will learn how to:

- speak politely;
- express monologue in the form of report texts;
- promote something through an advertisement.

After learning the lesson in this section, you are expected to be able to:

- speak politely in your daily life;
- perform monologue in the form of report texts;
- promote something through an advertisement.

## Practice 1

Look at the picture and answer the following questions.



Source: [www.rhhotels.com.my](http://www.rhhotels.com.my)

1. Have you ever stayed in a hotel? Where was it?
2. Could you mention some hotel names that you know?
3. Could you mention some facilities that we can usually find in four/five-star hotels?
4. Do you think staying at a hotel is nice? Why?
5. Could you mention five names of hotels in your city/town?

## Practice 2

Below is the dialogue for making a hotel reservation. Study the italicised sentences/phrases carefully. Then, practise it with your friend.

- Receptionist : Good evening, Sir. *May I help you?*  
 Guest : Yes, please. My name's Anderson. I reserved two rooms for my wife and family.
- Receptionist : Ah yes, Mr Anderson. *Shall I complete the registration form for you?*  
 Guest : Oh, thank you. The name's Anderson. A-N-D-E-R-S-O-N.
- Receptionist : And what is your first name, Sir?  
 Guest : Morgan. M-O-R-G-A-N.
- Receptionist : And your private address, Sir?  
 Guest : 20 Flamboyant Street, Daventry, England.
- Receptionist : I'm sorry, Sir. *Could you please spell that address for me again?*  
 Guest : 20 Flamboyant. F-L-A-M-B-O-Y-A-N-T Street. Then D-A-V-E-N-T-R-Y, Daventry England.
- Receptionist : Could you please tell me your passport number, Sir?  
 Guest : Sure. One moment. Ah, it's 6 oh 5, 5-7-1-T.
- Receptionist : And finally, Sir. How do you intend to pay?  
 Guest : By credit card. American Express.
- Receptionist : *That'll be fine*, Sir. Now, we're putting you in room 265 and 266. You've arrived today, the 6th March. How long are you going to stay with us, Sir?  
 Guest : Five days.
- Receptionist : All right, Sir. I'll get the porter to show you the room now. I hope you and your family enjoy staying with us.
- Guest : *Thank you very much.*

### Speech Act

#### Polite expressions

- May I help you ....
- Would you mind ....
- Shall I ....
- Would you please ....
- All right, Sir/Ma'am.
- Could you please ....
- That will be fine ....
- Thank you very much for ....

## Practice 3

Choose the correct answer either a, b, c, or d based on the dialogue in Practice 2.

1. Where does the dialogue take place?
  - a. A restaurant.
  - b. A hotel.
  - c. A cafe.
  - d. A bungalow.
2. What is the name of the guest?
  - a. Andrew.
  - b. Daventry.
  - c. Morgan Anderson.
  - d. Anderson Morgan.
3. How many rooms did he reserve?
  - a. Two.
  - b. One.
  - c. Three
  - d. Four.
4. What should he do after making the reservation?
  - a. Pay the hotel.
  - b. Make sure that his rooms are ready.
  - c. Fill in hotel cheques.
  - d. Fill in the registration form.
5. Where does he come from?
  - a. Bournemouth.
  - b. Spain.
  - c. England.
  - d. Europe.
6. What is he?
  - a. A manager.
  - b. A purchasing manager.
  - c. In PT Heat Exchangers International.
  - d. In England.
7. What is the number of his passport?
  - a. 6-5-5-7-9-1-T.
  - b. 5-5-7-9-1-T.
  - c. 5-7-9-7-T.
  - d. 5-7--1-T.
8. How does he intend to pay?
  - a. Cash.
  - b. By American Express.
  - c. By credit.
  - d. By debit card.

9. What room is he going to stay in?
  - a. Room 165.
  - b. Room 166.
  - c. Room 265.
  - d. Room 266.
10. When is he going to leave the hotel?
  - a. 10th March.
  - b. 11th March.
  - c. 12th March.
  - d. 13th March.

### Practice 4

#### Role play

Now, with your partner practise the dialogue in Practice 2. Pay attention to the expressions in the dialogue.

### Practice 5

Work in pairs and make a short dialogue using polite expressions. Then, practise it in front of the class.

### Practice 6

Complete the following dialogue with the words or phrases in the box provided. Then, answer the questions that follow.

- Employee : Hello, the <sup>1</sup>\_\_\_\_\_, <sup>2</sup>\_\_\_\_\_ I help you?  
 Caller : Yes, please. What time do you open this <sup>3</sup>\_\_\_\_\_?  
 Employee : At 7 a.m. Madam, and we close at twelve <sup>4</sup>\_\_\_\_\_.  
 Caller : I'd like to <sup>5</sup>\_\_\_\_\_ a table for two, <sup>6</sup>\_\_\_\_\_.  
 Employee : For what time, Madam?  
 Caller : Around eight.  
 Employee : May I have your <sup>7</sup>\_\_\_\_\_ please, Madam?  
 Caller : Mrs O'Connell.  
 Employee : A <sup>8</sup>\_\_\_\_\_ for two this evening at <sup>9</sup>\_\_\_\_\_ for Mrs O'Connell.  
 Caller : <sup>10</sup>\_\_\_\_\_.  
 Employee : Thank you, Madam.  
 Caller : You're welcome. Bye.

Holiday Inn Marguiritta Restaurant may  
 table night evening please a.m.  
 could ordered reserve hotel eight  
 husband's name reservation restaurant  
 all right that's right seven name p.m.

- Where does the dialogue happen?
- What does Mrs O'Connel want? Explain your answer.
- Is she going alone or not? Give your reason!
- Could you write the polite expressions you notice from the above dialogue?

### Practice 7

Answer the following questions orally.

- Do you know what a hotel is ?
- Where do you usually find a hotel?
- Can you mention types of hotels that you know?

### Practice 8

Read the text aloud, make some notes and retell it again using your own words.

#### History of Hotel



Source: [homepage.eircom.net](http://homepage.eircom.net)

Inns have served travellers since ancient times. The location of hotels has always been related to the transportation available. During colonial times hotels were usually situated in seaport towns, but by the end of the 18th century, many inns and taverns were constructed to offer lodgings along highway routes. After the construction of railroads in the 19th century, larger hotels were built near railroad stations to accommodate railway travellers. Standards of service and comfort rose appreciably and in the larger cities the types of lodging offered by certain hotels became luxurious.

*Adapted from Microsoft Encarta Reference Library, 2008*

### Practice

9

Answer the following questions orally based on the text.

1. When did inns start serving travellers?
2. Where are hotels usually available?
3. What happened by the end of the 18th century?
4. Where were larger hotels built in the 19th century?

### Practice

10

Fill in the blanks with some words from the text.

ancient

inn

luxurious

lodging

taverns

route

1. If you go outside your town, you can use \_\_\_\_\_ to stay the night. It's cheaper than a hotel.
2. It's better for you to take the South \_\_\_\_\_. Because the distance you'll take will be shorter.
3. In \_\_\_\_\_ times, people used horses or ships to go to another place.
4. Some \_\_\_\_\_ apartments are growing fast especially in big cities.
5. \_\_\_\_\_ is a place where you can stay, but usually only for a short time.
6. Some \_\_\_\_\_ offer you a room to spend the night along highway routes.

## Pronounce It!

1. travellers : /trævlə(r)s/
2. times : /taɪms/
3. hotels : /həʊ'tels/
4. towns : /taʊnz/
5. inns : /ɪns/
6. routes : /ru:ts/
7. railroads : /reɪlrəʊdz/
8. cities : /sɪtɪs/
9. luxurious : /lʌg'zʊəriəs/
10. types : /taɪps/

## Practice 11

Complete the following advertisement with the words in the box and promote the hotel to your friend in your own words.

\_\_\_\_\_ Belibis  
A five star hotel with city \_\_\_\_\_ and \_\_\_\_\_ view  
Promotion Package during \_\_\_\_\_  
only \_\_\_\_\_  
Includes 1X \_\_\_\_\_  
2X dinner  
Free to Use Our Facilities  
Such as : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Swimming pool

breakfast

Rp750,000,00

Spa centre

View

Fitness centre

beach

Week days

Hotel

## Practice 12

Now, make your own advertisement. Then try to promote it to your friend.



# Reading

In this section, you will learn how to:

- read aloud report texts;
- identify another form of report text.

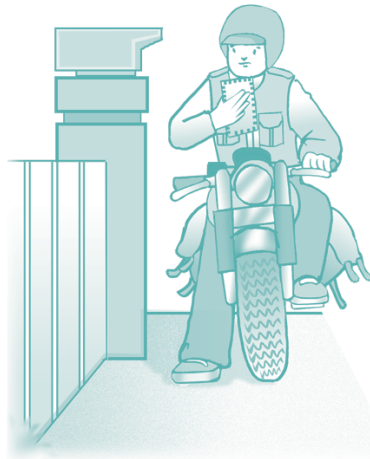
After learning the lesson in this section, you are expected to be able to:

- identify certain information and characteristic of report texts.

## Practice

1

Look at the picture and answer the questions orally.



1. What is the man?
2. Is the motorcycle important for him? Why?
3. How does the man travel if he does not use his motorcycle?
4. Can you guess more about his profession?

## Practice

2

Write down the words in the box under the correct pictures.

parcel

mailbag

envelope

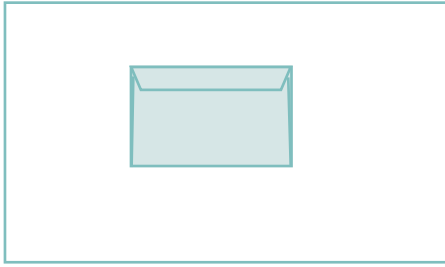
postcard

glue

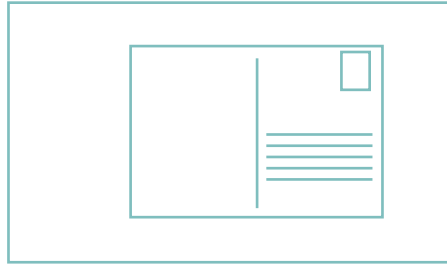
postmark

seal

stamp



1. This is an \_\_\_\_\_ .



2. My friend Matt gave me a \_\_\_\_\_ from Australia.



3. Whose \_\_\_\_\_ is it?



4. A \_\_\_\_\_ is a design stamped on a piece of wax.



5. This is a \_\_\_\_\_ .



6. \_\_\_\_\_ is a very sticky substance.



7. This \_\_\_\_\_ is from my father.



8. This is a postage \_\_\_\_\_ .

Source: Publisher's Documentation

### Practice 3

Answer the following questions before reading the text.

1. Is there a mailbox near your house?
2. Does much of the world's business depend upon the postal service?
3. How is mail transported?
4. Can you give some examples of mail transportation? Mention them.
5. When is the mail collected from the mail box?

### Practice 4

Read the text carefully and answer the questions that follow.

#### Postal Matters



Source: *The World Book Student Discovery Encyclopedia*, 2006

The mail box can be your doorway to the world. Because they connect each country. Through it you can go into nearly every country in the world. Each postage stamp becomes a personal messenger of your letter.

If your letter, documents, postcard, or package is going overseas, they will pass through many hands and perhaps many lands. It is the duty of our postal service to see that your mail gets to its destination as quickly as possible.

## New

### Horizon

1. The first stamp taxes were used by the Dutch in 1624. The British Stamp Act in 1765 taxed the American Colonists.
2. The world's first adhesive stamp was made in Great Britain in 1840.

Taken from *The World Book Student Discovery Encyclopedia, 2006*

Much of the world's business depends upon the postal service. That's why most nations cooperate closely on postal matters. The mail always goes through. A flood in China or India, or an earthquake in Turkey or Iran may cause a delay, but new routes are quickly found and mail is still delivered.

Basically, mail is handled in the same way in almost every country. A stamped letter is mailed from the post office or mail box. The mail is collected from the mailboxes on a regular schedule. All letters, postcards and small parcels are taken to a central post office which employ many people.

Adapted from *United States Postal Service*

1. Why can the mail box be the doorway to the world?
2. What are the means of transportation used to carry mail?
3. What will happen if our letter is goes overseas?
4. Where are stamped letters mailed?
5. Why does the world's business depend upon the postal service?
6. How is the mail collected?

## Practice

### 5

Match each word in column A with its meaning in column B.

No.	A	B
1.	doorway	a. list of planned events, times for doing something
2.	postage	b. place to which something or somebody is going
3.	overseas	c. be or make slow or late
4.	destination	d. touch with or hold in the hands
5.	handle	e. to or from (places) across the sea
6.	schedule	f. amount charged for the sending of a letter
7.	delay	g. an entrance

Practice 6

Identify the characteristic of report text in Practice 4 by filling in the following table.

Paragraph	General Classification	Description

Practice 7

Complete the following sentences using the words/phrases in the box.

post office
mail-box
postcard
post

postage stamp
parcel
earthquake

regular schedule
deliver
employed

1. He has \_\_\_\_\_ her as a secretary.
2. Would you like to \_\_\_\_\_ these letters?
3. There is a \_\_\_\_\_ in the neighbourhood.
4. I have to go to the \_\_\_\_\_ to mail some letters.
5. The \_\_\_\_\_ in Mexico has caused many deaths.
6. The departure of the train follows a \_\_\_\_\_
7. From whom did you get the \_\_\_\_\_?
8. She wants to send a letter and she needs a \_\_\_\_\_.
9. Can I send a \_\_\_\_\_ by using the postal service?
10. My father is going to \_\_\_\_\_ a speech in a seminar.

### Follow-up Activity

Find from any literature another report texts. Then identify its character and its feature such as present tense. Compare your work with your friends'. Who has the most interesting topic?

## Practice 8

Read the text and answer the questions that follow.

### Log On

Is travelling one of your hobbies? Which places do you like most to visit? Can you tell why? Travelling can help us to relax from the work routines that go through every day. So, if you plan to go on vacation soon, you can click [www.iloveblue.com](http://www.iloveblue.com) to look for the latest info about places of interest.

### Hotels



Source: [www.royalhotellow.co.uk](http://www.royalhotellow.co.uk)

People sometimes need hotels if they travel far from homes. They sometimes need hotels when they arrive in cities late at night and they do not have any relatives there.

Hotels are places that provide lodging and usually meals and various personal services for the public. A good hotel provides many comforts and conveniences. Travel is usually safe and pleasant.

Hotels with hundreds of rooms are common. People can find the advertisements of the hotels in newspapers, brochures, the internet, and magazines. Downtown hotels survive and prosper because of two important factors. First, business travellers wish to stay close to the offices or industrial plants they plan to visit. Second, the location of the airport is close to the hotels.

As the pace of jet travel grows, hotels spring up near airports. Some travellers stay at airport inns when their flights are delayed. To save time, business executives often select airport hotels for meetings or conferences. Once the plane lands, the hotel is only minutes away.

1. What do the following words refer to?
  - a. *they* (paragraph 1)
  - b. *there* (paragraph 1)
  - c. *their* (paragraph 4)
2. What does a good hotel provide?
3. What kind of hotel is common today?
4. Where can you find advertisements for the hotels?

## Practice

9

Read the text once again and choose either a, b, c, or d for the right answer.

1. Which hotels can survive and prosper more?
  - a. Big hotels.
  - b. Small hotels.
  - c. Luxurious hotels.
  - d. Downtown hotels.
2. What does *survive* mean? (All the answers are correct, except one. Which one is it?)
  - a. Go bankrupt.
  - b. Continue to live.
  - c. Remain alive.
  - d. Continue to exist.
3. What is the Indonesian word for *lodging*?
  - a. *Losmen*.
  - b. *Penginapan*.
  - c. *Penempatan*.
  - d. *Tempat istirahat*.
4. Hotels are places that provide lodging and meals .... What is meant by *meals*?
  - a. Coffee, milk, tea.
  - b. Bread, butter, jam.
  - c. Rice, porridge, soup.
  - d. Breakfast, lunch, dinner.
5. ... various personal services for the public. What does *public* mean in Indonesian?
  - a. *Orang*.
  - b. *Umum*.
  - c. *Manusia*.
  - d. *Perorangan*.
6. As the pace of jet travel grows, hotels spring up near airports. What does *spring up* mean?
  - a. Bring.
  - b. Appear.
  - c. Leap.
  - d. Jump.
7. Some travellers stay at airport *inns* .... What is an inn?
  - a. A building in which aeroplanes are kept.
  - b. A place where whisky is sold and drunk.
  - c. A public house where travellers may eat, drink, and sleep.
  - d. A large building where travellers may get meals and lodging.
8. ... when their flights are delayed. What does *delay* mean?
  - a. Cancel.
  - b. Retreat.
  - c. Arrive.
  - d. Postpone.
9. To *save* time, business executives often .... What does *save* mean?
  - a. Set free from sin.
  - b. Keep from injury.
  - c. Avoid loss of time.
  - d. Keep for future use.
10. Once the plane lands, the hotel is only 10 minutes away. *Minutes away* means a very short space of ....
  - a. depth
  - b. distance
  - c. time
  - d. length

## Practice 10

Read the text in Practice 8 once again. Then answer the following questions.

1. Identify the general classification of the text.
2. Can you write a description of the text?
3. What is the form of the text?

## Enrich Your Knowledge

### Taking a Message from Incoming Hotel's Telex

Listen carefully to the incoming telex in one hotel. Then, write down the messages in the following form.

1. Number : \_\_\_\_\_
2. Attention : \_\_\_\_\_
3. Hotel : \_\_\_\_\_
4. Message : \_\_\_\_\_
5. The guest's name is \_\_\_\_\_
6. He wants to stay from \_\_\_\_\_ to \_\_\_\_\_ at \_\_\_\_\_, to \_\_\_\_\_.
7. He will arrive at about \_\_\_\_\_. He wants a \_\_\_\_\_ and \_\_\_\_\_ food.

## Grammar Stage

### Special Finites 'May' and 'Might'

- 'May' and 'might' are always used as special finites. Remember that we do not use 'may' to refer to the past; 'might' can refer to either present, past or future.
- a. We use 'may' to express formal permission whether it is asked, given or refused:  
*"May I go now?" "Yes, you may."*
- b. 'May' is also used to express prohibition, usually in official notices:  
*Participants may not enter the ring until the bell rings.*
- c. Both 'may' and 'might' show possibility:  
*We have a few minutes left; we may still catch the bus.*

### Special Finites 'Can' and 'Could'

- 'Can' and 'could' are always used as special finites.
- 'Could' is the past tense form of 'can'.
- 'Can' and 'could' are used
  - a. to replace the more formal 'may/might' in expressing permission:  
*"Can I borrow this book?" "No, you can't."  
"Could I ask you a question?" "Yes, you can." (Not: could)*
  - b. to express ability or capacity to do something:  
*I can beat him at swimming any time!*



## Practice 11

### Make sentences like the example.

Example:

You can drive (*when you are 17/after you got your license*).

You say: 1. You can drive a car when you are 17.

2. You could drive a car after you got your license.

1. He can leave it here. (*for an hour/whenever he wanted to*).

2. He can play chess. (*this afternoon/when he was young*).

3. I can fly a plane (*after a few more lessons/when I was in the air force*).

4. We can do this exercise (*next week/last week*).

5. She can cook very well. (*with more practice/when I knew her*).

## Writing

In this section, you will learn how to:

- identify report text in the form of simple graphic;
- write a letter.

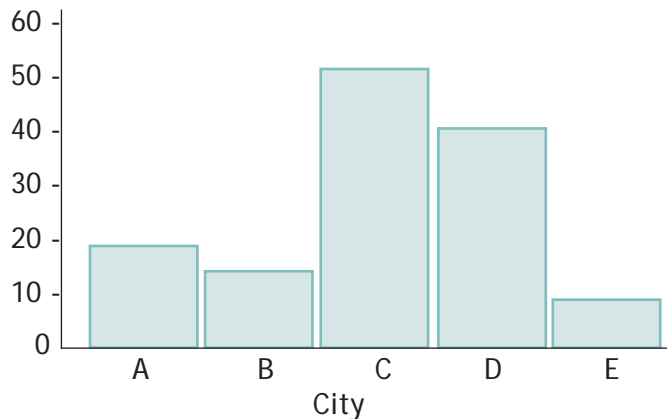
After learning the lesson in this section, you are expected to be able to:

- write report text based on graphic;
- write a letter correctly.

## Practice 1

### Study the following graphic.

Hotel's occupation (in percent %)



## Practice 2

Complete the following sentences based on the graphic in Practice 1.

1. The five-star hotel in city A has \_\_\_\_\_ occupation rate.
2. In city B the occupation rate is \_\_\_\_\_
3. City C has \_\_\_\_\_ occupation rate.
4. We can see that in city D the occupation rate is \_\_\_\_\_

## Practice 3

Study the following explanation about coordinators and connectors.

The sentence connectors are used to link the ideas between sentences.

Coordinating Conjunctions	Sentence Connectors	Meaning
and	furthermore, besides,	additional idea
but, yet for ( <i>untuk</i> ) or	in addition more over, also however, nevertheless	contrast idea reason choice of two possibilities
so	still in contrast	result
nor	otherwise consequently, therefore, thus, accordingly	negative choice

## Practice 4

Now, write a paragraph based on Practice 2. Use the coordinators and/or connectors.

Begin your paragraph with *The five-star hotel in city A has 20 % rate, but in city B the occupation rate is ....*

---



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## Practice 5

Study the following information about hotels in Central Java and classify them based on star hotel category.

### Semarang Regency

1. Amanda Cottage\*  
Jln. Kenteng Bandungan, Phone (0298) 91154.
2. Ungaran Cantik\*  
Jln. Diponegoro Ungaran, Phone (024) 921334.
3. Nugraha Wisata\*  
Jln. Raya Sumowono Bandungan, Phone (0298) 91501.
4. Sarimaryn (J-3)\*\*\*  
Bandungan Ambarawa, Phone (024) 91485.
5. Kencana (J-3)\*\*  
Gintungan Bandungan, Phone (0298) 91449.

### Magelang Municipality

1. Plaza Panghegar\*\*\*  
Jln. A. Yani 4, Phone (0293) 64481.
2. Puri Asri\*\*  
Jln. Cempaka 9, Phone (0293) 64114.
3. Trio\*\*  
Jln. Jend. Sudirman 68, Phone (0293) 65095.
4. Borobudur\*  
Jln. A. Yani 492, Phone (0293) 64502.
5. City\*  
Jln. Daha 23, Phone (0293) 63347.

\* = one-star hotel      \*\*\* = three-star hotel

\*\* = two-star hotel

Adapted from *Guides to Central Java, 1996*

## Practice 6

Decide whether the following statements are true (T) or false (F) based on the information in Practice 5.

1. Amanda Cottage is a five-star hotels.
2. The phone number of Ungaran Cantik is (0298) 921334.
3. Nugraha Wisata has no phone number.
4. If we want to stay in Ambarawa, we can go to the Sarimaryn.
5. (0298) 91474 is the Kencana's phone number.
6. Puri Asri is a two-star hotel.
7. In Plaza Panghegar we can find a pujasera and a department store.

Practice 7

Look at the following picture carefully. Then, with your partner make a short report based on the picture given.



Practice 8

Let's write a letter. Each culture has its own way of organizing a letter. English-speaking people generally observe the following rules.

1. Put your own address at the top on the right. Start with the 'smallest things': house number, street, and town. Post code and telephone number come last.
2. Put the date directly under the address. Begin with day, followed by the month and year.
3. Begin the letter (Dear...) on the left. Common ways of addressing people are:
  - by first name (informal): Dear Hany.
  - by title and surname (more formal): Dear Ms. Hopkins. Some people like to use the name and surname (Dear Hany Panggabean) when writing to strangers or people that they do not know well.
  - Do not use a title like Mr together with a first name.  
(NOT Dear Mr Bobi Iskandar)

4. After 'Dear...', put a comma or nothing at all.
5. Letters which begin *Dear Sir(s)* or *Dear Madam* usually finish *yours faithfully*. Formal letters which begin with the person's name (e.g. *Dear Miss Laney*, *Dear David Brown*) usually finish *yours sincerely*. Informal letters may finish, for example, *yours*, *see you* or *love*.
6. Sign with your first name (informal) or your full name (formal). Ways of writing one's full name: Alan Forbes, A. Forbes, A. J. Forbes.
7. In informal letters, after thoughts (*tambahan/sisipan*) that are added after the signature are usually introduced by PS (Latin language = *post scriptum*).

### Practice 9

Now, study the following form of letter. Then, complete each part based on the explanation in Practice 8.

(1) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(2) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(3) \_\_\_\_\_  
 (4) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(5) \_\_\_\_\_

### Practice 10

Make a letter to your friend Ali in London. The following clues will help you.

1. You send a letter to Ali in 22 Green Street London WIB 9DX Phone 071 066 956. On 26 August 2008.
2. You tell him that you'll visit him next month with your parents.
3. Give him a post script asking if he wants Indonesian stamps to add to his collection. Say you can bring them with you later.

## Practice 11

Complete the following envelope with the clues given.



## Practice 12

Let's send a letter to your classmate.

- Write a letter to one of your classmates.
- You can write about an unforgettable experience in your life.
- Follow the steps of the letter mentioned in Practice 8.
- After writing the letter, put it in the envelope.
- Write down the addressee of the letter completely.
- Then post the letter. Make sure your friend receives the letter.

### Follow-up Activity

Do you like to write letters? What about writing a letter to a new friend outside your country? It must be interesting and you can practise your English. Why don't you click [www.penfriend.com](http://www.penfriend.com) and search for a friend to send your letter to. Choose a friend that has similar interests to you.

## Learning Essential

- Language Function
  - ▶ Polite expressions to show a manner
    - May, I help you ....
    - Would you mind ....
- Genre of text: Report
  - ▶ Social function: To report something, just the way it is. The subject includes natural things, environment, social matters, or human matters. Description of a general classification.
  - ▶ Generic structure:
    - General classification which includes the report's subject, information, and its classification.
    - Description of the subject.  
*Chinese culture played a truly significant role in the development of visual art in Indonesia although not as strong as the Hindu, Buddhist or Muslim influences....*
- Grammar: The Past Perfect Tense; Special Finites 'May' and 'Might', 'Can' and 'Could'  
Examples  
They had studied for six hours.  
Amrizar had slept for ten hours.  
May I talk now?  
I might forget an appointment with Mr Rusdi tomorrow.  
I can run to school.  
She believed she could fly.

## Learning Review

After studying all subjects in this chapter, answer the following questions.

1. What will you say when you greet older people?
2. Make a report of your daily activities
3. Did you find any difficulties in this unit? What were they?

If you find some difficulties while answering the questions, you can learn the subjects once more or you may consult your teacher.

# Exercise of Chapters 4-5

Listen to the tape. Then, fill in the blanks while listening by choosing a or b.

Questions 1 to 6 are based on Text 1.

Text 1

Dear Lula,  
How are you? I'm doing good here. One week ago I <sup>1</sup>\_\_\_\_\_ to Batam island for business. I'm so sorry I could not <sup>2</sup>\_\_\_\_\_ to Jakarta, because it was only a <sup>3</sup>\_\_\_\_\_ visit. I only stayed for one night. My colleague <sup>4</sup>\_\_\_\_\_ me up at the airport. Then, we <sup>5</sup>\_\_\_\_\_ our journey to the hotel. It was a very hot day. I remembered that I <sup>6</sup>\_\_\_\_\_ five cold drinks in one hour. I also visited Nagoya, Batam Centre and Galang Island. I didn't forget to go shopping there. OK, Lula. That's enough for now. Don't forget to write me soon.

Love,



Susan

1. a. tent  
b. went
2. a. come  
b. came
3. a. sort  
b. short
4. a. picked  
b. tick
5. a. continue  
b. continued
6. a. have  
b. had

7. Lala : Are you sure that you will quit your school next month?  
Dion : *Definitely*. Because my parents asked me to go with them.

The italicised words show \_\_\_\_\_.

- a. certainty
  - b. uncertainty
  - c. agreement
  - d. giving interesting news
8. \_\_\_\_\_ go as soon as they have finished.
    - a. Let us
    - b. Let me
    - c. Let she
    - d. Let them
  9. Dika : *Have you heard* that we will be going to Dunia Fantasi next holiday?  
Tina : *Really? How wonderful!*

The first italicised phrase is an expression of \_\_\_\_\_

- a. pleasure
  - b. happiness
  - c. giving interesting news
  - d. asking for information
10. The second italicised phrase in the dialogue in number 9 is an expression \_\_\_\_\_.

- a. responding to pleasure
  - b. responding to happiness
  - c. responding to interesting news
  - d. giving information
11. He thanked her for what she (do).
    - a. have do
    - b. have done
    - c. had do
    - d. had done

12. Waiter : Good afternoon, Miss.

\_\_\_\_\_ Miss Aura : Yes, please. I have reserved one table for me and my friend.

- a. How are you?
- b. May, I help you?
- c. Is there anything I can do.
- d. Do you want to order?



13. Receptionist : \_\_\_\_\_. A porter will carry your luggage.  
Have a nice holiday.
- Mr Tanaka : Thank you very much.
- Yes, Sir
  - Please, Sir
  - Certainly, Sir
  - All right, Sir
14. Could I ask you some questions?  
\_\_\_\_\_.
- Yes, you could.
  - Yes, I'm.
  - Yes, you can.
  - No, you couldn't.

Questions 15 to 29 are based on Text 2.

Text 2

### The Forest Ranger's Dream

I am a forest ranger. Taking care of forests has been my job for fifteen years. I love it, even though sometimes it can be very dangerous, I could lose my life. In my duties, I rarely face great problems, just small groups of illegal loggers and non-serious violations such as littering, graffitiing, and camping in illegal places.

I had one bad experience that changed my life forever. It happened three years ago, on a dark cold night....

I was so worried, the weather was hot and there had been no rain for a long time. The trees in the forest were dry as a bone. It would just take a tiny spark to turn the whole forest into a raging sea of fire. Then, in the afternoon from my watchtower high above the trees, I saw a thin spiral of smoke. Fire! I yelled aloud. Fire fighters rushed to the blaze in trucks. Working as fast as they could, the men battled against the blaze with streams of water. They started to chop down trees and dig up the ground to keep the fire from spreading. Then, came the aeroplanes dumping massive amounts of water treated with

special chemicals to put off the blazing forest. From other planes came men with parachutes. These men were fire fighters called smoke jumpers. They parachuted into places that men on the ground cannot reach easily. This is very dangerous work because no one can save them if they get into trouble. Finally, in six hours, the firemen had stopped the spread of fire. Thousands of trees had become blackened stumps had been saved.

Then, I heard a terrible ringing sound coming from inside of the trees. Oh my God... it was a horrible dream. People in yellow everywhere, a great fire sparking, aeroplane engines were roaring over my head.

Since then, I am always be careful. Especially when I check the camping area or in the holiday season where many people come to the forest. Not one single active cigarette left or camp fire remains. I will not let the forest fire in my dream come true.

Choose either a, b, c, or d for the correct answer.

- What is a forest ranger?
  - A policeman.
  - A forest guard.
  - A forest scientist.
  - A police officer.
- What does a forest ranger do?
  - Watches from a tower in the forest.
  - Takes care of the forest.
  - Stops any illegal logging.
  - All the answers are correct.
- He has been working there for \_\_\_\_\_.
 

a. 14 years	c. 16 years
b. 15 years	d. 25 years
- In my duty, I *rarely* face any real problems. Rarely means \_\_\_\_\_.
 

a. never	c. almost never
b. 15 years	d. often

19. Illegal logger is a \_\_\_\_\_.  
 a. person that chops down trees illegally  
 b. person that sells wood illegally  
 c. person that steals wood  
 d. person that comes to the forest illegally
20. The statements below are stated as non-serious violations in the text. But there is one wrong statement. Which one is it?  
 a. Throwing a plastic can.  
 b. Writing symbols on trees.  
 c. Throwing a dead leaf.  
 d. Camping in forbidden areas.
21. What changed the writer's life forever?  
 a. Bad experience.  
 b. Horrible experience.  
 c. Horrible dream.  
 d. Valuable dream.
22. What is the meaning of "dry as a bone"?  
 a. Dry enough.  
 b. A half dry.  
 c. Dry all over  
 d. Dry inside and outside
23. What does "tiny spark" mean?  
 a. Tiny light.                      c. Tiny lamp.  
 b. Tiny fire.                        d. Tiny beam.
24. A raging sea of fire means \_\_\_\_\_.  
 a. large fire spreading  
 b. fire like a sea  
 c. expanding fire  
 d. big fire
25. Fire fighters rush to the *blaze* in trucks. What does *blaze* mean?  
 a. Lighting.                      c. Fire.  
 b. Sparking.                      d. Battle.
26. What do they do to keep the fire from spreading?  
 a. Chop down the young trees and dig up the ground.  
 b. Chop up the trees and dig up the ground.  
 c. Chop out the trees and dig up the ground.  
 d. Chop down the trees and dig up the ground.
27. Where do men with parachutes come from?  
 a. Helicopter.  
 b. Aeroplane.  
 c. Other planets.  
 d. Parachutes.
28. They *parachute* into places \_\_\_\_\_. What is the meaning of *parachute* here?  
 a. landing                              c. running  
 b. jumping                              d. walking
29. What is the form of Text 1?  
 a. Descriptive.                      c. Narrative.  
 b. Recount.                              d. Report.

Questions 30 to 40 are based on Text 3.

Text 3

Recent Developments at the Post Office



Source: *The World Book Encyclopedia*, 2007

Post offices in industrial countries have a policy to provide their customers with a better service. One of their better services is the handling of mail. Government also takes part to increase the function of post offices. Now, the postage rates have risen. Private firms are not normally allowed to handle ordinary mail, although some private carriers have been increasingly in circulating catalogues, magazines, and merchandise samples. Private parcel carriers also compete with the post office.

The growth of electronic postal services has been a major development. In developing countries, the postal service is being extended to rural areas, and modernised into new technological developments. Many small nations earn valuable income from the stamp collectors. However, delivery of letters remains the main job of post officers and postal workers around the world.

Adapted from *The World Book Encyclopedia*, 2007

Choose either a, b, c or d for the correct answer.

30. In what countries do post offices have a policy?
  - a. Developing countries.
  - b. Modern countries.
  - c. Industrial countries.
  - d. a, b, and c are incorrect.
31. What is the policy about?
  - a. Better service.
  - b. Customers only.
  - c. To provide better services for customers.
  - d. To provide better service for everyone.
32. In your opinion, how can they increase their better services by handling of mail?
  - a. They don't deliver mail on time.
  - b. They handle it carelessly.
  - c. They handle it carefully.
  - d. They handle it foolishly.
33. How can the government increase the function of post offices?
  - a. Funding
  - b. Stricter laws.
  - c. Asking people to write many letters.
  - d. a, b, c are incorrect.
34. Why have the postage rates risen?
  - a. Because the private firms are not normally allowed to handle ordinary mail.
  - b. Because the government is involved.
  - c. Because it has better service, now.
  - d. Because some private carriers have also increased their services.
35. What competes with the post office?
  - a. Government.
  - b. Private firms.
  - c. Private carriers.
  - d. Parcel businesses.
36. What is the meaning of the phrase "a major development" in paragraph 2 line 2?
  - a. Main development.
  - b. First development.
  - c. Single development.
  - d. Initial development.
37. What is the meaning of the phrase "being extended" in paragraph 2 line 4?
  - a. To be stopped.
  - b. To be enlarged.
  - c. To be continued.
  - d. To be delayed.
38. An example of modernising into new technological developments of the post office is \_\_\_\_\_.
  - a. postmen driving cars
  - b. using pigeons
  - c. using web services
  - d. using hotline services
39. What do small nations get from the stamp collectors?
  - a. Great money.
  - b. Invaluable income.
  - c. Valuable income.
  - d. Earning income.
40. What is the main job of post officers and postal workers?
  - a. Delivering mail.
  - b. Delivering parcels.
  - c. Delivering money.
  - d. a, b, c are incorrect.

**Change the following sentences using *can* and *could*.**

1. He can play football. (after a few practises/when he was seventeen years old)
2. I can write a short story quickly. (if he doesn't disturb me/every day last week).

**Change the following sentences using *may* or *might*.**

3. Can I go now?

**Change the following sentences into passive voice with agent. The tenses are given.**

4. The article (beautiful write) by Lola.  
- Present Perfect
5. The door (already shut) by Bona.  
- Present Perfect
6. The building (bomb) two months ago.  
- Simple Past

**Change the words in brackets into the correct form.**

7. Angel (write) this story when she was in elementary school.
8. He saw that his beloved daughter (vanish) into the air.
9. A : Did you *finish* reading the fable?  
B : Yes, I did. I \_\_\_\_\_ it yesterday.
10. Citra : Did Sam Spider *buy* new shoes?  
Wulan : Yes, He did. Sam Spider \_\_\_\_\_ new shoes.

# Final Evaluation

Questions 1 to 5 are based on Text 1.

Text 1

Are you thinking of getting a pet dog or cat? You must think carefully about how to take care of a pet.

Firstly, ask yourself. Do you have a room in your house for a pet cat or dog? They need plenty of room to run about. And you need to take dogs out often so that they will not fall sick. So if you do not have time to take them out, don't get a pet dog.

Secondly, you have to spend money on pet food. Dogs eat a lot and that means you have to buy a lot of dog food, that costs money.

Lastly, if there are small children in the house, it is better not to get a pet. Your little baby brother or sister may get bitten or scratched. Choose a pet carefully and you will enjoy taking care of it.

Taken from UPSR, 2001

Choose either a, b, c, or d for the correct answer.

- What pets are mentioned in the text?
  - Dogs and Cats.
  - Dogs only.
  - Cats only.
  - Birds.
- Which pets need to be taken out for walks?
  - Dogs and Cats.
  - Cats.
  - Dogs.
  - Birds.
- Which is needed to have a pet?
  - Time and money.
  - Baby brother.
  - Baby sister.
  - Dog food.
- Which is **not** true?
  - Babies may get bitten by pets.
  - Babies may get scratched by pets.
  - It costs money to keep pets.
  - You do not need to take care of pets.
- The passage is all about \_\_\_\_\_.
  - choosing a pet dog
  - taking care of a pet
  - choosing a pet cat
  - playing with brothers and sisters.

Questions 6 to 10 are based on Text 2.

Text 2

## The Indonesian Archipelago

Indonesia is a country in Southeast Asia that consists of more than 13,000 islands. The islands lie along the equator and extend more than 5,000 kilometers. Many of the islands cover only a few square kilometers. But about a half of New Guinea and three quarters of Borneo also belong to Indonesia. Those islands are the second-and-third largest islands in the world, after Greenland.

Many geographers divide the more than 13,600 islands of Indonesia into three groups: (1) the Greater Sunda Islands, (2) the lesser Sunda Islands, and (3) the Mollucas. Indonesia also includes Irian Jaya, which is part of New Guinea.

The Greater Sunda includes Borneo, Sulawesi, Java and Sumatra. The Lesser Sunda Islands extend from Bali eastward to Timor. The Mollucas lie between Sulawesi

and New Guinea. The western part of New Guinea is called Irian Jaya, an Indonesian territory. Compared to the other regions, Irian Jaya is the most thinly populated.

Taken from *Ujian Nasional Bahasa Inggris*, 2007

6. Where is Indonesia located?
  - a. In Southwest Asia.
  - b. Along the equator.
  - c. Near Mollucas.
  - d. In the Greenland.
7. Paragraph two talks about \_\_\_\_\_.
  - a. the three divisions of Indonesia's islands.
  - b. the greater Sunda islands.
  - c. the Indonesian geographers.
  - d. the position of Indonesia
8. Which of the followings belong to the first largest island in the world?
  - a. Borneo.
  - b. Irian Jaya.
  - c. New Guinea.
  - d. Greenland.

Taken from *Ujian Nasional Bahasa Inggris*, 2007

9. The greater Sunda includes \_\_\_\_\_.
  - a. Java, Sumatra.
  - b. Sulawesi.
  - c. Borneo, New Guinea.
  - d. Sumatra.
10. The Mollucas lie between \_\_\_\_\_.
  - a. Sulawesi and Borneo.
  - b. Sumatra, Java and New Guinea.
  - c. New Guinea and Sulawesi.
  - d. Kalimantan, Sulawesi, Java and Sumatra

Questions 11 to 15 are based on Text 3.

Text 3

### Japanese Lantern



Source: *Make and Do*, 1993

You will need:

- 2 sheets of lightweight card in different colours.
- a pencil
- a ruler
- scissors
- sticky tape

How to make it:

1. Fold one of the sheets of card in half lengthways.
2. Rule a line along the length of the card near the unfolded edges.
3. Cut slits about 1 cm apart up to this line. Unfold the slotted card.
4. To make the centre tube, cut the second sheet of card in half widthways.
5. Overlap the ends and tape them together. Tape the edges of the slotted card to the tube, making sure that the two side edges overlap a little.
6. Cut a fringe for the base.

Taken from *Make and Do*, 1993

11. What will you need to do the experiment?
  - a. Pencil, ruler, sticky tape.
  - b. Lightweight card, pencil, ruler, scissors, sticky tape.
  - c. Lightweight card, pencil, ruler, sticky tape.
  - d. Ruler, scissors, sticky tape.
12. What must you do after folding one of the sheets of card?
  - a. Rule a line.
  - b. Overlap the ends and tape them together.
  - c. Cut slits about 1 cm apart.
  - d. Cut a fringe for the base.
13. What must you do before making the centre tube?
  - a. Fold one of the sheets of card.
  - b. Cut a fringe for the base.
  - c. Cut slits about 1 cm apart.
  - d. Rule a line.

14. How do you make the centre tube?
  - a. Unfold the slotted card.
  - b. Cut the second sheet of card in half width ways.
  - c. Fold one of the sheets of card.
  - d. Overlap the ends and tape them together.
15. What kind of text is Text 3?
  - a. Narrative.
  - b. Procedure.
  - c. Descriptive.
  - d. Report.
16. The string should be tied \_\_\_\_\_.
  - a. at both ends of the stick
  - b. at the centre of the stick
  - c. to the door, window or ceiling
  - d. to keys, feathers and sharpeners
17. To make a simple mobile, you need at least \_\_\_\_\_ sticks
  - a. one
  - b. two
  - c. four
  - d. three
18. It is best to use light things because they \_\_\_\_\_.
  - a. move easily
  - b. are balanced
  - c. are colourful
  - d. are of many shapes

**Questions 16 to 20 are based on Text 4.**

**Text 4**

**How to Make Mobiles**

Make some mobiles to decorate your room. You can hang them from the ceiling or on the windows or doors. You need strings, sticks and cardboard to make mobiles.

How to make it:

1. Take a stick. Tie a piece of string at its centre. Balance the stick from this string. Each end of the stick should not be higher or lower than the other.
2. Draw squares, circles, rectangles, triangles, stars and other shapes on a cardboard. Cut out the shapes.
3. Use string to hang the cut-out shapes on both sides of the stick. Make sure that the stick is balanced.
4. Do the same thing with another stick. Then, tie these two sticks to another stick above them.

You can hang other light things like keys, feathers, pencil or sharpeners. They will move easily when there is some wind.

Taken from UPSR, 2000

19. The word *decorate* in the first paragraph means to make a place \_\_\_\_\_.
  - a. clean
  - b. beautiful
  - c. colourful
  - d. interesting
20. From the passage, we can see that \_\_\_\_\_.
  - a. it is easy to make mobiles
  - b. children like to make mobiles
  - c. mobiles can be hung anywhere
  - d. many things are needed to make mobiles
21. Anton : Hello, can I speak to Dinita?  
 Dinita's mother : *Sorry, I didn't catch what you said. Can you repeat again, please?*  
 The italicised sentence is showing \_\_\_\_\_.
  - a. certainty
  - b. repetition
  - c. agreement
  - d. hesitation
22. Rani : Hi, Ramdan. I will go to Surabaya to visit my sister.  
 Ramdan : Are you sure?  
 Rani : \_\_\_\_\_.

- The correct expression to show hesitation is \_\_\_\_\_.
- Yes, I'm sure
  - Actually, I'm not too sure
  - Yes, I can
  - Really?
23. Ami : Are sure you can do it by yourself?
- Tika : \_\_\_\_\_ (the expression of certainty).
- I'm quite sure
  - Really?
  - Yes, I can
  - Sorry, I didn't hear
24. Rizki : I got 10 for Mathematics yesterday.
- Tika : *Really? Fantastic!*
- The italicised word is showing \_\_\_\_\_.
- attention
  - admiral
  - agreement
  - repetition
25. It was cold and humid yesterday, so we postponed \_\_\_\_\_ the botanical gardens.
- buying
  - working
  - opening
  - visiting
26. A: Can I have this newspaper?
- B: 'Yes I have \_\_\_\_\_ with it.'
- finishing
  - finish
  - finished
  - being finished
27. Bob finished \_\_\_\_\_ at midnight.
- buying
  - opening
  - studying
  - visiting

## Questions 28 to 32 are based on Text 5.

### Text 5

#### Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! No body knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

Taken from UPSR, 2000

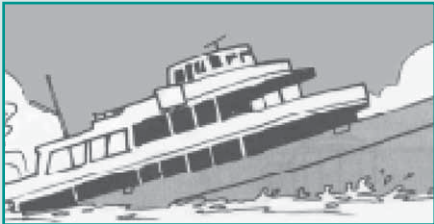


28. The two brother's ambition was to \_\_\_\_\_.  
 a. become rich  
 b. become ministers  
 c. help the King make good laws  
 d. make the King's subjects happy
29. King Aruya called Akomi a liar because Akomi \_\_\_\_\_.  
 a. knew everything  
 b. made him angry  
 c. did not tell the truth  
 d. wanted to collect money
30. Ombah said *I know nothing* because he \_\_\_\_\_.  
 a. did not want to lie to King Aruya  
 b. wanted to see the crocodiles  
 c. did not know how many stars there were  
 d. thought that the answer would be right
31. Ombah's hands trembled because he \_\_\_\_\_.  
 a. was afraid  
 b. knew nothing  
 c. was thinking hard  
 d. had the right answer
32. From the story, we can see that King Aruya \_\_\_\_\_.  
 a. kept many crocodiles  
 b. could make good laws  
 c. did not need any ministers  
 d. disliked people who told lies

Questions 33 to 37 are based on Text 6.

Text 6

**Ship Sinks – All Rescued**



Source: UPSR, 2000

Penang, Sat. The holiday cruise ship; Sun Vista sank in the Straits of Malacca yesterday after its engine caught fire. The ship was on its way to Singapore from Thailand. All the 461 passengers and 632 crew members were rescued.

The fire started in the engine room at about 2.00 p.m. The passengers were moved to the open upper decks for safety.

Some passengers song *My Heart Will Go On* while black smoke was billowing from the engine room.

The captain gave the order to evacuate the ship at 5.30 p.m. to all crew. The passengers were ordered to get into the sixteen lifeboats. Some passengers panicked when there was as shortage of life-jackets. The passengers remained in lifeboats for several hours. They waited for rescue ships.

The Royal Malaysian Navy sent nine vessels to the rescue. Marine police boats were the first to reach the scene at 12.05 a.m. More boats including Penang Port tugboats and two Langkawi ferries also rushed to the rescue.

Taken from UPSR, 2000

33. There were \_\_\_\_\_ passengers and crew members on the ship.  
 a. about two thousand  
 b. more than one thousand  
 c. four hundred and sixty one  
 d. six hundred and thirty two
34. Some passengers sang "My Heart Will Go On" probably \_\_\_\_\_.  
 a. because they liked the song  
 b. to show that they were very brave  
 c. to remain calm during the emergency  
 d. because they enjoyed the excitement
35. The word *evacuate* means to \_\_\_\_\_.  
 a. leave the ship  
 b. put out the fire  
 c. use the lifeboats  
 d. save the passengers

36. Some passengers panicked because \_\_\_\_\_.
- they waited for several hours
  - there were only sixteen lifeboats
  - they were moved to the upper decks
  - there were not enough life jackets
37. The first ships to arrive at the scene were \_\_\_\_\_.
- Marine Police boats
  - Royal Malaysian Navy
  - Penang Port tugboats
  - two Langkawi ferries

Questions 38 to 42 are based on Text 7.

Text 7

Bandung, June 21, 2008  
 Jl. Mawar no. 30  
 Bandung – 12345

Dear Dina,

How are you getting along? It has been quite some time since I wrote to you. I hope that you and your family are doing well. As you can see from the address above I have moved house. My father bought a new house. We sold off the double storey terrace house and moved to a double storey semi-detached house.

I like the new house. The compound is so much bigger than the old house. There are more rooms and we have big garden. My father said that we could have a swimming pool in the garden if we want to. However, my mother said she would rather have a rock garden complete with waterfall. As for me I would rather have a space for playing football or badminton. I think my father will listen to my mother.

How about visiting me and seeing our new house? I have already found a river which is good for fishing. I think you will enjoy a weekend here. See you soon!

Your Sincerely,

*Budi*  
 Budi

38. Dina is probably Budi's \_\_\_\_\_.
- younger brother
  - good friend
  - cousin brother
  - uncle
39. The word moved means \_\_\_\_\_.
- jumped
  - bought
  - shifted
  - pushed
40. Why does Budi like the new house?
- It has a swimming pool.
  - It is bigger with more rooms.
  - It has a rock garden.
  - It has a river.
41. From the letter we know that Dina likes \_\_\_\_\_.
- badminton
  - fishing
  - football
  - new house
42. Which of the following would probably be built later?
- Swimming pool.
  - Football field.
  - Rock garden.
  - Badminton court.
43. Irma : Hi, Risa. *Guess what!* I passed the test yesterday.  
 Risa : That's great, congratulations.  
 The italicised phrase is the expression for \_\_\_\_\_.
- gratitude
  - agreement
  - telling interesting news
  - pleasure

44. Sales : Good morning, Sir. \_\_\_\_\_?  
Mr Edi : I want to know more about your products.
- May I help you?
  - Can you help me?
  - Are you sure?
  - Really?
45. Mey Mey : I lost my wallet yesterday.  
Rusdi : *How awful.*  
The italicised words express \_\_\_\_\_.
- pleasure
  - simphaty
  - gratitude
  - certainly
46. Someone \_\_\_\_\_ to lock the door.
- forget
  - have forgotten
  - forgot
  - had forgotten
47. Joe \_\_\_\_\_ a doctor today.
- must see
  - see
  - must
  - must saw
48. Olga : Did Gigi sing last night?  
Rima : Yes, they did. They \_\_\_\_\_ last night.
- sang
  - sung
  - singing
  - was sleeping
49. Raka : What time did you sleep last night?  
Ami : I \_\_\_\_\_ at 10 p.m last night.
- sleeping
  - sleep
  - slept
  - was sleeping
50. Susan \_\_\_\_\_ to Lombok with her friends last week.
- gone
  - go
  - going
  - went
51. \_\_\_\_\_ football is my hobby.
- Play
  - Playing
  - Played
  - Being played
52. Mrs Clarke deferred \_\_\_\_\_ a decision until the last minute.
- made
  - make
  - making
  - is making
53. Rima \_\_\_\_\_ his new article for Publisher's Weekly.
- have written
  - wrote
  - writing
  - write
54. My mother \_\_\_\_\_ a special dinner for my father last night.
- make
  - making
  - is making
  - made
55. I \_\_\_\_\_ my work tonight.
- can finish
  - can finished
  - can finishing
  - can be finished
56. He \_\_\_\_\_ from the stair last night.
- fall
  - falling
  - fell
  - fallen
57. Liana : My brother had an accident last night.  
Bayu : *Oh, I'm so sorry to hear that.*  
The italicised sentence is an expression of \_\_\_\_\_.
- showing certainty
  - showing uncertainty
  - giving compliment
  - showing sympathy

Questions 58 to 60 are based on Text 8.

Text 8

**Two Farmers**

Two farmers had a big horse. This was fifty years ago, when farmers used horses a lot. The horse worked in the fields in the day and slept in a stable at night.

The horse was a big animal, and the entrance of its ears hit the top of the entrance. The horse did not like this. It got angry and often kicked the farmers.

'What can we do about this problem?' they often asked.

After a long time, one of them thought of an answer. He said, 'Let's cut away the top of the entrance. Then the entrance will be higher.'

So they found a saw and started cutting. Their saw was old and not very good, so the work was hard.

After a few minutes, a friend came to see them. 'What are you doing?' their friend asked.

The farmers told him about the problem. The friend said, 'You don't have to cut the entrance with a saw. You can dig the entrance with a spade. Then the floor will be lower. That'll be easier and quicker.'

The farmers thanked their friend, and he went away. Then one farmer said to the other, 'That man's stupid. The horse's ears are the problem, not its feet.'

Taken from *Junior Comprehension 2*, 2000

58. The horse \_\_\_\_\_.
- worked on the farm
  - was very old
  - slept all day
  - was a big animal

59. The horse was too \_\_\_\_\_ for the entrance.
- thin
  - tall
  - slow
  - short
60. It always hurt its \_\_\_\_\_.
- feet
  - head
  - ears
  - nose

**Do the following instructions.**

- Identify the structure of text 9.
- Make a sentence using an expression of asking and giving certainty.
- Make a sentence using an expression of showing and responding to uncertainty.
- Make a sentence using an expression of asking repetition.
- \_\_\_\_\_ in the sea can be dangerous. (Gerund)
- Tisa \_\_\_\_\_ *Ayat-Ayat Cinta* three times. (Present Perfect Tense)
- My sister \_\_\_\_\_ Ungu concert two days ago (Past Tense)
- I \_\_\_\_\_ well without sleeping pills. (Modal, can)
- Make a sentence using *might*.
- Can you state the structure for Present Perfect Tense?

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# Glossary

accident /'æksɪdnt/	: kecelakaan
accompany /ə'kʌmpəni/	: menemani, menyertai
aircraft /eəkra:ft/	: pesawat terbang
annually /ænjʊəli/	: tiap tahun
apologize /ə'pɒlədʒaɪz/	: meminta maaf
attend /ə'tend/	: menghadiri
attention /ə'tenʃn/	: perhatian
average /ævərɪdʒ/	: rata-rata
based on /beɪsd ɒn/	: berdasarkan pada
beak /bi:k/	: paruh
beast /bi:st/	: binatang (buas)
bellhop /belheʊp/	: pelayan/pesuruh pria di hotel (= bellboy)
belt /belt/	: ikat pinggang, sabuk
besides /br'saɪd/	: lagi pula, tambahan
blow/bləʊ/	: bertiup, meniup
break down /'breɪkdəʊn/	: rusak
ceremony /'serɪməni/	: upacara
chance /tʃɑ:ns/	: kesempatan
circulation /'sɜ:kjʊleɪʃn/	: peredaran, oplah (mis. koran/surat kabar)
coast /kəʊst/	: pantai, pesisir
conservation /'kɒnsə'veɪʃn/	: konservasi, perlindungan alam
constantly /'kɒnstəntli/	: terus-menerus, tak henti-hentinya.
container /kən'teɪnə/	: wadah/kotak
continually /kən'tɪnjʊəli/	: terus-menerus
convert /kən'vɜ:t/	: mengubah
creature /'kri:tʃə/	: makhluk
cruise (v.) /kru:z/	: menjelajah
cruise (n.) /kru:z/	: pelayaran, pesiar
custom /'kʌstəm/	: adat, kebiasaan
customary /'kʌstəməri/	: biasa
decline /dɪ'klaɪn/	: 1. menolak 2. merosot
delicious /dɪ'lɪʃəs/	: lezat, enak
diet /'daɪət/	: diet, makanan
diving /daɪvɪŋ/	: menyelam
dot /dɒt/	: titik, bintik
earn one's living /ɜ:n wʌns lɪvɪŋ/	: mencari nafkah
emerge /ɪ'mɜ:dʒ/	: muncul, timbul
enliven /ən'lɪvən/	: memeriahkan
enormous /ɪnɔ:məs/	: sangat besar, hebat
entertainment /'entə'teɪnmənt/	: hiburan, pertunjukan
environment /ɪn'vaɪənmənt/	: lingkungan
excellent /'eksələnt/	: ulung, baik sekali, unggul

expansion /ɪk'spænjən/	:	perluasan, pengembangan, ekspansi
explain /ɪk'spleɪn/	:	menjelaskan, menerangkan
explanation /'eksplə'neɪʃn/	:	penjelasan
farm implement /fɑ:m 'ɪmpləmənt/	:	alat pertanian
favourable /'feɪvərəbəl/	:	baik, menyenangkan, menguntungkan
fencing /'fensɪŋ/	:	anggar
fire extinguisher /'faɪə ɪk'stɪŋgwɪʃə/	:	alat pemadam kebakaran
fleet /fli:t/	:	armada
flesh /fleʃ/	:	daging
frequently /'fri:kwentli/	:	sering kali
furrow /'fʌrəʊ/	:	galur, alur
fuselage /'fju:zələ:ʒ/	:	badan pesawat terbang
grand /grænd/	:	agung, menyenangkan, hebat
happen /'hæpən/	:	1. terjadi 2. kebetulan saja
headline /hedlaɪn/	:	pokok/kepala berita
heel /hi:l/	:	tumit
hurdling /'hɜ:dlɪŋ/	:	lari gawang
irregular /ɪ'regjʊlə/	:	tidak teratur
javelin /'dʒævlɪn/	:	lembing
kitchen appliance /'kɪtʃɪn ə'plɑ:ɪəns/	:	alat memasak/dapur
lizard /'lɪzəd/	:	kadal
load /ləʊd/	:	memuat(i)
look out /lʊkʌʊt/	:	1. berhati-hati 2. awas
manufacture /mænʃʊ'fæktʃə/	:	membuat/menghasilkan dengan tangan/mesin
marbles /'mɑ:bl/	:	kelereng
merely /'mɪəli/	:	hanya, belaka
multiply /'mʌltɪplaɪ/	:	mengalikan, melipatgandakan
mythical /mɪθɪkl/	:	dongengan
nation /'neɪʃn/	:	bangsa
naval vessel /'neɪvl vesl/	:	kapal angkutan laut
necessity /nɪ'sesəti/	:	keperluan, kebutuhan
nevertheless /'nevəðə'les/	:	namun, meskipun begitu/demikian
officially /ə'fɪʃəli/	:	secara resmi
parlour /'pɑ:lə/	:	kamar/salon tamu
pay off /peɪəf/	:	1. melunasi 2. memberi hasil
pea /pi:/	:	kacang polong
possibility /pɒsə'bɪləti/	:	kemungkinan
preserve /prɪ'zɜ:v/	:	1. memelihara 2. mengawetkan



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# Listening Script

## Chapter 1

### Do It This Way!

#### Practice 3

1. Nona : I haven't slept well lately. I don't know why.  
Ardi : Don't worry if you're the kind of person that does not sleep easily. First, don't think too much. Then, drink a glass of hot milk before sleeping. You will sleep really well.
- Nona : *Are you certain* about it?  
Ardi : *Definitely*.
2. Fadli : Do you know how to get rid of a cold easily and quickly?  
Cinta : When I get a cold, first, take medicine. Next, I go to sleep. Finally, when I get up, I feel fresh again.
- Fadli : *Really?*  
Cinta : *I've no doubt about it.*

#### Practice 5

- Mrs Siregar : Hello, Mrs Hery. Where are you going?  
Mrs Hery : Oh, hello Mrs Siregar. I am going to the market. I want to make fried chicken for Sisi and Niar. They like it very much.
- Mrs Siregar : I see. By the way, how do you make your fried chicken?  
Mrs Hery : I use a traditional recipe.
- Mrs Siregar : *Are you sure?* Why don't you use an instant recipe? I don't think that a traditional recipe will much better. Instant recipe is much quicker.
- Mrs Hery : *I definitely sure.* I know that an instant recipe is much quicker but I don't think it's better.
- Mrs Siregar : Can you tell me the recipe?  
Mrs Hery : Well, I make it easy and quick. You just need some slices of chicken thighs for about 0.5 kg, 3 cm of ginger, 1 egg, one teaspoon full of peppers, 3 pieces of garlics, one tablespoon of salt. First of all, mix the chicken thighs with egg yolk, keep in the freezer for a half hour. Then, pound ginger, peppers, garlics and salt. Get the chicken thighs out from the freezer, mix it with the pound of the spices. After a while prepare 0.25 kg flour, mix the flour with a grain of peppers. Roll the chicken thighs to the flour. Fried it in a hot oil until it turns light brown.

#### Practice 6

Listen again to the dialogue in Practice 5.

#### Practice 7

Listen again to the dialogue in Practice 5.

#### Practice 9

Ingredients :

- 4 slices (400 gr) papayas
- 1 slices (100 gr) pineapple
- 1 tablespoon red syrup
- 1 piece (300 gr) soursoup
- 1 tablespoon vanilla syrup
- Some ice cubes

#### Practice 10

- Put the *slices* of papaya, pineapple, red syrup together with some *ice* cubes into a blender and *blend* on high for one minute.
- Next*, do the same to the remaining *soursoup*, vanilla syrup and some ice cubes.
- Finally*, *pour* the juice into some glasses, the white juice is on the bottom and the red juice is on the top.

#### Practice 11

##### Join the Faces of the Month Competition!

- Bring together all of your friends (max. 15 persons)
- Give your best pose and smile is a must!
- Take your photo with digital camera or pocket camera.
- Do not use *computer* effects or contact lenses.
- Collect your photo to Callista's Photo Studio, jln. Ria No.15, by 29 March 2008.

## Chapter 2

### Let's Dance and Sing

#### Practice 2

##### Pop Songs

Pop songs come from movies and pop composers. The songs are mainly simple <sup>1</sup>music with the lyrics about <sup>2</sup>love. They are played by <sup>3</sup>bands in dance halls, cafe, restaurants, and the night clubs and on <sup>4</sup>television. The bands consist of six to more than six <sup>5</sup>persons. The boys bands are <sup>6</sup>famous today. <sup>7</sup>Boys bands held by Maroon 5, Ungu, Gigi, Letto and Peterpan attract a lot of people. And last but not least <sup>8</sup>the programmes of Indonesian Idol and Mamamia always fascinate young and old people. They are successful because they are singers of great <sup>9</sup>voices and they can <sup>10</sup>perform well before an audience.

#### Practice 6

##### Javanese Culture

Culture, arts, magic, spirits and powers of good and evil are together to be a part of Javanese culture. Contemporary art has also developed here. The ancient Hindu epic is the basis for many aspects of life in Java.

#### Practice 9

1. Mr Herman : I will go to watch *wayang orang* in Taman Sriwedari tonight. Would you like to come, Son?  
Budi : I'm not so sure, Dad. I'll have an English test tomorrow.
2. Sute : There's some doubt in my mind that Handy will pass to the next level of Indonesian Idol. He sang badly last night.  
Yurike : Hmm...let's see.
3. Fira : I'm not sure I can dance Serimpi Dance beautifully, Mom.  
Mrs Handoko : Don't worry, Fira. Just keep practising, OK.
4. Dora : Would you like to see Glenn Fredly concert next month?  
Wildan : I couldn't really be sure about that. Next month is an examination time!

5. Tio : There's a new art gallery at Jln. Sabang. Shall we see it?  
 Rani : I don't know, I couldn't say. I'm still waiting for my examination result right now. Mr Burhan said, he would announce it in one hour.
6. Roni : I can't be certain about the presentation of Gigi Band, Sir. Their manager says that they're on a full schedule.  
 Headmaster : That's too bad. I wish they would come for this charity.

#### Practice 10

1. *There's some doubt in my mind* that Hula-Hula Dance originated from Honolulu.
2. *I'm not so sure* that my sister will become a good singer.
3. *I couldn't say* that rap music was from Africa.
4. *I'm not all convinced* about the singer's voice. She probably used lip synch.
5. *I couldn't really be sure* about where Salsa Dance originally came from.

#### Practice 11

Good evening young listeners. What will you do at the coming Saturday night? I've some information to fill your Saturday night. First, launching of Tristan's painting in Rialto Gallery, at 7 pm, Theatrical Performing Art by Alama n' friends in Selasar Open Theatre at 8 pm and Ska Music Festival starts from 5 pm. Choose your favorite programme and leave your chair!

### Chapter 3

#### Be Creative!

##### Practice 2

- Sinyo : I never ordered a ticket by phone. Do you know how to order a ticket by phone?  
 Anti : Of course I do. First, pick up the phone. Dial the service number. Then, state your name and address to the operator.  
 Sinyo : <sup>1</sup> *Oh, I see.* Then, <sup>2</sup> *Tell me more.*  
 Anti : And then, state your destination to the operator.  
 Sinyo : <sup>3</sup> *What should I do after that?*  
 Anti : Then, state if you are going to pay by credit card or cheque. Finally, you hang up the phone.  
 Sinyo : <sup>4</sup> *Well... Well..* Thanks for the explanation.

##### Practice 3

- Dona : Hey Gun. What are you doing?  
 Gun : I'm making a windmill from paper. Ah, now it is finished.  
 Dona : Wow, *That's marvellous!* How did you do that?  
 Gun : I made it from a square piece of paper by cutting inwards from each corner halfway to the centre point. Then, I folded over each point with a dot on it and tape it to the centre.  
 Dona : *Well.. well...* Then, *tell me more!*  
 Gun : After that, I pushed the drawing pin through the centre and into the rubber on the end of the pencil.  
 Dona : *Oh, I see.*  
 Gun : See. Now you can blow on the pin wheel and watch it spin.  
 Dona : *Terrific!*

#### Practice 5

You will need:

1 cup all-purpose flour, 1 egg, 3/4 cup milk, 2 teaspoons sugar, 1 tablespoon baking powder, 1/2 teaspoon salt, 1/2 teaspoon vanilla (optional)

How to make it

1. Add flour, egg, milk, sauce, sugar, powder, salt, and vanilla.
2. Mix well. You may want/need to add a little more flour or milk based on the consistency you want.
3. Add in any extra goodies and cook over med heat griddle.

#### Practice 6

Mr Jhon : What is that?

Mrs Jhon : It is sweet buns. I just made it. Taste it, please.

Mr Jhon : Ok... hmm. *It's Fantastid* Can you tell me the recipe to make this buns.

Mrs Jhon : Well, you need barbecue beef 500 g, finely chopped onion 25 g, oil 15 ml, sugar 15 ml, soy sauce 15 ml, oyster sauce 15 ml, cornstarch 20 g and water 100 ml.

Mr Jhon : *Oh, I see,* then tell me what to do to the ingredients.

Mrs Jhon : First of all, Mix constarch with 6 table spoon water completely into a smooth. Mixture. Place a wok of sauce pan over medium heat until hot. Then, add and stir oil, onion, and beef for 1 minute. Add sugar, soy sauce, oyster and remainder water in wok and stir well. Bring above mix to the boiling. Add contract slurry to the wok and stir until thickened over mild heat, cool sweet and savoury beef down for filling. And in the end, remove roast beef filling to bowl and refrigerate.

#### Practice 11

1. What are the materials to make an Amazon hut?
2. What is the first step?
3. Why should we cut woods into large sticks?
4. How can we make the frame for the house?
5. Where we put palm leaves?

#### Practice 12

You're Invited!

The Costume Party 2008

Choose Your Own Character

Wear the Outfit, and Go Out for Party!

Conditions:

1. Imaginary character outfit must be original.
2. Your character or weapon must be unique.
3. You must have a mission.
4. You must have a name.

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### Exercise of Chapters 1-3

#### Text 1

##### Bright Colours

Police officers wear bright colored jackets when they are directing traffic. This helps drivers to see them clearly, especially when it is dark. Which colours do you think are the best to wear for safety at night?

More about Bright Colours

You will need:

- a *bright torch*
- *scissors*
- non-toxic glue
- sticky tack
- white stickers
- silver glitter
- a *sheet of black paper*
- *felt-tip pen*

#### Expressions for number 5 to 10

5. Are you sure that you will get the scholarship?
6. I doubt that I will pass the test
7. Can you hear me?
8. I got headache for the last two days.
9. What do you think of my new hair cut?
10. Hello, Fira. What do you think of my new jacket?

### Chapter 4

#### It's a Great Story

##### Practice 3

1. A : *Surprise!* I have already read the story of *Laskar Pelangi*.  
B : Tell me more about it, then.
2. A : I *laughed out loud*, when I read the story of a Lovely, Lovely Mud.  
B : Oh, really? I thought that was a sad story.

##### Practice 6

- Loki : Hi, Tari. What're you doing?  
Tari : Hi, Loki. I'm reading the story of *Si Pungguk* from West Sumatra. *Guess what*, this is the second time I'm reading it.  
Loki : Well, what so special? Tell me more.  
Tari : This story is about a powerful love. Pungguk was a poor good-looking young man. He fell in love with Princess Purnama Bulan, although they were in love with each other, Purnama Bulan already had a fiance. One day, Purnama Bulan gave Pungguk a veil. When Pungguk walked, Purnama Bulan's fiance noticed the veil, and thought that Pungguk stole it. With his sword, he killed Pungguk. *Believe it or not*, from Pungguk's dead body grew some mushrooms, it changed into living creatures, birds. Those birds were called Pungguk, they used to sit on the highest branch of a tree looking at a full moon. *Surprisingly*, they called "Pungguk! Pungguk!".  
Loki : What an interesting story!  
Well unfortunately, it ended sadly.

##### Practice 9

#### The Greedy Dog

One day, a dog stole a big piece of meat and he was very proud of it. Then, he ran off until he reached the bank of the river. He looked down into the river water carefully and he saw another dog with a piece of meat in its mouth.

Funnily enough, the dog did not realise that it was his own reflection in the water. When he was full, he threw himself on the other dog to steal his meat as well. Unfortunately, when he was in the water, he had to let go the remains of the meat to avoid drowning, and so was left with nothing.

##### Practice 11

#### Why the Sun and the Moon Live in the Sky

A long time ago, the Sun and the Moon *were* a married couple who lived on the Earth and were great friends of the Sea. One day, they *invited* the Sea to *visit* them.

So the Sea *went* along, with the fish and all the members of his family. Surprisingly, the water *began* to rise, so that the Sun and the Moon *had* to climb up to the roof because they *did not* want to be drowned, then they climbed up into the sky, where they *have* remained ever since.

##### Practice 14

Dear diary

Last Sunday, Santi and I <sup>1</sup> *were* going to the town library together. We went <sup>2</sup> *in the afternoon*. In addition, the weather was fine.

Near the park, some one was <sup>3</sup> *following* us. We heard some noises behind the bush. We were very afraid that we <sup>4</sup> *thought* we were <sup>5</sup> *followed* by a pick pocket or a freak.

But then, a dirty, poor boy came out from the bush. He <sup>6</sup> *asked* for a money to buy some food. Gosh, he was just a <sup>7</sup> *hungry* kid. So, we gave him some money. He said thanks and went away. That's very a <sup>8</sup> *heartbeating* experience.

### Chapter 5

#### Send Me a Letter, Please

##### Practice 2

- Wu Fei : What kind of job does your father do?  
Herman : My father is a <sup>1</sup> *postman*. He is employed by the post office to <sup>2</sup> *deliver letters* and collect those posted in pillar boxes.  
Wu Fei : My father is a civil servant. He works for the Ministry of Education. In fact I want to know about some <sup>3</sup> *postal matters*. Would you tell me more about it?  
Herman : Yeah sure, what do you want to know?  
Wu Fei : I want to know what is meant by PO BOX?  
Herman : PO BOX stands for Post Office Box. Its <sup>4</sup> *locked mailboxes* located inside the post office. They are used by people who find them more convenient or more private than the regular service.  
Wu Fei : And <sup>5</sup> *registered* mail?  
Herman : It offers <sup>6</sup> *extra safety* for valuable mail for an additional fee. The post office insures such mail and keeps a careful record of it. The addressee must sign a receipt for it.  
Wu Fei : All right, Herman. Thank you very much for the information.

##### Practice 3

- Nino : Hello, Mr Randi. How are you?  
Mr Randi : Hello, Nino. <sup>1</sup> *I'm fine, thanks*.  
Nino : So, anyway, how's your trip to Singapore? <sup>2</sup> *Would you tell me more about it?*  
Mr Randi : Well, <sup>3</sup> *not very smooth exactly*.  
Nino : Oh, really? Why was that?  
Mr Randi : I had trouble with my photo in the passport. I looked very different, because of the surgery in my chin two months ago and my haircut. They almost brought me to the immigration office.  
Nino : <sup>4</sup> *That's horrible*. What happened next?  
Mr Randi : Then I called <sup>5</sup> *The Indonesian Embassy* and they helped me.  
Nino : I see.

##### Practice 6

1. Post Office Clerk : *What do you need, Ma'am?*  
Mrs Dina : I need three *envelopes*, five *stamps* and a *postcard*, please.

2. Mr Tora : I need *the postal code* of East Jakarta please.  
 Post Office Clerk : Absolutely, Sir. It's 17421.
3. Mrs Yuna : How much does *the stamp cost*?  
 Post Office Clerk : It costs Rp3,500. Ma'am.
4. Post Office Clerk : *May I help you, Sir?*  
 Mr Erwin : Yes, please. Do you know *how much is the charge for a package* to Singapore *as soon as possible*?
5. Kiko : *Which one do you prefer?* Sending news by *air mail* or by *electronic mail*?  
 Ela : I prefer *by air mail*.

#### Practice 8

Do you know that mail is usually delivered once a day, six days a week? In Mauritania mail is delivered by <sup>1</sup>*post* drivers. In the US a <sup>2</sup>*mail* carrier sometimes must walk <sup>3</sup>*along* his route.

In Spain or Indonesia the <sup>4</sup>*postman* often travels by <sup>5</sup>*bicycle* or motorcycle.

<sup>6</sup>*Rejected* mail is mail that cannot be delivered or returned to its <sup>7</sup>*sender*. This may happen if it is addressed <sup>8</sup>*wrong* and does not have a return address. Such mail goes to the dead-mail or dead-letter office. The mail is opened to try to <sup>9</sup>*find* the sender or addressee. If this is unsuccessful, the mail is <sup>10</sup>*destroyed* and any valuables are sold.

#### Practice 11

Good evening youngpals wherever you are. Back to Ramajaya FM. Now, I'll tell you one interesting ads, especially for you fillatelist freak.

Central post office has launched two new series of stamp. Heroes series and cartoon series. You'll find Superman, Wonder woman, Spiderman, Mickey and Minnie Mouse, Tom and Jerry, Spongebob and Patrick. Each series only Rp150,000,00 and get 10% discount if you buy both series. What're you waiting for? Get it now on your nearby post office.

#### Exercise of Chapters 4-5

Dear Lula,

How are you? I'm doing good here. One week ago I <sup>1</sup>*went* to Batam Island for business. I'm so sorry I could not <sup>2</sup>*come* to Jakarta, because it was only a <sup>3</sup>*short* visit. I only stayed for one night. My colleague <sup>4</sup>*picked* me up at the airport. Then, we <sup>5</sup>*continued* our journey to the hotel. It was a very hot day. I remembered that I <sup>6</sup>*drank* five cold drinks in one hour. I also visited Nagoya, Batam Centre and Galang Island. I didn't forget to go shopping there. OK, Lula. That's enough for now. Don't forget to write me soon.

Love,

Susan

# Answer Key

## Chapter 1

### Do It this Way!

#### Listening

##### Practice 7

1. one table spoon
2. fried
3. one teaspoon
4. mix
5. pound

#### Reading

##### Practice 2

1. g            5. c
2. f            6. b
3. e            7. a
4. d

##### Practice 3

1. water plant
2. tank
3. gravels
4. ponds
5. net
6. jug

##### Practice 5 (Grammar Stage)

1. Let's cook (together).
2. Let me add some salt.
3. Let me stir the coconut milk thoroughly.
4. Let's get lunch (together).
5. Let's make an aquarium (together).
6. Let's keep the water boiling.
7. Let's keep the biscuit smashing.
8. Let's have dinner in a new restaurant.
9. Let's keep the coconut milk stirring.

##### Practice 9

1. F            6. T
2. F            7. F
3. T            8. T
4. T            9. F
5. T            10. F

#### Writing

##### Practice 6

1. first of all, grow, seed, gloves, patch
2. next, clods, now
3. after that, holes, then, press, down, base
4. finally, better, water, dusk
5. record

## Chapter 2

### Let's Dance and Sing

#### Listening

##### Practice 3

1. F
2. F
3. F

4. F
5. T
6. F

##### Practice 4

1. originate
2. famous
3. charm
4. captivate, magnetise
5. finely

#### Reading

##### Practice 2 (Grammar Stage)

1. seeing is believing
2. missing
3. interfering
4. helping
5. telling
6. bathing
7. learning
8. making
9. packing
10. saying, looking

##### Practice 6

1. c
2. d
3. b
4. d
5. a
6. b
7. b

##### Practice 8

1. nearly
2. came
3. chiefly
4. yearly

##### Practice 11

1. e            6. j
2. h            7. a
3. i            8. f
4. c            9. b
5. d            10. g

##### Practice 12

1. have a role
2. not very strong
3. – take and use something  
– take in or absorb
4. have the same form
5. give a reason for believing

#### Writing

##### Practice 8

1. a            5. b
2. c            6. f
3. h            7. d
4. g            8. e

### Chapter 3 Be Creative!

#### Listening

##### Practice 10

1. b
2. c
3. c
4. b

##### Practice 11

c-a-b-e-f-d-g

#### Reading

##### Practice 2

1. d
2. g
3. b
4. e
5. a
6. h
7. c
8. f

##### Practice 4

1. F
2. T
3. F
4. T

##### Practice 6

1. haven't subscribed
2. has given
3. have you been
4. have read
5. has been stolen
6. has been caught, has been brought
7. haven't collected
8. has been cheated
9. have been swept
10. has written

#### Writing

##### Practice 4

3-2-1-4

##### Practice 7

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

#### Exercise of Chapters 1-3

- |       |       |       |
|-------|-------|-------|
| 1. a  | 16. a | 31. b |
| 2. b  | 17. c | 32. c |
| 3. d  | 18. b | 33. a |
| 4. c  | 19. d | 34. d |
| 5. b  | 20. c | 35. d |
| 6. b  | 21. c | 36. c |
| 7. b  | 22. b | 37. b |
| 8. a  | 23. c | 38. a |
| 9. a  | 24. a | 39. d |
| 10. b | 25. c | 40. c |
| 11. a | 26. d |       |
| 12. b | 27. d |       |
| 13. c | 28. b |       |
| 14. a | 29. a |       |
| 15. b | 30. c |       |

1. A text that gives informations about something just the way it is as the result of systematical observation and analysis.
1. The generic structures of procedural text
  - Goal
  - Materials (precise information, how long, how many, what type
  - Steps : What to do
  - The frame (commands, details, how, with what)
  - The covering (where, action verbs), and the bridge
6. A text that gives hints about the way to make something with its steps.
2. answer my vary
3. answer my vary
4. answer my vary
5. haven't worked
6. has lost
7. have you ever seen

### Chapter 4 It's a Great Story

#### Listening

##### Practice 9

1. a
2. a
3. c
4. a
5. b
6. a

##### Practice 12

2. a
3. b
4. b
5. b

#### Speaking

##### Practice 10

- |      |       |       |
|------|-------|-------|
| 1. e | 6. d  | 11. b |
| 2. h | 7. g  |       |
| 3. j | 8. i  |       |
| 4. k | 9. a  |       |
| 5. f | 10. c |       |

#### Reading

##### Practice 2

1. c
2. e
3. f
4. a
5. b
6. d
7. h
8. g

##### Practice 4

1. a
2. c
3. h
4. d
5. b
6. j
7. e
8. g
9. i
10. k

### Practice 5

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

### Practice 7

1. had planted
2. had drawn
3. had painted
4. had written]
5. had confused

### Practice 8

1. had left
2. had done
3. had tasted
4. had done
5. was
6. sat/rested
7. post/had written
8. had gone
9. went/had lost
10. had gone

### Practice 13

1. Kbo Iwo.
2. The destruction of all the houses and even the temples.
3. The Balinese.
4. Kbo Iwo
5. The Balinese.
6. Kbo Iwo.
7. The water.

### Writing

#### Practice 6

1. horrible
2. dampened
3. strange
4. looked
5. some
6. amphibians
7. stuck
8. slow
9. thought
10. shaking
11. gentle

#### Practice 8

1. missed
2. day
3. frown
4. fast
5. familiar
6. harsh
7. smart
8. agitate

#### Practice 9

1. meet
2. am/is
3. damp
4. see
5. are

6. have
7. make
8. think
9. look
10. touch
11. say

## Chapter 5

### Send Me a Letter, Please

#### Listening

##### Practice 12

1. b
2. b
3. c
4. a
5. c
6. a
7. c

#### Speaking

##### Practice 3

1. b
2. c
3. a
4. d
5. c
6. b
7. d
8. d
9. b
10. b

##### Practice 6

1. Marguiritta Restaurant
2. may
3. restaurant
4. p.m.
5. reserve
6. please
7. name
8. table
9. eight
10. That's right

##### Practice 10

1. inn
2. route
3. ancient
4. luxurious
5. lodging
6. tavern

##### Practice 12

Hotel  
view  
beach  
weekdays  
Rp750.000,00  
breakfast  
spa centre  
fitness centre  
swimming pool



## Reading

### Practice 2

1. envelope
2. postcard
3. mail bag
4. seal
5. postmark
6. glue
7. parcel
8. stamp

### Practice 5

1. g
2. f
3. e
4. b
5. d
6. a
7. c

### Practice 6

1. employed
2. post
3. mailbox
4. post office
5. parcel post
6. basically
7. postcard
8. postage stamp
9. money order
10. depend

### Practice 7 (Grammar Stage)

1. a. He can leave it for an hour.  
b. He could leave it whenever he wanted to
2. a. He can play chess this afternoon.  
b. He could play chess when he was young
3. a. I can fly a plane after a few more lessons.  
b. I could fly a plane when I was in the air force.
4. a. We can do this exercise next week.  
b. We could do this exercise last week.
5. a. She can cook well with more practice.  
b. She could cook well when I knew her.
6. a. I can go early if he lets me.  
b. I could go early everyday last summer.
7. a. She can make her own dresses in a few years.  
b. She could make her own dresses before she got married.
8. a. She can read easily with her new glasses.  
b. She could read easily before her eye got trouble.

### Practice 10

1. d
2. a
3. b
4. d
5. b
6. b
7. c
8. d
9. c
10. c

## Writing

### Practice 6

1. F
2. F
3. F
4. T
5. F
6. T
7. F

### Exercise of Chapters 4-5

- |       |       |       |
|-------|-------|-------|
| 1. b  | 16. d | 31. d |
| 2. a  | 17. b | 32. c |
| 3. b  | 18. c | 33. a |
| 4. a  | 19. a | 34. c |
| 5. a  | 20. c | 35. c |
| 6. b  | 21. c | 36. a |
| 7. a  | 22. c | 37. b |
| 8. a  | 23. b | 38. c |
| 9. c  | 24. a | 39. c |
| 10. c | 25. c | 40. d |
| 11. d | 26. d |       |
| 12. b | 27. a |       |
| 13. d | 28. a |       |
| 14. a | 29. c |       |
| 15. b | 30. d |       |

### Final Evaluation

- |       |       |       |
|-------|-------|-------|
| 1. a  | 21. b | 41. b |
| 2. c  | 22. b | 42. c |
| 3. a  | 23. a | 43. c |
| 4. d  | 24. b | 44. a |
| 5. b  | 25. d | 45. b |
| 6. b  | 26. c | 46. d |
| 7. a  | 27. c | 47. a |
| 8. d  | 28. a | 48. a |
| 9. a  | 29. c | 49. c |
| 10. c | 30. d | 50. d |
| 11. b | 31. c | 51. b |
| 12. a | 32. d | 52. c |
| 13. c | 33. b | 53. a |
| 14. c | 34. c | 54. d |
| 15. b | 35. a | 55. a |
| 16. b | 36. d | 56. c |
| 17. b | 37. a | 57. d |
| 18. a | 38. b | 58. d |
| 19. b | 39. c | 59. b |
| 20. c | 40. b | 60. c |

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