

Contextual Teaching and Learning

BAHASA INGGRIS

Sekolah Menengah Pertama



Kelas IX
Edisi 4



PUSAT PERBUKUAN
Departemen Pendidikan Nasional



BAHASA INGGRIS Sekolah Menengah Pertama **Kelas IX**

Hak Cipta pada Departemen Pendidikan Nasional
Dilindungi Undang-undang

Contextual Teaching and Learning

BAHASA INGGRIS

Sekolah Menengah Pertama/Madrasah Tsanawiyah

Kelas IX Edisi 4

Penulis : Gunarso Susilohadi
Suharso
Dwi Anggani
Siti Wachidah
Sri Sumarni
Ilustrasi, Tata Letak : Direktorat Pembinaan SMP
Perancang Kulit : Direktorat Pembinaan SMP

Buku ini dikembangkan Direktorat Pembinaan SMP

Ukuran Buku : 21 x 30 cm

420.07

CON

Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas IX Edisi 4/Gunarso Susilohadi, ...[et. al.].--Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.

Viii, 148 hlm.: illus.; 30 cm

Bibliografi: hlm. 141-142

Indeks.

ISBN

1. Bahasa Inggris-Studi dan Pengajaran I. Judul

II. Suharso III. Anggani, Dwi IV. Wachidah, Siti V. Sumarni, Sri

Diterbitkan oleh Pusat Perbukuan
Departemen Pendidikan Nasional
Tahun 2008

KATA SAMBUTAN

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

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

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

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

Jakarta, Juli 2008

Direktur Pembinaan SMP

Pendahuluan

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

Buku ini terdiri atas 8 unit dengan rincian seperti berikut:

Unit 1: Are sure about ...?

Unit 2: How do you do it?

Unit 3: What a pity!

Unit 4: What are they?

Unit 5: Really?

Unit 6: What is it like?

Unit 7: Could you ...?

Unit 8: Long, long time ago, there was ...

Unit-unit ganjil mewadahi *transactional, interpersonal*, dan *short functional texts*, sedangkan unit-unit genap menyajikan *genres* seperti yang diamanatkan oleh Standar Isi Kelas IX. Setiap unit terbagi menjadi dua *section*. Untuk unit-unit ganjil, *Section One* memuat *transactional* dan *interpersonal texts*, sedangkan *Section Two* memuat *short functional texts*. Untuk unit-unit genap, *Section One* terdiri atas *Spoken Genre*, dan *Section Two* berbentuk *Written Genre*.

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

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

sedang dipelajari dalam unit tersebut. Pada tahapan ini diharapkan setiap siswa mendapatkan kesempatan untuk berpraktik menggunakan bahasa.

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

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

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UNIT 1

Are You Sure About ...?



Pic. 1.1 (<http://www.radiobakubae.com>)

In this unit, you will learn how to:

- understand short and simple transactional and interpersonal texts involving asking for and showing certainty; expressing and responding to doubt; asking for repetition; showing concern; showing surprise or wonder.
- understand short functional texts in the form of advertisements.
- write short and simple functional texts in the form of advertisements

Section One:

Asking for and showing certainty; expressing and responding to doubt; asking for repetition; showing concern; showing surprise or wonder.

Presentation

People are sometimes sure or not sure about something and they convey it by using certain expressions. You say "I am sure that I will pass the test" when you are sure that you will pass a test. When you want to ask whether someone is sure that he or she will pass a test, you may say to him or her "Are you sure that you will pass the test".

People may also sometimes did not hear clearly what someone just said and want to ask him or her to repeat it.

Activity 1



Now, you are going to listen to a dialogue read by your teacher, and while you are listening to it write down:

1. the expression that is used to ask for certainty
2. the expression that is used to express certainty
3. the expression that is used to ask for repetition.

Activity 2



English people use certain expressions when they are surprised and when they show concern. Now, you are going to listen to another dialogue, and while you are listening to it write down

1. the expression that is used to express certainty
2. the expression that is used to express doubt
3. the expression that is used to respond to doubt and show concern as well.

Activity 3



Now, listen to another dialogue read by your teacher, and while you are listening to it write down:

1. the expression that is used to express surprise, and also
2. the expression that is used to show concern.

Activity 4



The following are some more examples of expressions for showing certainty, doubt, repetition and surprises. Read aloud and study the expressions.

Certainty:

1. I'm sure about it.
2. I'm quite sure that he told the truth.
3. I'm absolutely sure about the news.
4. I'm no doubt about it.
5. I'm absolutely certain that he told the truth.
6. I'm sure/certain about
7. I've no doubt about
8. I'm sure/certain about
9. I've no doubt about



Pic.1.2 (Clipart 2005)

Doubt:

1. Sorry, I'm not sure about it.
2. I'm not really sure that he told the truth.
3. I'm not really sure about it.
4. I'm not too sure about the news.



Pic.1.3 (Clipart 2005)

Responses to expressions of doubt which show concern as well:

1. I think you don't need to be worried about it.
2. Everything will be fine.
3. It's all going to be okay.
4. Don't be worried too much. Next time better

Repetition:

I am sorry. What did you say?
I am sorry. Would you repeat what you just said?
I am sorry. Would you mind repeating what you just said?
What?. Could you repeat what you just said?

Surprises:

1. What a diligent student she is!
2. How diligent she is!
3. What a big surprise!
4. How surprising it is!

Activity 5



The following are the pattern of expressions for asking for and showing certainty or doubt, the pattern of expressions for asking for repetition, and the patterns for showing surprises or wonder. Study the patterns.

Asking for certainty:

Part A	Part B
Are you certain / sure	that Bambang will come to the meeting on time? that there will be no classes tomorrow? that she will keep her promise? about that?

Showing certainty/doubt:

Part A	Part B
I am (not) certain/sure	that Bambang will come to the meeting on time. that there will be no classes tomorrow. that she will keep her promise. about that.

Asking for repetition:

Part A	Part B
I am sorry What?	What did you say? Would you repeat what you just said? Would you mind repeating what you just said?

Showing surprises:

Part A	Part B
What	a city!
	a big city!
	a diligent student
How big	the city is.
How diligent	the student is.

Activity 6



Combine parts of sentences or sentences in Group A with those in Group B that match them.

Group A	Group B
I am sure He is absolutely sure I am no doubt I am not sure	about the test that we will have a party about the promise. the friendship. that boy's promise. the future of our country. that it is going to be a fine weather. that nobody will hate him.
Are you sure Are you certain Are you sure about	about the name? about it? that we will have a test tomorrow? about it? that? that he is leaving for Jakarta this evening? the weather?
What How	a gift! a wonderful place! wonderful the place is! an interesting picture! disappointing the film is! a surprise!

Group A	Group B
I am sorry. What?	What did you say? What you said? Would you mind repeating what you just said? Would you mind repeat what you just said? Could you repeat what you just said? Could you repeat what you just say?

Activity 7



Practise reading with a friend the following short dialogues.

Situation 1

- Amir : Tuesday, next week, is the due date for our assignment.
 Ani : Sorry. Could you repeat what you just said?
 Amir : I said Tuesday, next week, is the due date for our assignment
 Ani : Yes, you are right, but, I 'm sure that I can submit it before that. How about you?
 Amr : I'm not so sure I will be able to make it.
 Ani : Yes, you can. I'm sure, you can

Situation 2

- Anang : Did you do the test very well, Andi?
 Andi : No, definitely, not. I don't have a hope of getting even 50.
 Anamg : But are you sure?
 Andi : Absolutely. Not a hope!
 Anang : Don't worry too much. Next time better.

Situation 3

- Fatimah : Anisa, do you think that it will be possible to go on holiday to the moon in the next fifty years.
 Anisa : Well, I am sure it could happen. Why?
 Fatimah : Well, I was just wondering it would be a great achievement.

Situation 4

- Wahyu : Do you think that England will win the next European Cup?
 Natsir : Yes, of course, they will. Why? Don't you think so?
 Wahyu : Well, I am doubtful about that. They have not made a better team, yet.

Situation 5

- Aning : What do you think of our new classmate, Fatimah?
 Adi : She is really a diligent student.

Aning : I think so. She has never been late. She is always 15 minutes earlier before the class starts.
Adi : Is she? What a diligent student she is!

Activity 8



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

Dialogue 1

Tono : What do you think of Yuni?
Rini : I've never met such a clever student before in my life. She got 100 for almost every subject. What!

Questions:

- What type of student is Yuni?
- Who is surprised?
- Why is he/she surprised?

Dialogue 2

Bambang : Do you see what the circus man has done?
Agus : Yes. How could not he miss the balloon on the girl's head even though he was blindfolded when he was shooting? What!

Questions:

- What has the circus man done?
- Who is surprised?
- Why is he/she surprised?

Dialogue 3

Ali : You look very happy, Fahmi. What has happened?
Fahmi : Guess what? Today is the happiest day in my life!
Ali : Really?
Fahmi : Yes. Finally, I got 100 on the last mathematics test.
Ali : Sorry. Could you repeat what you just said?
Fahmi : I said I got 100 on the last mathematics test.
Ali : What a surprise! But, anyway, congratulation on your big achievement

Dialogue 4

Adi : Guess what, Aning. Our father just made a surprise on my birthday.
Aning : Really? What happened?
Adi : You'll never guess. He promised to buy me a new motorcycle if I get at least 90 on Math, Science and English.
Aning : A motorcycle? What! Are you sure about it?
Adi : Definitely.

Questions:

1. Who is Aning to Adi?
2. What are Adi and Aning talking about?
3. Who is surprised? List the expressions in the dialogue which show that she/he is.

Practice

Activity 1



Give responses orally to the following situations as requested.

- a. Hi guys. I have good news. We are going to have an English native speaker next week.

- 1) What will you say if you are not sure you are going to have an English native speaker next week?

Your response:

- 2) What will you say if you want to check whether your friend is sure about it?

Your response:

- 3) What will you say if you are surprised of the good news?

Your response:

- 4) What will you say if you want the speaker repeat what he has just said?

You response :



Pic.1.4 (Clipart 2005)

- b. Your classmate says: "You know what? Next Wednesday is Satriyo's birthday. He will treat us all."

- 1) What will you say if you are doubtful that Satriyo will treat you?

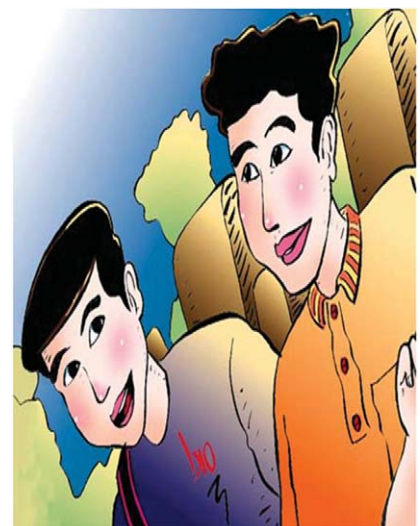
Your response:.....

- 2) What will you say if you want to ask whether your classmate is sure that next Wednesday is Satriyo's birthday party?

Your response:

- 3) What will you say if you are surprised of the news?

Your response:



Pic. 1.5 (Clipart 2005)

- c. One of your classmates says to you, "Are you sure that there will be an English quiz?"
- 1) What will you say if you are not sure?
Your response:
 - 2) What will you say if you are sure?
Your response:
 - 3) What will you say if you did not hear clearly what the speaker just said?
Your response :
- d. Another classmate says to you, "Are you certain that there will be an English speech contest at our school?"
- 1) What will you say if you are not certain?
Your response:
 - 2) What will you say if you are certain?
Your response:
- e. Andi, one of your classmates who is sick, says to you, "I am not sure that I will join the study tour to Bali, next week. I might not get well by the time."
- 1) What will you say if you have to respond to the statement of doubt and show your concern as well?
Your response:
 - 3) What will you say if you are certain that he will get well soon and join the study tour?
Your response:

Activity 2



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

- 1 You and your friend are discussing a football match before watching it on television.

Your friend : Are you sure that Arsenal will win the game?

You :

- 2 You and your friend have arranged to meet a guest, but he has not arrived.



Pic.1.6 (Clipart 2005)

Your friend : Do you think he's forgotten to come?
 You :

- 3 Your friend has invited you to go and see a horror film. You only rarely like such films.

Your friend : Would you like to come?
 You :



Pic.1.7 (Clipart 2005)

- 4 Your mother has been taken to hospital.
 Your friend rings him for news.

Your friend : Sorry to hear about your mother. Is it serious?
 You :

- 5 Your friend is asking for your opinion that Indonesian will be an international language in the future. You are sure about it.



Pic.1.8 (Clipart 2005)

Your friend : Do you think that Indonesian will be an international language in the near future.
 You :

- 6 Your classmate is informing that he has just informed you happy news; he has just got a good grade on TOEFL. You did not hear clearly the last word.

Your classmate : It's a surprise. I got a good grade on my TOEFL.
 You :

Activity 4



Rearrange the following sentences into a dialogue between Amran and Fatimah and then act the dialogue out.

1. Do you think that he will come to the class meeting.
2. Amran, don't forget to come to the class meeting tomorrow after class.
3. Twelve students including Budi.
4. Of course, I don't.

5. I'm absolutely sure he will.
6. What makes you so sure?
7. He told me yesterday.
8. How many students have been invited?

Production

Activity 1



What would you most probably say in each of the following situations?

1. Budi has been in the hospital for three days. The doctor said that he is getting much better now.
2. Taufik Hidayat, one of our best badminton players, has been preparing himself very well for the Thomas cup final match against China. He is scheduled to play Lin Dan in the first party.
3. Anton breaks promises very often. He said that he is going to pick you up for school tomorrow.
4. You have just seen a very touching film and unconsciously got your eyes wet. You tell your friend about it.
5. The sun is shining very brightly on Monday morning after three rainy days. You are much excited and have decided to take a walk.
6. You could not hear what your teacher has just said because the class has been very noisy.

Activity 2



One of your English pen pals friends has written a letter telling that she/he is visiting your town with his family. Tell one of your classmates about that and the following points.

1. you are surprised that he/she will finally see you soon in your home town.
2. promise that you will take him/her to some interesting places in your town.
3. you are sure he/she will have good time in your town.

Section Two:

Short functional texts (advertisements)

Presentation

Activity 1



Work in pairs to answer the following questions:

1. What is the main reason for people making advertisements?
2. What do you expect to find in an advertisement?

Activity 2



Which of the following parts of an advertisement do you think you would not probably miss? Tick (v) them.

Parts of advertisement	
1. Name of company	.....
2. Address of company	.....
3. Product to sell or service to offer	.....
4. Special characteristics of the product or services	.....
5. Picture of the company's owner	.....
6. Phone number	.....

Activity 3



Learn the following advertisement and answer the questions that follow.



Pic.1.9 ([http // www.2ateegolf.com // pages / cartadvertising.html](http://www.2ateegolf.com//pages/cartadvertising.html))

Questions:

1. What is the name of the company?
2. What product does the company sell?

3. Does it also offer service?
4. What kind of service does it offer?
5. What is the address of the company?
6. What do you think Jack DeYoung is?
7. Are there any special characteristics about the product and service that are mentioned in the advertisement?

Activity 2



Fred W. Tanner, M.A. is a life and business coach. He gives some tips to create a winning advertisement. One of the tips is that your advertisement should get the readers' attention. Read the following text that elaborates it and answer the questions that follow. Before you read the text, check in your dictionary the meanings of the words in the box:

ads (noun), competing (adjective) , imperative (adjective), accomplish (verb), proposition (noun), eye-catching (adjective), purchase (verb), appropriate (adjective), compelling (adjective).

Get the readers' attention

Especially with newspaper and printed ads that are competing with other ads on the same page it is imperative that you get the readers attention. You can accomplish this not only by color and size but also by having an eye-catching headline. Possible ways to develop this headline would be to determine your product's or services unique selling proposition. Why would the reader want to purchase what you are selling over a competing product? Another possibility could be to list a unique benefit or solution in the headline that your product/service offers. Use action words when appropriate. Bottom line is that it should be compelling enough to cause the reader to want to read further for more information

(PowerHomeBiz.com,LLC, 2008)

Questions:

1. What are the three techniques to get the readers' attention mentioned in the text?
2. Which of the three techniques is elaborated in this text?
3. List the possible ways to create an eye-catching headline?

Activity 3



Study the following advertisement and answer the questions that follow.



Questions:

Pic.1.10 (Source: PowerHomeBiz.com, LLC, 2008)

1. What is being advertised?
2. What part of the advertisement do you think would probably get the readers' attention? Why?
3. What does the phrase Longlife pencil mean?

Activity 4



Another tip from Fred W. Tanner, M.A. is to get the reader to take action after reading the advertisement. The following text talks about it. Read the text and complete the list that follows.

Get the Reader to Take Action

The call to action is one of the weakest components of many ads that we all see today. You must lead the reader to what the next step should be. Show them how easy it is to contact you or purchase your offering. Post your toll-free number. Show your address. If you have a web site have an order now page with easy credit card billing. Mention your satisfaction guarantee if you have one that will help minimize your customer's perceived risk of purchasing your product or service. Use action phrases like "Don't delay order now" or "don't miss another day of (product benefit), order now".

(PowerHomeBiz.com, LLC, 2008)

The following are points that you can find in an advertisement. Referring to the text above, tick (v) the ones that according to the text would get the reader to take action.

- | | |
|---|-----|
| 1. Toll-free number | () |
| 2. Address of the company | () |
| 3. Web site address | () |
| 4. Satisfaction guarantee about the product service | () |
| 5. The picture of the product | () |
| 6. The name of the owner of the company | () |

Practice

Activity 1



Complete the following eye catching-expressions with the words in the box.

- All in service
- A housing area that is friendly.
- We do not sell We sell solutions.
- No, no money.
- A hotel that makes you feel at
- A car that your different needs.
- Everybody cannow.
- Fly me and feel our
- Try our one day
- Nobody food like us.

satisfies, fly, hospitality, satisfaction, home, serves,
one, environment, computers, service.

Activity 2



Fill the blanks with words provided to complete the following advertisement.



Pic.1.11 (Dit.PSMP, 2006)

Bramantyo's Play Station

Jl. Adityawarman 81 Surabaya,
031 8294114

We offer you We have collections of games.
It is....., only Rp 2.000 per hour. We have a assistant.
Fresh water is

updated

satisfaction

free

friendly

cheap

Activity 3



In pairs revise the following advertisement so that it can catch the readers' eye easily and make them to take action.

COMFORT FURNITURE LTD.

We re-cover furniture. We make all types of chairs and tables.
Telephone: (0274) 893 673, Jl. Purwanggan 14, Yogyakarta

Production

Activity 1



Find an advertisement from an English newspaper or a magazine. Discuss it with your friends.

Here are some points to discuss:

1. What is the advertisement about?
2. Who makes the advertisement?
3. What is it offered?
4. What is the address?
5. What is the telephone number?
6. Is there anything that is eye-catching?
7. Is there anything that can get the readers to take action?

Activity 2



Imagine you run a business. You want to put an advertisement about your business (product or service) on the English newspaper. Write a good one for your business.

Make sure you write:

1. your business' name
2. your business matter
3. your business' specification
4. your business' address
5. your phone number
6. Your product' special characteristics



Pic.1.12 (Clipart 2005)

Homework

Find an English short advertisement about a product or a service on a newspaper or internet. Tell the class about the advertisement:

1. What do they sell or what service do they offer?
2. What is the address?
3. What "promises" (good things about the product or service) do they offer?

Summary

In this unit you have learned:

1. How to ask someone's certainty, for example

Are you sure that ?
Are you sure about it?.

2. How to express certainty, for example

I am sure that
I am certain that
I am absolutely sure about it.
I am absolutely certain about it

3. How to express doubt, for example

I am not sure that
I am not certain that
I am absolutely not sure about it.
I am anbsolutely not certain about it.

4. How to give responses to expressions of doubt and at the same time show concern with people's feeling.

1. Don't worry, Everything will be fine.
2. Next time better.
3. I am sorry. It's going to be okey

5. Ho to ask for repetition

1. I am sorry. I beg your pardon.
2. Sorry. ould You repeat what you just said?

6. How to show wonder, for example

How clever she is!
What a clever student she is!
What a big house

Evaluation

Activity 1



Write two expressions that correspond to each of the following attitudes.

No	Attitude	Expressions
1	asking for certainty	
2	showing certainty	
3	showing doubt	
4	expressing wonder	

Activity 2



Complete the following advertisement

TIO COMPUTER

Jl. Ikan Lele Utara 23 Yogyakarta,

Phone: 0274 863533

Do you need a in typing your documents? Come to us.

We can help you not only in typing,, scanning but also operating anyin computer within 5 hours. It is back guaranteed

money help application printing see

Reflection

1. What have you learned from this unit?
2. Which part in this unit is the most interesting to you?
3. Which part in this unit is the least interesting?
4. Have you found your English improved after doing the activities in this unit?

Vocabulary List

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
certainty	n	['sɜ:tənti]	kepastian
doubt	n	[daʊt]	keraguan
wonder	n	['wʌndə]	kekaguman
concern	n	[kən'sɜ:n]	perhatian
advertisement	n	[əd've:tɪzmənt]	iklan
product	n	['prɒdʌkt]	produk
service	n	['sɜ:vɪs]	pelayanan

pardon	n	['pɑ:dən]	pemberian maaf
definitely	adv	['definitli]	pasti
offer	n	['ɒfə]	tawaran
collect	v	[kə'lekt]	mengambil

Fun Page

Activity 1

Sing the song together with your friends.

TWINKLE TWINKLE LITTLE STAR

1	1	|	5	5	|	6	6	|	5	0
Twink	le		twink	le		lit	tle		star	
4	4	|	3	3	|	2	2	|	1	0
How	I		won	der		what	you		are	
5	5	|	4	4	|	3	3	|	2	0
Up	a		bove	the		world	so		high	
5	5	|	4	4	|	3	3	|	2	0
Like	a		dia	mond		in	the		sky	
1	1	|	5	5	|	6	6	|	5	0
Twink	le		twink	le		lit	tle		star	
4	4	|	3	3	|	2	2	|	1	0
How	I		won	der		what	you		are	

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.
Twinkle, twinkle, little star,
How I wonder what you are!

Then the traveler in the dark
Thanks you for your tiny spark;
He could not see which way to go,
If you did not twinkle so.
Twinkle, twinkle, little star,
How I wonder what you are!

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

Activity 2

Answer the questions:

1. What is happening to the little star?
2. What words in the song that show that the author is showing great surprise?

3. What is the little star compared to?
4. In what way the little star is helpful for the traveller in the dark?
5. Some stars do not twinkle, but this little star in the song twinkle. Why do you think it does?

UNIT 2

How Do You Do It?



Pic.2.1 (<http://images.co.id>)

In this unit, you will learn how to:

- understand short and simple procedures in the form of monologues and dialogues
- read short and simple procedures
- write short and simple procedures

Section One:

Spoken Procedure

Presentation

Activity 1



The following questions are related to preparing food. Answer the questions individually and then compare your answers with one of your classmates' answers.

Do you like eating?

What's your favorite food?

Do you like cooking and or preparing dishes?

Can you prepare your favorite food/drink yourself?

How do you make your favorite food?

If your friend asks you to show how to cook your favourite food, can you explain the steps?

Activity 2



When you want to tell someone how to cook something, you cannot miss important information. Tick (v) from the following list the things that you have to mention when you tell someone how to cook something.

The ingredients	()
The prices of the ingredients	()
The utensils	()
The steps of cooking	()
The taste of the food	()
The ways to serve the food	()
The trademark of the utensils	()

Activity 3



You are going to listen to your teacher reading a dialogue twice. Do exercise 1 after the first listening, and exercise 2 after the second listening.

Exercise 1

State whether the following statement are true or false:

1. The dialogue is between two brothers.
2. Aristo spends his free time cooking.

3. Bayu's favourite snack is sandwich.
4. Bayu is explaining Aristo how to make sandwich.
5. Aristo likes kids.
6. The sandwich Bayu explaining is a sandwich with peanut butter, honey and banana.

Exercise 2

List from the dialogue that has been read by your teacher the words that express sequences.

Activity 4



You have learned previously that you use the imperative sentence pattern dominantly when you are telling steps of doing things, like what Bayu does in the dialogue when he is describing the ways of making his favourite sandwich.

The following sentences are taken from the dialogue that has been read by your teacher. Pay attention to the sentence patterns.

Imperative verbs	Nouns/noun phrases	Adverbs
Cut up Put	a banana them	into small slices on one of the pieces of the bread.
Pour Put	some honey the other piece of bread	over the bananas on top

Here are some more examples.

Imperative verbs	Noun phrases	Adverbs
Wash Boil Stir Put Mix	the vegetables two cups of water the mixture the cake the eggs, the sugar, and the flour	gently in a pan well on a plate in a bowl

Activity 5



The following are some expressions that can be used for describing steps of frying sweet, sour shrimps. They use imperative sentences and adverbs, including those of sequences. Read them aloud.

- First clean the shrimps, remove the heads, and keep the tails.
- Clean the garlic, and slice it thinly and then sprinkle over the shrimps.
- After that, make a mix of the flour and egg, with enough water, salt, and pepper.
- Heat oil on a pan.
- Then, one by one, put the shrimps into the pan by first dipping it in the mix above. Fry the shrimps until golden.
- Finally put the shrimps on a plate and pour tomato sauce over them..
- To make the tomato sauce, heat the tomato sauce, and add the sugar and lime juice in it.
- Sweet and sour shrimps are ready to serve.

Practice

Activity 1



You are going to listen to your teacher reading the steps of preparing baby corn soup. While you are listening to your teacher reading, complete the table below.

Imperative verbs	(Noun) phrases/ pronoun	Adverbs/adjectives
Boil	the baby corn	-
.....	it	cool
.....	the corn	.....
Heat	.....	-
Put	flour into the butter	after it melts
Mix	the butter and flour	.....
Put	.....	in the powdered corn with salt, pepper and milk
.....	it	sit for five minutes in medium heat

Activity 2



Before you listen to your teacher reading a dialogue in activity 3 check the meanings of the words in the table below:

Soyabean	(noun)
Delicious	(adjective)
Slice	(verb)
Shallot	(noun)
Brown	(verb)

Activity 3



You are going to listen to a short dialogue between an Indonesian student, Siti, and an Exchange Program student from Australia, Jane. Siti is explaining Jane the steps to make an Indonesian food. Your teacher is going to read the dialogue for you to listen to. After listening answer the questions about the dialogue below.

Questions:

1. What Indonesian food is Siti explaining Jane to make?
2. Jane thinks that Siti is going to explain how to make something healthy. Why?
3. Is Jane excited of what Siti is going to explain? If your answer is yes, how do you know it?
4. Siti says "you are right". What does she mean?
5. Besides it is healthy, how is gado-gado according to Siti?

Activity 4



Your teacher is going to read the dialogue again. This time, while you are listening, tick (v) the ingredients of gado-gado mentioned in the text. Some have been done for you.

Ingredients	
1. egg	(v)
2. soyabean cake	()
3. red chilli pepper	()
4. cabbage	(v)
5. long beans	()
6. peanut	()
7. brown sugar	(v)
8. lemon	()
9. salt	()
10. white sugar	()

Activity 5



Your teacher is going to read another dialogue between a mother and her son preparing food. Listen to your teacher reading it and answer the questions about the dialogue after listening.

Questions:

1. What type of food are Fajar and his mother preparing?
2. Is Fajar excited about helping her mother? How do you know?
3. What are the things that Fajar do when he is helping her mother prepare the food?
4. What does Fajar's mother want him to do before they have lunch?
5. Does Fajar mind doing it?

Activity 6



The following is a dialogue about how to make a banana milkshake. Fill in the blanks with the appropriate expressions.

A : Mmm, this is a wonderful dessert. What is it?

B : _____

A : Really? Is it easy to make?

B : _____.

A : Oh, good. What do you need?

B : _____

A : And what do you do with the banana and ice cream?

B : _____

A : Yeah...

B : _____

A : Sure.

All you need is vanilla ice cream. And a banana, of course.
Don't you know how to do it now? It's a banana milkshake!
You just put all the ingredients into a blender.
It's pretty simple.
And mix them for thirty seconds.

Activity 7



In pair act out the completed dialogue.

Activity 1



Individually make notes about your favorite snack.

What is it?

What ingredients do you need to make it?

How do you make it?

Activity 2



In pairs, take turns describing orally how to make your favorite snack using the following scheme.

A : What's your favorite snack?

B : It's

A : What ingredients do you need to make it?

B : You need

A : How do you make it?

B : First, you After that,

Next, Then

Activity 3



Work in pairs. Pretend that an Exchange Program student from Australia asks you to tell her how to make fried rice. How would you explain her?

Section Two:

Written Procedure

Presentation

Activity 1



Have you ever read food recipes in a newspaper or a magazine? Share the information from the recipes with your friends.

Activity 2



Study the elements of the following procedure.



Pic.2.2 (Clipart 2005)

How to make jelly

Making jelly is very simple by following these directions.

You will need one packet of jelly crystals, a 500 ml jug, 250 ml of boiling water, 200 ml of cold water, and a bowl.

1. Empty contents of a packet of jelly crystals into the jug.
2. Add boiling water.
3. Stir well until crystals dissolve.
4. Add the cold water and stir.
5. Pour mixture into a bowl.
6. Refrigerate until firm.

(Dit. PSMP, 2006)

Elements of a procedure

1. Title, introducing the aim of the procedure:
How to make jelly
2. List of materials needed:
one packet of jelly crystals, a 500 ml jug, 250 ml of boiling water, 200 ml of cold water, a bowl.

3. Technical words:
crystals, dissolve, stir, bowl
4. Sequence of steps, in order, to complete the procedure:
Steps 1 - 6
5. Numbers showing the order to do the steps:
Numbers 1 – 6
6. Sentences like commands, beginning with the actions

Activity 3



Check the meaning of each of the following words in your dictionary before you do activity 4 .

1. cardboard (noun) =
2. string (noun) =
3. glue (noun) =
4. sticky (adjective) =
5. tape (noun) =
6. measure (verb) =
7. fit (verb) =
8. slip through (verb)=
9. overlap (noun) =
10. stand (noun) =

Activity 4



Read the following text carefully. The text is about a procedure to make a cardboard photo frame.

How to Make a Cardboard Photo Frame

Equipment and materials needed:

Cardboard, paper, string, etc.

Photo

Glue

Paint

Sticky tape

Ruler

Steps:

1. Find a photo.
2. Measure up frames.
3. Cut out the first frame.
4. Cut out the second frame so that the first frame can fit on top without slipping through.



Pic.2.3 (http://www.statueofliberty.org/statue_of_liberty_Picture.html)

5. Make the third frame with the same overlap.
6. Paint the frame in different ways.
7. Attach a stand or handle.

Exercise 1

Complete the following table about the procedure above.

Title	Materials needed	Technical words	Number of steps	Verbs showing actions

Exercise 2

Answer the following questions about the text above.

1. What do you need to make a cardboard photo frame?
2. What is the first step to make the frame?
3. What colours do you need to paint the frame?
4. What is the final step to make the frame?

Activity 5



Below are the steps to make instant fried noodle. They are not in the right order. Put them in the right order and use necessary words of sequences.



Pic.2.4 (Clipart 2003)

	Take the noodle from the water and drain it.
	Spread fried onion and the noodle is ready to serve.
	Pour the seasoning, soy sauce, and chili powder into the noodle, and mix well.
	Boil the noodle in two glasses of water and simmer for 3 minutes.
	Put the noodle on a plate.

Activity 6



Check the meaning of each of the following words in your dictionary before you do activity 7.

1. mungbean (noun)
2. porridge (noun)
3. ingredient (noun)
4. tender (adjective)
5. simmer (verb)

Activity 7



Work in pairs. Read the recipe below. Rewrite the steps using the appropriate sequence adverbs (first, second, third, fourth, then, next, after that, finally, etc.) Don't use numbers.

Mung bean porridge

Ingredients:

One cup of mung bean

4 tablespoonfuls of sugar

½ teaspoonful of salt

5 cups of water

Steps:

1. Wash the mung bean.
2. Boil the water.
3. Put the mung bean into the boiling water.
4. Let the mung bean become tender.
5. Add the salt and the sugar.
6. Simmer for 30 minutes.
7. Serve the mung bean porridge.



Pic.2.5 (Clipart 2005)

Production

Activity 1



Work individually. Write a food recipe that you are familiar with. Be sure that your recipe has the ingredients and the steps to follow.

Activity 2



Using the following structure of procedure, write a text on how to make something.

Procedure - text organizer

Title :

By :

Goal :

- tell what will be made or done

Requirements

- list of what is needed

Steps

- number in order of what has to be done
- include diagrams or pictures if needed

(taken from Writing Fun, Eather, 2006)

Homework

From a manual book, find procedures of how to prepare or operate something. Tell orally the procedures in front of the class.

Summary

You have learned in this unit how to tell about steps or procedures of making things .

There are things to remember:

1. Generally text of procedure has the following parts:
 - a. The title
 - b. List of materials needed
 - c. Sequence of steps, in order, to complete the procedure
 - d. Numbers showing the order to do the steps (optional).
2. The structure above is usually found in recipes or manuals.
3. You mostly use imperative sentences (verb + noun/noun phrase +) when you tell about steps or procedures of doing something.
4. The verbs that are used in telling about steps or procedures of doing things are action verbs, those that express actions.
5. To clearly show the order or sequence of the steps, you use adverbs of sequence like first, second, after that, finally.

Evaluation

Activity 1



Read the following text carefully.

How to catch a wave

Here's some advice for kids who are just learning how to surf.

1. Use a light, small, fiberglass board with a leprope and a wetsuit if it is cold
2. Find a safe, uncrowned spot on the beach. The water should not be too choppy so that you will get a clean ride.
3. Don't go out too far if you haven't surfed before
4. Wait until you see a small wave then lie on your surfboard. When the wave is close, start paddling furiously.
5. If you are more experienced, you could try kneeling on the board once you are on the wave.
6. The most important thing is to keep your balance or else you will end up falling off the board!

Activity 2



Complete the following table about the text above.

Title	Materials needed	Number of steps	Verbs showing actions

Activity 3



Choose the word that is closest to the meaning of each of the words below as used in the text.

1. surf (verb)
 - a. drive a wave
 - b. ride on a wave
 - c. swim under a wave
2. wetsuit (noun)
 - a. T-shirt
 - b. trousers
 - c. rubber clothing
3. spot
 - a. place
 - b. area
 - c. pool
4. choppy
 - a. slippery
 - b. wide
 - c. small
5. paddle (verb)
 - a. swim
 - b. pull
 - c. drive
6. furiously
 - a. angrily
 - b. happily
 - c. sadly

Activity 4



State whether the following statements are true or false.

1. The steps written in the text are about learning to surf.
2. The steps are especially for beginners
3. The text would most probably be found in a manual.
4. A beginner is suggested to wear a wet suit when the weather is cold.
5. Water with rough waves cause a clean ride.
6. "To catch a wave" in the text means "to dive under a wave".
7. Keeping the balance is the key word for successful surfing.

Activity 5



Read the procedure text below and fill in the blanks in its structure.

Germinating petunia seeds

.....

.....

.....

Follow these instructions to
germinate petunia seeds.

You will need:

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

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 deg. C).
7. Keep soil moist by watering gently while seeds are germinating. Seeds will germinate in approximately 10 - 14 days.

(<http://www.rickys-nursery.co.uk>)

Activity 6



Answer the questions about the text above.

1. Where would you most probably find that kind of text above?
2. How long will it take for a petunia seed to germinate?
3. What is the minimum temperature required when the seed is put in the sun?
4. How should you water the seeds when they are germinating?

Activity 7



Choose the word that is closest to the meaning of each of the words below as used in the text.

1. germinate
 - a. bear
 - b. start growing
 - c. pollinate
2. fertiliser
 - a. chemical substance
 - b. seed
 - c. fruit
3. scatter
 - a. move to different directions
 - b. cover
 - c. dig
4. choppy
 - a. slippery
 - b. wide
 - c. small
5. firmly
 - a. loosely
 - b. tenderly
 - c. strongly
6. moisten
 - a. make dry
 - b. water
 - c. make wet
7. gently
 - a. slowly and carefully
 - b. fast
 - c. warmly
8. tray
 - a. carrier
 - b. mover
 - c. installer

9. spray
 - a. soak
 - b. place
 - c. insert
10. instruction
 - a. step
 - b. movement
 - c. teacher

Reflection

1. What have you learned from this unit?
2. Which part in this unit is the most interesting to you?
3. Which part in this unit is the least interesting?
4. Have you found your English improved after doing the activities in this unit?

Vocabulary List

Words	Parts of Speech	Phonetic transcription	Indonesian Equivalent
utensils	n	['jʊtensəlz]	alat masak
trademark	n	[treɪdmɑ:k]	merek dagang
prepare	v	[prɪ'peə]	menyiapkan
awful	adj	['ɔ:fəl]	tidak menyenangkan
surf	v	[sɜ:f]	berselancar
ingredients	n	[ɪn'ɡri:diənt]	bumbu
seed	n	[si:d]	biji
firm	adj	[fɜ:m]	kuat
stir	v	[stɜ:]	mengaduk
sticky	adj	['stɪki]	lengket

Fun Page

Yellow Butter

Yellow butter purple jelly red jam black bread
Spread it quick
Say it quick

Yellow butter purple jelly red jam black bread
Spread it quick
Say it quick

Yellow butter purple jelly red jam black bread
Now repeat it
While you eat it

Yellow butter purple jelly red jam black bread
Don't talk
With your mouth full!

Mary Ann Hoberman



Pic. 2.6

(www.mentmorefoods.co.uk)

UNIT 3

What A Pity!



Pic. 3.1 (<http://images.google.co.id>)

In this unit, you will learn how to:

- understand short and simple transactional and interpersonal texts. involving giving and responding to bad news
- understand short and short functional texts in the form of personal letters
- read aloud short and simple personal letters responding to bad news
- write short an simple personal letters responding to bad news

Section One:

Expressing and responding to bad news

Presentation

Activity 1



From the face in the picture we can tell how he feels. How do you think the boy in the picture feels?

He looks sad because he might have got bad news. When he tells you about his bad news, how would you respond it? What expressions would you use in the situation?



Pic. 3.2 (<http://images.google.co.id>)

Activity 2



Study the following short dialogues. Read them aloud while paying attention to the responses.

Jono : My uncle didn't get the job after all.
Joko : **Oh, what a pity!**

Evi : Have you heard that 300 people were killed when a plane crashed this morning?
Yuni : **Oh, how terrible!**

Sinta : My uncle's house is drowned because of Lapindo mudflood. Now they are staying with us. The kids lost most of their school stuff.
Ulfa : **I'm sorry to hear that.** Let me know if you need anything, ok?

Aning : You look sad, Ucok. Is anything wrong?
Ucok : I've lost my wallet.
Aning : Did you put some money in it?
Ucok : That's the problem. I put the school fee for this month.
Aning : **Oh dear. That's a pity!**

Kuncoro : Look at this news. A ship was reported to have sunk into the ocean due to a fire. Thirty passengers were killed including a three-month-old baby and two pregnant mothers.

Fatimah : **Oh no! How dreadful.**

Activity 3



The following expressions below are some of the expressions that you can use to respond to bad news. Read them aloud with the correct pronunciation and intonation.

Responding to very bad news

1. How awful!
2. How terrible!
3. I'm really sorry to hear that.
4. That must've been awful!
5. That must've been terrible!

Responding to less serious news

1. Oh no!
2. What a pity!
3. What a shame!
4. What a nuisance!
5. Poor you.

Activity 4



Bad news may come from people regretting for the mistakes they have done. What do you say when you regret for the things you have done and what do you say when you hear someone regrets for the things he or she has done? Study the following short dialogues and read them aloud while giving attention to the expressions in bold type.

Dialogue 1

Ani : You look different, Ali. What is the matter?

Ani : **I don't know why I did not study hard for the exam.** I failed the exam.

Ali : **Don't take it so badly.** Next time better.

Ali : Thanks a lot for your concern.

Dialogue 2

Bambang : **I really regret rushing off the house.**

Anita : What happened?

Bambang : I knocked an old woman down.

Anita : Was she injured?

Bambang : Not seriously, actually.

Anita : **Don't blame yourself.** It could happen to anyone

Dialogue 3

Endah : **I can't think why I never listened to your advice.**

Simatupang : Why did you say that? Is there anything wrong?

Endah : Yes. I rode my motorcycle carelessly and hit a tree. It broke down.
Luckily, I did not get seriously injured.

Simatupang : **I know how you must be feeling, but that could be a good lesson for you to be more careful in the future.**

Activity 5



The following are expressions we can use for expressing regrets. Read them with the correct pronunciation and intonation

I don't know why I never listened to your advice
I'm really sorry I didn't listen to your advice
I really regret having hurt your feeling
I really regret not obeying your advice

Activity 6



The following are expressions we can use for responding to regrets. Read them with the correct pronunciation and intonation.

1. Don't take it badly
2. Don't blame yourself
3. I know how you must be feeling, but it could happen to anyone.

Practice

Activity 1



Practice acting out the following dialogues. After that, answer the questions after the dialogues.

Dialogue 1

(Anita and Julia are reading a newspaper in the library)

Anita : Look! Oh no.

Julia : What is it?

Anita : It's about the earthquake and the tsunami in Aceh. It's really terrible. The news states that at around 8 a.m. the earthquake shook the land of Aceh and the tsunami burst out not long after that. They destroyed the land 15 minutes later. More than two hundred thousand people died and many were missing.

Julia : It's unbelievable.
(Anton joins them).

Anita : Hi, Anton. How are you?

Anton : Not so good.

Anita : Why? Are you sick?

Anton : No. This morning I watched TV. All the news was about the tsunami in Aceh and North Sumatra. You know, most of my relatives live there.

Anita & Julia: **We are really sorry to hear that.**

Anton : Thanks for your concern.

Questions:

1. What does it mean when Anita says "Oh, no"?
2. What is the bad news?
3. What does she mean when Julia says "It's unbelievable".

At school. It is Wednesday

Dialogue 1

Tami : Excuse me, Sir. I'd like to ask for your permission to be absent for a couple of days.

Mr Hardi : Why? What's the matter, Tami?

Tami : Well, my father is ill. He's going to have an operation.

Mr Hardi: **Oh, dear. I'm sorry to hear that.** How long will you be absent?

Tami : I hope to be back next Friday.

Mr. Hardi: That's all right, Tami. And I hope your father will get better soon.

Questions:

1. Who is Mr. Hardi to Tami?
2. What is the bad news?
3. How does Mr Hardi show his concern?

Activity 2



Work orally in pairs with these situations. One gives the news and the other responds to the news in an appropriate way.

1. Ani : Thousands of people were killed during the earthquake last month.
Ali :
2. Bambang : My uncle passed away last week. He died of heart attack.
Joko :

3. Asep : Someone stole my mobile phone when I was sleeping on the bus.
Ujang :
4. Helena : My sister hit her mouth on the car door and broke a tooth.
Maria :
5. Siska : My vacation at the beach was terrible. It rained hard all day.
Susan :

Activity 3



Complete these dialogues by using suitable expressions. In pairs act the dialogues out after that.

1. A : Hey! What happened to your leg?
B : I hurt it playing football.
A : _____ How did you do that?
B : I fell as I was running to get the ball.
A : _____
B : Yes. I won't be able to play for a month.
2. A : Did you hear that there was a burglary at the Hasans's house?
B : _____ What happened?
A : Well, when they came back from their holiday, almost all their furniture had been stolen, their new TV set and stereo too!.
3. A : I won't be able to come to your party tonight. I'm afraid I'm not feeling well.
B : _____
A : Yes. I think I've got the flu. I've got a fever and a terrible headache.
B : _____

Activity 4



Now, your teacher is going to read the complete version of the incomplete dialogue below. While listening complete the dialogue and answer the questions about the dialogue.

- Edy : You look worried , Anang. What's the matter?
Anang : I can't seem to up in the mornings.
Edy :! That's a problem. But don't you have an alarm clock?
Anang : Yes, of course, but I never seem to hear it.
Edy : Well, why don't you buy an electric one? They go on ringing until you switch them off.
Anang : Yes, that a good idea.

Questions:

1. What is the problem with Anang?
2. How does Edy react to Anang's problem?
3. What kind of suggestion does Edy give to Anang?

Activity 5



Study the following dialogue about a terrible weather.

- A : Hi, Nirina. This is Surya. I'm calling from Kuta.
B : From Kuta? What are you doing in Kuta?
A : I'm on vacation.
B : How's the weather in Kuta? Is it sunny?
A : No, it isn't. It's been raining for the whole week.
B : You cannot have a good time then.
A : No, of course not. I'm having a terrible time here. I regret going to Bali in the rainy season. I don't know why I never listened to you.
B : Don't take it so badly. You still can have a lot to enjoy in the rainy season there.

Activity 6



It's your turn now to make a similar dialogue. This is the situation:
You're on vacation, and the weather is terrible. Call a classmate.

- A : Hi, _____. This is _____. I'm calling from _____.
B : From _____? What are you doing in _____?
A : I'm on vacation.
B : How's the weather in _____? Is it _____?
A : No, it isn't. It's been _____.
B : You cannot _____.
A : No, of course not. I'm having a terrible time here. I _____.
I don't know why I never listened to you.
B : Don't take it so badly. You _____

Production



Now in pairs create your own dialogues based on the situations below.
Then present your dialogue in front of the class.

1. You call your friend and invite him to play football together. Your friend politely refuses because he just got a traffic accident. He was hit by a car from the back. Now he has to wear a cast. Express your regret and promise to visit him soon.
2. Your sister calls you from a bus station and tells you that she has been waiting for an hour but you have not appeared. Express your deep regret for keeping her waiting and tell her to wait for some more minutes.

Section Two:

Written news items

Presentation

Activity 1



Have you also written a letter responding to bad news?

How do you write it?

Have you also written a letter expressing regrets?

How do you write it?

Activity 2



Read the following letters and answer the questions that follow.

Jakarta, November 1, 2006

Dear Miss Ana,
I heard from my classmate Mila that you are hospitalized. I'm so sorry to hear about your condition. I really would like to visit you but I'm still in Jakarta and won't be back until the end of the month. My prayers for your health. I'll visit you as soon as I arrive in Surabaya.

Best regards,
Kiki

Hi Dimas, what's up pal! Toni told me you just got an accident. He said you would miss our game against Diponegoro Secondary School. What a pity! Don't worry about it friend! Get well soon!

Wirman

1. What type of letters are they?
2. Do you notice the difference between the two? Which one is more formal?
3. How do you know?
4. How do you analyze the structure of a letter? Could you identify the following parts in both letters?

Parts	Letter 1	Letter 2
Date		
Greetings		
Body		
Expression of sympathy		
Closing		
Salutation		

Activity 3



The following extract mentions steps of writing a letter responding to bad news. The text has been modified from the text in the internet written by Andrea Miller. Originally the text was written for letters of condolence for someone's death. However it could be used as a guide for making letters responding to bad news. Read the text carefully and try to understand what you do in each of the steps.

Step 1. Acknowledge the sadness

As a starting point you need to acknowledge the sadness.

Examples could be:

I was sorry to hear that

I was very upset to hear

I was terribly sorry to learn about

Step 2. Express Your Sympathy

Examples could be:

Please accept my sympathy for your

I want to express my heartfelt sympathy for

May the love of family and friends comfort you.

Step 3. Offer Assistance

But don't make offers you can't fulfill.

If there is anything I/we can do, I/we am/are only a phone call away.

If there is anything I can do such just let me know.

Please call if there is anything I can do.

Step 4. Close with a thoughtful word or phrase.

Our thoughts are with you at this difficult time..
May the love of family and friends comfort you.

Step 5. The Ending and Sign Off.

With love and sympathy,
Sincerely,
Your friend,
Love,
Affectionately yours,
Yours,
Very sincerely
With my deepest sympathy,
My fond respects to you and yours.

<http://www.funeral-poems.com/>

By Andrea Miller

Practice

Activity 1



Galang got an email from his friend telling him that her holiday is terrible. However, the letter cannot be read because it's torn. Help Galang reconstruct the letter by filling in the missing words.

Dear Galang,
I'm writing from our hotel at Pasir Putih Beach. I'm on vacation with my family. To tell the truth, we're having _____

The weather isn't very good. In fact, it's _____.
Right now I'm looking out the window, and it's _____ very _____

Food is another problem. The restaurants are _____ but the food isn't very good. In fact, my Mom is _____ right now. She got _____.

Well Galang, I hope your vacation is _____. Tell me about it when the holiday is over.

Cheers,
Nia

Activity 2



Galang wants to write back to Nia, but his English is not so good. His letter is not well-arranged. Help him rearrange the letter telling Nia that he feels bad about Nia's vacation.

- _____ a. You must feel terrible there with nothing interesting to do.
- _____ b. I broke my legs when riding my bicycle.
- _____ c. Well, my vacation is not very good either.
- _____ d. Hi Nia. I got your email. What a nuisance!
- _____ e. Cheers. Galang
- _____ f. Now I have to wear a cast for at least one month.
- _____ g. Ok, Nia. Come back soon.

Activity 3



Now write Galang's letter in an appropriate letter style.

Production

Activity 1



Work individually. Try to write a letter to respond to the following situation

One of your classmates has been sick in the hospital for a week. The class has decided to visit him/her this evening, but you cannot go with them because you have to leave for Jakarta this afternoon for a national speech contest. Write a letter telling your regret and wish that she/he will get better soon.

Activity 2



Work individually. Try to write a short letter to respond to the following situation:

The younger brother of an Exchange Program student in your class from Australia is being hospitalised for cancer. She is now back home in Australia and has written you a letter telling about that. You want to write her back.



Pic. 3.3 (rob@gordon.id.au)

Homework

1. Search the internet for expressions used in each of all the steps for making letters responding to bad news, three expressions each.
2. Search the internet for
 - a. one dialogue of people expressing and responding to bad news
 - b. one example of letter expressing bad news.
 - c. one example of letter responding to bad news

Summary

In this unit you have learned

1. how to use expressions that show bad news (I have lost my wallet, My brother has been hospitalized for a week for an unknown illness, etc)
2. how to use expressions that are used to respond to bad news (What a pity, I am sorry to hear that. etc)
3. Steps of writing a letter responding to bad news (acknowledge the sadness, express your sympathy, offer assistance, close with a thoughtful word or phrase, the ending and sign off.

Evaluation

Activity 1



Respond to the following bad news, one different expression for one different situation.

1. One third of the people in the world do not have enough clean water.
2. Chemicals have destroyed ten percent of the ozone layer in Europe and North America.
3. Each year, people burn or cut down nearly 143,000 kilometers of forest.
4. Every day, Americans and Canadians produce 1.8 kilograms of garbage per person

Activity 2



Fill in the following two incomplete dialogues with appropriate expressions.

Dialogue 1

Hasan : What happened? You look so awful today

Jufri : I was having the worst week end in my life.

Hasan : I don't understand

Jufri : I lost wallet in the bus, and somebody tried to steal my hand phone.

Hasan : _____

Dialogue 2

Irene : Are you OK, Tony?

Toni : I must leave the class and go home now. I've just got a call from my home in Manado.

Irene : Was it a bad news?

Tony : _____

Irene : Please accept my condolences. If there's anything I can do for you, just tell me now.

Toni : No, Ir, but thanks anyway for your concern.

Activity 3



Rearrange the following sentences into a good letter responding to bad news.

1. Through this letter I want to accept my heart-felt sympathy for this sadness.
2. If there is anything I can do just call me or send me short messages.
3. I was very sorry to hear that your son had a motorcycle accident yesterday and that he had to be hospitalised.
4. With love and sympathy,
5. May the love of family and friends comfort you.

Reflection

1. What have you learned from this unit?
2. Which part in this unit is the most interesting to you?
3. Which part in this unit is the least interesting?
4. Have you found your English improved after doing the activities in this unit

Vocabulary List

Words	Parts of speech	Phonetic Transcription	Indonesian Equivalents
assistance	n	[ə'sistəns]	bantuan
terrible	n	['terɪbl]	sangat buruk
dreadful	v	['dredfʊl]	sangat jelek (cuaca)
sympathy	n	['sɪmpəθi]	simpati
torn	adj	[tɔ:n]	sobek
regret	n	[rɪ'gret]	penyesalan
nuisance	n	['nju:səns]	penyebab masalah
shame	n	[ʃeɪm]	sesuatu yang memalukan
respond	v	[rɪ'spɒnd]	menanggapi
exchange	n	[ɪks'tʃeɪndʒ]	pertukaran

Fun Page

HOUSES

There are houses
Made of wood,
And houses made of sticks;
There are houses
Made of mud,
And houses made of bricks.



Pic. 3.4 (Dit. PSMP, 2006)



Pic. 3.5 (Dit. PSMP, 2006)

There are houses
That are high,
And houses that are low;
There are houses
That are single,
And houses in a row.



Pic. 3.6 (Dit. PSMP, 2006)

There are houses
In the east,
And houses in the west;
There are houses all around me -
But my house is the best!

(source: Dit. PSMP, 2006)

UNIT 4

What Are They?



Pic.4.1 (<http://images.co.id/>)

In this unit, you will learn how to:

- understand short and simple reports in the form of monologues
- read aloud short and simple written reports
- read short and simple written reports
- write short and simple reports

Section One:

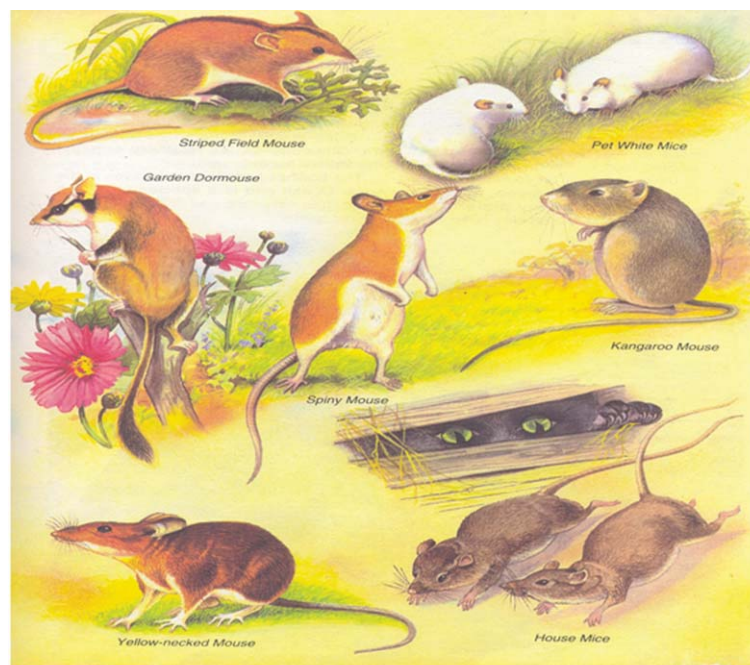
Spoken Report

Presentation

Activity 1



You know a mouse, don't you? In the following picture you see more than one mouse. You see many mice. Say (not write) as many words as possible about a mouse. Work with your friend in your group. Your teacher will help you do this. He or she will also show you how to say the words correctly. The table below can help you find the words.



Pic. 4.2 (Dit. PSMP, 2006)

Parts	head, sharp teeth, ...
Colour	dark grey, ...
Size	small, ...
Food	rice, meat, ...
Habit	gnaw, climb ...
About parts	long, pointed, ...
Traits (=sifat)	cute, ...

Can you mention the kinds of mice shown in the picture?

Activity 2



Below are some statements about a mouse. Learn how to say them.

- A mouse is a rodent.
- A mouse has four legs.
- A mouse runs fast.
- A mouse is a big eater.
- A mouse smells well.
- A mouse has a tail.
- A mouse is a small mammal with short fur, a long tail and pointed face.

Activity 3



To talk about something in general, you may also use the plural form. So, you can either say:

- A mouse is a rodent or Mice are rodents.
- A mouse has four legs or Mice have four legs.
- A mouse can run fast or Mice can run fast.

Do the same thing with the rest of sentences in activity 2.

Activity 4



Here are more exercises to pronounce the plural -s. Read the following sentences aloud individually:

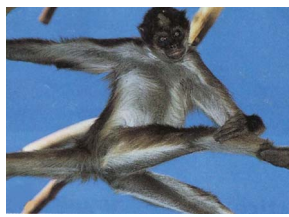
1. Tigers like to stay near a tree to catch their preys.
2. Pigeons can fly at sixty miles an hour.
3. Chickens, ducks, and turkeys lay eggs.
4. Cheetahs cannot draw in their claws.
5. Leopards are members of the "big cat" families.
6. Ostriches find their food in grasslands.

Activity 5



Now, let us see what you say about a mouse in general. When you say "mice have long tails", you mention the physical characteristics. Look at the pictures below and find an animal with one of the following characteristics mentioned in the table below. Then, say the sentence, for example, "Giraffes have long necks".

A long tongue	a short tail	long arms	small spots
A small nose	a long neck	soft fur	big spots
A hard shell	small ears	thin legs	black and white stripes



Pic. 4.3 (Dit. PSMP, 2006)

Practice

Activity 1



Listen to your teacher read the following text about gorillas. After that read the text yourself and answer the questions that follow.

GORILLAS

Gorillas are the largest of all the primates. A male gorilla can be 180 centimeters tall and can weigh 200 kilograms. Gorillas are very strong but they do not often fight. In fact they are peaceful animals.

Gorillas live in small family groups of about 15. In a group there is one strong, older male, some young males, and a few females with their babies. They move slowly around a large area of jungle eating leaves and bushes.

In some ways gorillas are very like humans. When they are happy, they laugh and wave their arms. When they are angry, they beat their chests. When they are sad, they cry. But they cry quietly, without any tears.

Unfortunately, people hunt and kill gorillas. They also cut down and burn their trees. There are now only about 10,000 gorillas left in the world.

(Source : Abbs, Brian, et.all. Take Off, Student Book 2, p 68)

Questions:

1. How tall can gorillas be?
2. How much can they weigh?
3. Do gorillas like fighting?
4. Where do they live?

5. Do gorillas usually live alone?
6. What do they eat?
7. What do gorillas do when they are happy? Sad? Angry?
8. How many gorillas are there left in the world?
9. Why are not there many left?

Activity 2



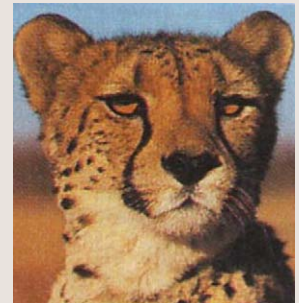
Here's another text that your teacher will read. Listen and try to understand the text with your books closed.

THE CHEETAH

The cheetah is the fastest animal on land. It can run 100 kilometers an hour. It is now rare and is one of the animals which is in danger of extinction.

The cheetah has a small head and ears, and long, powerful legs. It always hunts and chases its prey on open ground.

This is a different way of hunting from the other "big cats." They like to stay in and near trees to catch their prey. The cheetah is also different from other cats because it cannot draw in its claws.



(Source: Abbs, Brian, et.al. Take Off. Student Book 2, p. 52)

Now, read the text above, and while reading it, complete the following table.

Family	
Physical description	
Way of hunting	
Differences between Cheetahs and other big cats	

Activity 3



When you have a closer look at the text about cheetahs above, you will find that the text starts with a definition or classification of cheetahs. This is then followed by the description of the animal. The description may cover physical, behavioural characteristics or other characteristics of the animal. If necessary, to make your description clearer you may compare the animal with other animals of the same family.

Now, read the text and decide the paragraph that defines cheetahs and those that describe the animal.

Activity 4



When we give descriptions of animals or other things, we may use complex sentences. Look at the following sentence which is taken from the text about cheetahs.

A cheetah is one of the animals which is in danger of extinction.

This complex sentence has been composed from two smaller sentences.

- a. A cheetah is one of the animals.
- b. A cheetah is in danger of extinction.

The word “which” combines the two sentences. Thus, the following two simple sentences can be combined into a complex sentence.

- a. Robins are birds.
 - b. The birds sing beautifully.
- Complex sentence : Robins are birds which sing beautifully.

Exercise

Use these notes to write sentences with “which”

Example: Baluran/national park/Banyuwangi, East Java

Baluran is a national park which is located in Banyuwangi, East Java.

1. The American bald eagle/bird/in danger of extinction.
2. Zebra/animal/has black and white stripes.
3. Bee/insect/produces honey.
4. Greenpeace/a group/helps protect the environment.
5. World Wildlife Fund/a group/helps save animals and plants.
6. Whales/biggest mammals/live in the sea.
7. Amphibians/animals/live in both water and land.
8. Gorillas/largest primates/are very like humans in some ways.
9. “Panji Sang Penakluk”/interesting TV program/teaches us to love animals.
10. Green Turtles/giant turtles/lay their eggs on the shore.

Production

Activity 1



Now, work with a friend to describe at least three different animals. Say five expressions about each animal. Use *is/are*, *have/has*, and action verbs (e.g., *run*, *eat*, *sleep*, etc.).

For example:

- Cats are tame animals.
- Cats have sharp eyes.
- Cats are afraid of water.

Then, use the information to make a dialogue with your partner.

Look at the example:

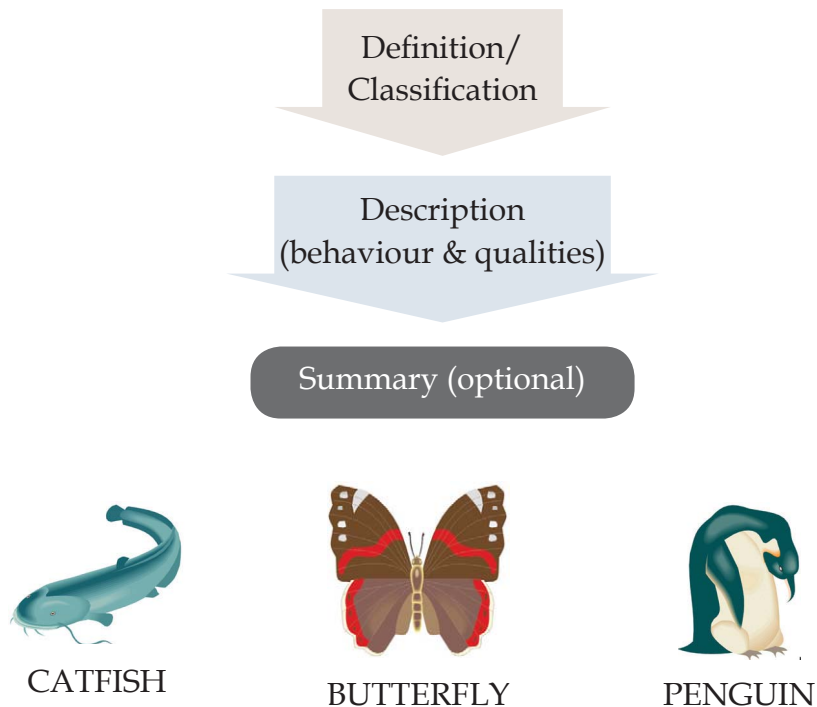
A : What's special about a giraffe?

B : It has a very long neck, long thin legs, and small ears.

Activity 2



Prepare an outline of report text for oral presentation about one of the following pictures. Follow the structure or outline of the report text you have learnt.



Pic. 4.4 (Clipart 2005)

Activity 3



Find a picture of an object from a magazine or postcard, bring and present it orally to the class.

Section Two:

written report

Presentation

Activity 1



Look at this picture of a baby elephant below.

1. Which parts of its body attract you the most?
2. Tell your reasons to the class.
3. What is this elephant doing?
4. Is the elephant still very young? How do you know?

Parts of the elephant's body: head, trunk, eyes, ears, tail ...

Label each part of its body.



Activity 2



Elephants are amazing animals. Do you agree?

Complete the following sentences. Use the suitable words from the box.

1. Elephants are the _____ land animals.
2. Elephants' _____ are strong enough to pick up trees.
3. Elephants are good swimmers and use their trunks like _____.
4. Elephants live together in _____ groups.
5. Elephants _____ each other when in trouble.
6. Elephants' trunks are _____ enough to pick up flowers.

help (v)

family (n)

snorkels (n)

largest (adj)

trunks (n)

sensitive (adj)

Activity 3



Match the words with their definitions.

- | | |
|-------------|--|
| 1. earth | a. to find unexpectedly |
| 2. discover | b. animal's body apart from the limbs and head. |
| 3. trunk | c. the planet on which we live |
| 4. pick up | d. to rub (a part of one's body) with one's fingernails to relieve itching |
| 5. scratch | e. to take hold of and remove |
| 6. swat | f. to hit or crush with a sharp blow |

Practice

Activity 1



Read the following report text about elephants. Then, answer the questions that follow.

Elephants: The Amazing Animals

Elephants are the largest land animals on earth. They have the largest brains of any mammal. Elephants talk to each other. Researchers have discovered more than 50 different types of calls that they use to communicate with each other. Their trunks are strong enough to pick up trees but sensitive enough to pick up a flower. They use them as tools to sweep paths, to scratch themselves, to swat flies, and to draw in the dirt. They are good swimmers and use their trunks like snorkels. They live together in family groups. They help each other when in trouble. They join together to care for and rescue their young.

(Dit. PSMP, 2006)

Comprehension questions

1. What kind of animal is reported in the text?
2. What is its brain like?
3. Mention its parts of the body as described in the text.
4. Which of the following descriptions is not correct?
 - a. Elephants can't take flowers.
 - b. They can communicate well with their babies.
 - c. They are cooperative among others.
5. How do they sweep paths?
6. Who discovered that elephants have different types of calls they use for communication?
7. Do elephants like to isolate themselves from other elephants? Why or why not?

Activity 2



When a writer reports something, he or she begins with some definitions and then goes on with some descriptions.

Definition: Complete the beginning sentence of the 'Amazing Animals' text.
Elephants are

Descriptions of behaviours or qualities: Copy the suitable words from the text to complete the descriptions.

1. Elephants have ... , and are able to
2. They ... strong trunks, and are able to
3. The can also
4. They live together and

Activity 3



Study the words in the following list. Then, read the report text and answer the questions provided.

Vocabulary list:

mate (n)	: pamer	outstretched adj)	: terbentang
show off (v)	: ujung jari	twirling (adj)	: berputar-putar cepat
tip-toes (n)	: kawan	alive (adj)	: hidup

DANCING BIRDS

Many birds dance to attract a mate, especially in springtime. From pigeons to parrots, birds like to show themselves off by dancing. Have a look at the birds near where you live and see what kinds of dances they perform.

Ostriches are the only birds which dance for fun. Early in the morning, the birds gather and begin to dance in circles on tip-toes with their wings outstretched. Very soon, the whole group joins in with the twirling dance. Scientists think that this dance is purely an expression of joy at being alive!

(Dit. PSMP, 2006)

Comprehension questions

1. What kind of bird is reported in the text?
2. Why do they dance?
3. Which of the following description is not correct?
 - a. Birds may dance to attract their mates.
 - b. Ostriches dance for fun.
 - c. Ostriches dance without their friends.

4. When do they dance?
5. Who says that the ostriches' dancing is an expression of joy?
6. The writer uses a pronoun to replace a noun. What does 'their' in 'their wings outstretched' refer to?
 - a. circles
 - b. tip-toes
 - c. ostriches

Activity 4



When a writer reports something, he or she begins with some definitions and then goes on with some descriptions.

Definition : Complete the beginning sentence of the 'Dancing Birds' text.
Ostriches are the only birds .

Descriptions: The writer shows how and why ostriches dance. Copy the suitable words from the text to complete the descriptions.

1. Early in the morning, they _____ and _____ to _____ in circles on _____ with their wings _____ .
2. The whole group _____ in with _____ .
3. They dance to express _____

Activity 5



Work in pairs.

Which of the following sentences may be included in a general description or definition of a snake? Put a cross (X) in the corresponding boxes. When you finish, discuss your work with your teacher.

- I saw a snake this morning.
- Snakes are reptiles.
- Snakes have a scaly skin and no legs.
- We don't like snakes.
- A female snake is laying eggs in the basket.
- Female snakes lay eggs.
- When the baby snakes hatch out of the eggs they are small, sticky and have a bright scaly skin.
- I think the baby snakes are very small but strong.
- The mother is not doing anything to help the babies come out of the eggs.
- Baby snakes have to look after themselves and find their own food.
- The snake ate a big frog and a rat.
- Some snakes kill animals such as frogs, fish, rabbits, rats and mice.
- First she killed them, and then swallowed them slowly.
- They can kill these animals in two ways.

Activity 6



Work in pairs.

Now discuss the incomplete text 'Praying Mantis' below with your partner. Then, rewrite it by filling in the missing parts from the box.

- a. the mantis eat them
- b. small frogs and birds
- c. praying mantis are a type of insect
- d. including the rainforests of south Africa
- e. some of them are very beautiful
- f. so that they cannot get away

Activity 7



Work in pairs.

Now discuss the incomplete text 'Praying Mantis' below with your partner. Then, rewrite it by filling in the missing parts from the box.

- | | |
|--|--|
| a. the mantis eat them | d. including the rainforests of south Africa |
| b. small frogs and birds | e. some of them are very beautiful |
| c. praying mantis are a type of insect | f. so that they cannot get away |

Praying Mantis

_____. They live in many parts of the world, _____.
_____. They eat small insects and spiders but some big mantis eat _____. Some mantis eat other mantis. They start with the head first _____. They come in many different colours, _____.
_____. The flower mantis from Africa look like flowers. Insects land on them to get food but, instead, _____! Mantis live for about five to seven years.

(Dit. PSMP, 2006)

Production



Individual Activity

Every one of you has to write a report (general description) about an animal or a thing that you are interested in about 75 – 100 words long. Put them in your portfolios or send them to the wall magazine in your school.

Follow these steps.

Step 1	Choose a topic.
Step 2	Collect information for your report. Observe the real animal/plant/object. If this is impossible, observe the photo. You may also need to come to someone or to read a book to get useful information about it.
Step 3	Plan what to include in the definition, and what to include in the description section.
Step 4	Write the first draft.
Step 5	Revise the first draft and make sure you have the right grammar, vocabulary, spelling and punctuation.
Step 6	Show the second draft to the teacher or to a friend. Ask them for their comments and evaluation. They may be useful for you to improve your draft.
Step 7	Write the last draft and put this in your portfolio.

In order to write good reports, you may also need to come to your friends and your teacher for help. A lot of reading will surely help you improve your writing skill!

Homework

Activity 1



Read these jumbled sentences carefully. Arrange them into a good text.

1. They run fast.
2. They have sharp teeth.
3. They have black spots.
4. They have furry skin.
5. Cheetahs are big cats.

Answer these questions

1. What is the correct arrangement of the text?
2. After being correctly arranged, what is the type of the text?
3. Which sentence is identified as classification?
4. Are most of the sentences declarative or descriptive?
5. Is the description of cheetahs general or specific?

Activity 2



Use these notes to write sentences with “which”

Example: Baluran/national park/Banyuwangi, East Java

Baluran is a national park which is located in Banyuwangi, East Java.

1. The Sumatranese tiger/animal/in danger of extinction.
2. Sharks/kinds of fish/aggressive when they smell wound.

3. Butterfly/kind of insect/can fly.
4. Car/type of vehicle/has four wheels.
5. Electric car/type of car/powered by battery
6. Sharks/biggest wild mammals/live in the sea.
7. English/language/spoken all over the world.
8. Shimpanses/largest primates/behave like humans in some ways.
9. "Kick Andy"/interesting TV program/teaches us to be wise.
10. A /giant /lay their eggs on the shore.

Summary

In this unit you have learned how to respond to and produce the report text. The following are what we understand about the text:

- a. This text is factual text used to describe things as they are with reference to a whole range of natural and social phenomena in our environment.
- b. The text comprises general classification or definition and description of parts and their functions, qualities, or behaviors.
- c. The use of the verb be: is and are
- d. The use of the verb have and has.
- e. The use of the action verb: run, eat, chase, etc

Evaluation

Activity 1



Study the following report text and identify:

- a. sentences that contain definition or classification.
- b. sentences that contain description.

A seed is a little plant. It is a plant that has not started to grow. There are many different types of seeds: tree seeds, flower seeds, and grass seeds. They vary in size from the small to the large one. All seeds have three parts: a food store, a baby plant or an embryo, and a seed coat. Seeds are produced from flowers of plants. They are carried by the wind, by insect, by water, by birds, by animals and humans. Some seeds, such as beans, grow very fast; but others are slow growing, like the oak seed.

Activity 2



Fill in the blanks with **is, are, have** or **has**.

1. There many types of flowers in the park.
2. A seed a food store, an embryo, and a seed coat.
3. All cheetahs a small head and small ears.
4. Cheetahs the fastest runners on land.
5. there any cheetah in the zoo near your house?
6. There no singing bird in the park near my house.
7. Baluran a national park located in Banyuwangi.
8. Tigers sharp teeth, so do cats.
9. There much water under the ground.
10. A singing bird a very beautiful sound.

Activity 2



Write a report about an animal or a thing that you are interested in. Your writing is about 75 words long.

Reflection

1. What have you learned from this unit?
2. Which part in this unit is the most interesting to you?
3. Which part in this unit is the least interesting?
4. Have you found your English improved after doing the activities in this unit.

Vocabulary List

Words	Parts of speech	Phonetic Transcription	Indonesian Equivalents
rodent	n	[ˈrəʊdənt]	binatang pengerat
prey	n	[preɪ]	buruan
hunt	v	[hʌnt]	berburu
trunk	n	[trʌŋk]	belalai
amazing	adj	[əˈmeɪzɪŋ]	menakjubkan
discover	v	[dɪsˈkʌvə]	menemukan
ostrich	n	[ˈɒstrɪʃ]	burung onta
extinction	n	[ɪkˈstɪŋkʃn]	musnah
snorkel	n	[ˈsnɔːkl]	alat bantu

Fun Page



Read this poem with proper pronunciation and intonation.

Poetry

How would you feel if a cow ate you?
Caught you and bopped you,
And chopped you in two,
Fried you or broiled you or put you in a stew
With carrots, potatoes and an onion or two?

So sometimes at dinner when you're starting to chew,
Put down your steak and ponder this through,
How would you feel if a cow ate you?

By Peter Traynor

(Dit. PSMP, 2006)

UNIT 5

Really?



Pic. 5.1 (Clipart, 2005)

In this unit, you will learn how to:

- express happiness to receive good news
- express politeness in showing opinions
- read different kinds of texts, namely leaflets, personal letters, and advertisements, and
- write different kinds of texts.

Section One:

Responding to Good News and Expressing Opinions

Presentation

Activity 1



The following dialogue involves a student telling good news and the one receiving it. Study the typical expressions to tell good news and to respond to it.

Manneke : Hi, Jane. I've been looking for you.

Jane : Hi. What's up?

Manneke : I have good news for you. Your article on the tourism in Manado won the national competition.

Jane : Really? It's what I want to hear. Where can I find the information about it?

Manneke : I read the announcement in front of the teacher's office.

Jane : I want to see it. Thanks for the information.

Manneke : No problem. Congratulations, Jane.

Jane : Thank you.

In the dialogue, you find that Jane is happy with the good news. Jane responds to the good news by saying '*Really? It's what I want to hear*'. Study the expressions to respond to good news in formal and informal situations.

In a formal situation	In an informal situation
In a formal situation, people respond to good news by saying that they feel happy with the news. Some expressions are: <i>I'm glad to hear that.</i> <i>I'm happy with the news.</i> <i>I can feel that you're happy.</i>	In an informal situation, people respond to good news in more various ways. They usually express their amazement on the news, express great happiness, or even express that they are confused. Some examples of the expressions are: <i>Really?</i> <i>Wow!</i> <i>Amazing.</i> <i>Wonderful.</i> <i>That's great.</i>

Activity 2



Complete the following dialogue. Choose the right expressions provided in the box.

Guess what.
You're joking.
Thanks.
Congratulations.
I can't believe it.

Yeni : Hi, Yuni. ...!
Yuni : What is it?
Yeni : You were the winner in the speech contest.
Yuni : ..., aren't you?
Yeni : No. That's true. I've just read it on the newspaper.
Yuni : Really? Are you sure?
Yeni : I am. ...!
Yuni : ... Thank you very much.

Here are some expressions that you can use in breaking news and responding to it.

Breaking news	Responding to news
Guess what!	That is smart.
I'll tell you what!	You are terrific.
Have you heard the news?	Is that true?
Look at this. You won't believe it.	I can't believe it.

Activity 3



In our life we often have to express opinions about something.
Listen to your teacher. Repeat after him/her.

- I like/love cycling.
- I quite like swimming.
- I (really) enjoy reading.
- I'm very keen on football.
- I'm really fond of apples.

Activity 4



In our life we often have to express opinions about something.
Listen to your teacher. Repeat after him/her.

- I like/love cycling.
- I quite like swimming.
- I (really) enjoy reading.
- I'm very keen on football.

Activity 5



Sometimes we also have to express opinions contrary to the above examples.
Listen to your teacher. Repeat after him/her.

- (I'm afraid) I don't like bananas.
- I really hate lamb.
- I'm not very keen on swimming.
- I don't think mountain-climbing is very enjoyable.

Activity 6



Study the dialogues below.
Answer the questions that follow.

Dialogue 1

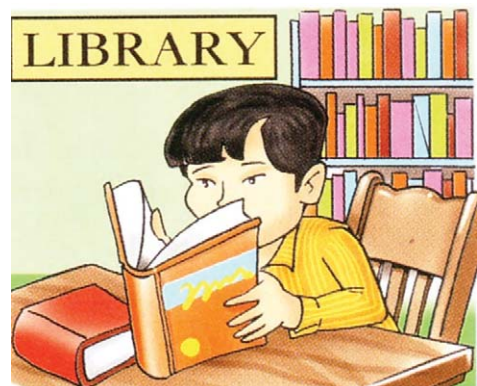
Enos and Nida are on the way to the library wanting to see what is on the English Corner.

Enos : Do you like our school library?

Nida : Yes, I do. I like the English Corner in particular. What about you?

Enos : The English Corner is not bad. I don't like some writings on it because they have a lot of mistakes. But I really like the information on some English learning materials from the Internet. So I usually go to some of the websites to get some more materials for learning English. I love them very much.

Nida : Great. Well, I also like some children's stories from the Internet. The librarians are good too and they are very helpful.

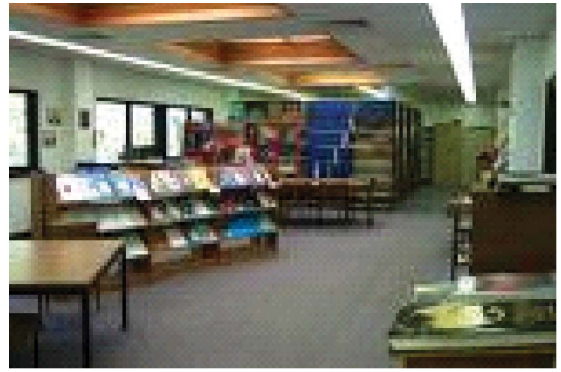


Pic. 5.2 (Clipart, 2005)

Questions:

1. What are Enos and Nida talking about?
2. What makes them go to the library?

- Does Enos like the English Corner in the library or not? What did he say?
- What does Nida like very much?
- Underline the expressions that show 'likes' and 'dislikes'.



Pic. 5.3 (<http://image.google.co.id>)

Dialogue 2

Asep and Lina go to the library to see what is on the English Corner.

- Asep : What do you like about our school library?
- Lina : I'm really fond of the English Corner. I want to see if there are some learning resources from the internet there. What about you?
- Asep : The English Corner is not bad. I really like some funny stories available there. And I want to put one there. But I'm afraid I don't like some writings. Some people just cut them out from newspaper and paste them there.
- Lina : I love our school library. It has a good collection of novels. And the librarians are very nice. They are really very helpful.

Questions

- What do Asep and Lina want?
- What do you know about the girls' school library?
- What makes Lina love the library?
- Write the expressions that tell 'likes' and 'dislikes'.

Activity 7



When we are given two or more choices, we sometimes have to express opinions showing a choice.

Listen to your teacher. Repeat after him/her.

- I like apples more than bananas.
- I like jogging better than cycling.
- I prefer tea to coffee.
- Reading is more enjoyable than watching movies.

Activity 8



Listen to your teacher reading a dialogue between school friends, Tomi and Dea.

- Tomi : Do you like rock music, Dea?
- Dea : No, I don't like it very much. It's very noisy. Do you?
- Tomi : Well, yes, I do. I'm a real fan of the Linkin' Park.
I love their music. It's nice pop rock.

Dea : Really? Is the group still popular?
 Tomi : Yes. I think so. What kind of music do you like now?
 Dea : I love pop songs, especially English songs. They help me learn English a lot.
 Tomi : Who's your favourite group?
 Dea : I'm really fond of West Life although they are not popular any more.

Questions:

1. Does Tomi like rock music?
2. What about Dea?
3. Do the scorpions play rock music or jazz?
4. Who loves West Life?
5. Is West Life still popular now?

Practice

Activity 1



Complete the following dialogues by using the expressions below. You can use the expressions more than once.

I'm glad to hear that.

That's great.

I've got good news.

I cannot believe that...

Thank God.

1. Maria : _____. We'll have a trip to Bandung and Jakarta.
 Adi : That'll be great. We can visit Tangkuban Perahu and Tugu Monumen Nasional.
2. Mr Jarwo : Finally, this project succeeds.
 Mr Brata : _____ Thank you.
3. Putri : _____ my brother has History of Indonesia, a book I'm looking for.
 Fredy : _____. We can finish our project on Indonesian history.
4. Ida : _____ finally I'll have a vacation in Bali.
 Asep : _____.
5. Laila : _____. Ferias will get married next month.
 Angelina : _____ she'll get married.

Activity 2



What do you think of the things in the box?
With your partner, make short dialogues about them.
Then, act out the dialogues.



Pic. 5.4 (Clipart, 2005)

dogs

museums

big cities

tea

motor racing

basket ball

quiz shows

computer games

exams

parties

hard work

football

Examples: (1)

Student A: How do you like dogs?

Student B: I'm afraid I don't like dogs because they
are not friendly to strangers.

(2)

Student A: How do you like museums?

Student B: I quite like museums because we can learn
a lot of things from the artefacts in them.



Pic. 5.5 (Clipart, 2005)

Production

Activity 1



Work in pairs. Make short dialogues in which you share your opinions about these kinds of transport. Use the expressions and the model dialogue you learnt in the previous activities. Add any necessary information you like in your conversation.

Example:

Ali : Do you like travelling by bus?

Bambang : No, I don't like it very much. I like travelling by train better than by
bus. It's safer, people say.

Ali : What about you?

Bambang : ...





Pic. 5.6 (Clipart, 2005)

Activity 2



Now express your opinions about your school and its environments. Give your reasons. Discuss them with your friends.

Examples:

Student A: How do you like the school garden?

Student B: Well, I like it very much because it has many colourful flowers.

Student A: What do you like about your school?

Student B: I really like the school yard. It's large. It has many benches under the shady big trees. It also has various flowers.

Student A: What don't you like about your school?

Student B: I don't like the noise outside the school. There's too much traffic on the street outside the school.

Take turns to express your opinions about these.

- the school garden
- the noise outside the school
- the buildings
- the school yard
- the toilets
- the cafeteria
- other facilities





Pic. 5.7 (<http://classroomclipart.com>, 2006)

Activity 3



Make dialogues that talk about your city.
Use the expressions you have learnt previously.

Example 1:

Student A: What don't you like about your city?

Student B: I don't like the transportation. There are too many vehicles and reckless drivers that make pedestrians feel unsafe.

Example 2:

Student A: What do you like about your city?

Student B: I really like the town square. It has spacious green grass. It has many toy and food stalls. It's my favourite place to go on weekends.

Activity 4



Take turns with your partner to tell your favourite music, singer, or band.
Express your opinions about them.

Activity 5



Work in pairs again. With your partner, get prepared to make a dialogue in which you will express your opinions about things or activities.

Section Two:

Leaflets, Personal Letters, and Advertisements

Presentation

Activity 1



Read the following leaflet and answer the questions.



Pic. 5.9 (Dit. PSMP, 2006)

Questions

1. What does the text inform us?
2. Where can we most probably find such a text?
3. What activity is scheduled on 17 September 2006?
4. Who might be most interested in the activity?
5. Mention 5 of the companies that sponsor the activity.
6. What is the main purpose of holding the activity?

Activity 2



Read this letter and answer the questions about it.

Anne writes a message on her Student Blog in the Internet in the form of a letter to everyone visiting her Blog. She invites anyone reading her letter to reply and becomes her friends.

Here is one of Anne's letters. She invites everyone to be her friends by mail. Read carefully this personal letter.

Cliffton
School Newport,
Gwent Wales

15 March 2008

Dear everyone,

I don't live in England, I live in a big town called Newport. It is in the south of Wales! It has got a population of 120,000 people. My school is in the north of the town. Near the school there are shops, offices and cafes.

A lot of students like football. After school they play football in the park near the sea. I don't like football. I go to the swimming pool near the bus station after school. I'm in the school swimming team. I live about four kilometres from school. I don't walk to school. I go on the school bus. There are a lot of factories near my flat. My mother works in one of the factories. My father doesn't work.

On Saturday mornings I have guitar lessons in my teacher's house near the library and museum.

Write and tell me about your town and school.

Love,
Anne

Questions

1. Who did Anne write to?
2. Where does she live?
3. Does she live in a house or a flat?
4. How does she go to school?
5. What is her sport?
6. What do her parents do?



Pic. 5.10 (Dit. PSMP, 2006)

Activity 3



Read the following advertisement.

Elegant architecture, finest material
EXECUTIVE



KALIURANG VILLAS
3, 4, 5 bedrooms available
Open 7 days a week
Free pickup for viewing

Call us for site viewing
0274 888 777
www.kaliurang.co.id

Answer the following questions.

1. Where are the villas located?
2. What facilities do they have?
3. What are the villas like?
4. If we want to find more information about the villas, which homepage should we open?
5. If we want to visit the location, which telephone number should we contact?

Practice

Activity 1



Complete the following leaflet using the expressions in the box below.

environment	invited	emphasize
information	classes	teachers



Pic. 5.11 (Clipart, 2005)

THE VICTORIA INTERNATIONAL SCHOOL YOGYAKARTA

Enrolment starting now for July 2008
Interested parents are to our campus at
Jl. Sorowajan 38 Yogyakarta
From 8.00 am to 4.00 pm on weekdays

We provide students with:

- Friendly
- Small of 20 students
- Some from Victoria State, Australia

We students' individual learning needs.

For further, call or fax Yeni at:

Phone : 0274 445 445

Fax: 0274 445 445

e-mail: enrol@visy.net

Visit our website:

www.visy.net

Activity 2



Write to a reply to Anne's letter. Use the information about your home and school. Check the grammar with your friend.

.....

.....

(Your address)

.....

(date)

Dear,

.....

.....

.....

.....

Love,

.....

(name)

Some Points to Remember:

- Begin your sentences with capital letters and end them with a comma.
- Make sure that you write the receiver's address and your address correctly.
- Use Anne's letter as a model for your writing.
- Ask your partner to give comments on your writing.
- Revise it.

Activity 3



Read the following information carefully. Work in pairs or groups of three. Write an advertisement using the information given below. Be creative. Show your ad to your teacher for necessary correction. Colour the pictures. Then, put it on the display board.

Information

The Planet Drinks at Jl. Pasirkaliki 9, Bandung will open on 13 October 2008 for customers who love enjoying tasty drinks from various parts of Indonesia. The phone is 022-4266004.

A hundred kinds of drinks and various foods will be available in our cozy restaurant at low price. Our staff members are friendly and we have a spacious parking area.

Production

Activity 1



Write a leaflet telling students at your school that there will be several competitions to celebrate the school anniversary. The competitions include, among others, poetry reading, a singing contest, and sports matches. You can use the model in Activity 1 in the presentation section.

Activity 2



Write a personal letter to your friend informing him/her your plan for your holiday at the end of the year.

Activity 3



Work individually to write an advertisement. Imagine you are going to advertise the soft opening of your business. Use a dictionary to find words related to the vocabulary.

Are you interested in opening:

- a burger shop (Picture 1)
- a coffee shop (Picture 2)
- a chicken shop (Picture 3)
- or another business?



Picture 1



Pic. 5.12 (Clipart, 2005)

Picture 2



Picture 3

Activity 4



Write an advertisement and win a prize from your teacher if your advertisement can be one of the best five.

Homework

Rewrite the lyrics of 'Que Sera Sera' on the fun page in your own words.

Summary

In this unit you have learned how to express:

- (1) happiness to receive good news
- (2) politeness in showing opinions

Here are some phrases that help you be polite:

- Use 'please' either at the beginning or at the end of your commands or requests.
- Begin your commands with 'Would you ...,' 'Could you ...,' 'Won't you ...?'

In this unit you also learn different kinds of texts, namely leaflets, personal letters, and advertisements

Activity 1



Which of these expressions show opinions about 'likes'? Put a tick before the sentence showing an opinion about 'likes'.

1. What a wonderful cat it is.
2. I am very fond of Oprah Winfrey Shows on Metro TV.
3. My sister really loves cats.
4. My English teacher really enjoys reading novels.
5. My class mates are very keen on camping.

Activity 2



Which of these expressions show opinions about 'dislikes'? Put a tick before the sentence showing an opinion about 'dislikes'.

1. My younger is afraid of rats.
2. Tina hates my pet animals.
3. Ukok really dislikes cockroaches.
4. Japanese like eating raw fish very much.
5. Some people are really crazy about puppet shows.

Activity 3



Which of these expressions are meant to show politeness? Put a tick before the sentence expressing politeness.

1. Shut up, won't you?
2. Would you keep silence, please?
3. I wonder if you could lend me your book.
4. Please clean the floor.
5. Sit.

Reflection

Answer the following questions.

1. In your opinion, which part in this unit is the most interesting?
2. Which part in this unit is the least interesting?
3. Which part in this unit is the most difficult?
4. Which part in this unit is the easiest?
5. Does this unit help you improve your English?

Fun Page

Study this song and answer the questions.

QUE SERA SERA

Sung by Connie Francis

- . 1 2 3 5 3 5 . 3 5 .
1. When I was just a little girl
 2. When I was just a child in school
 3. Now I have children of my own

- 3 5 3 6 5 . 6 5 3 4 .
1. I asked my mother, "What will I be?"
 2. I asked my teacher, "What should I try?"
 3. They asked their mother, "What will I be?"

- 7 1 2 1 7 . 6 7 1 7
1. Will I be pretty? Will I be rich?"
 2. Should I paint pictures? Should I sing songs
 3. Will I be pretty? Will I be rich?

- . 4 5 6 5 7 1 . .
1. Here's what she said to me.
 2. This was her wise reply
 3. I tell them tenderly

Reff: 1 7 6 4 6 . .

Que sera sera

7 2 1 6 5 1 3 .

What e ver will be will be.

5 6 5 3 5 2 5 . .

The future's not ours to see

2 3 4 7 1 . .

Que Sera Sera

2 3 4 7 1 . 0

What will be, will be.

Questions

1. When she was young, what did the singer want to know about her future?
2. What did she really become when she was grown-up?
3. What are the English words for “Que Sera Sera”?
4. Did the singer get the same question when she had children of her own?
5. Did the lyric tell you that the singer was pretty?

Vocabulary List

Word	Part of Speech	Phonetic transcription	Indonesian equivalent
advertise	v	[ˈædvətaɪz]	mengiklankan
advertisement	n	[ədˈvɜːtɪzmənt]	iklan
brochure	n	[ˈbrəʊʃə]	brosur
dislike	v, n	[dɪsˈlaɪk]	tidak suka, ketidaksukaan
express	v	[ɪkˈspres]	mengungkapkan
expression	n	[ɪkˈspreʃn]	ungkapan
like	v, n	[laɪk]	suka, kesukaan
polite	adj	[pəˈlaɪt]	sopan
politeness	n	[pəˈlaɪtnəs]	kesopanan
prefer	v	[prɪˈfɜː]	lebih suka
preference	n	[ˈprefrəns]	pilihan

UNIT 6

What is it Like?



Pic. 6.1 (Clipart, 2005)

In this unit, you will learn how to:

- understand short and simple reports in the form of monologues
- read aloud short and simple written reports
- understand short and simple written reports
- write short and simple reports

Section One:

Spoken Reports

Presentation

Activity 1



Work in pairs and fill in the following table.

Name of the animal	Habitat	Life span	Physical appearance	Food
1.				
2.				
3.				
4.				
5.				

Activity 2



Work in pairs and ask your partner the following questions. Take turns to use first the questions in (a), and then those in (b).

(a)

1. What kind of animal are cats?
2. Where do they live, in water or on land?
3. Could you tell their body parts?
4. What do they eat?
5. How do they reproduce? Do they give birth to babies and produce milk for them?



Pic. 6.2 (Clipart, 2005)a

(b)

1. What animals live in water?
2. What animals live in water and on land?
3. What is the biggest animal that lives in sea water?
4. What is the biggest animal that lives on land?
5. Do you keep an animal in your home?
6. Tell your friends about the animal you keep at home.



Pic. 6.3 (Clipart, 2005)

Activity 3



You learn a lot from your science class about animals and plants. Ask your friends the following questions.

1. What animals live in water?
2. What animals live in water and on land?
3. Do you keep a pet at home?
4. Describe the general characteristics of your pet or any animal that you know.
 - a. Are they mammals, reptiles, or amphibians?
 - b. How do they look? What are their parts, size, etc.?
 - c. What do they eat?
 - d. Do they lay eggs or have babies?
 - e. Do they breastfeed their babies or not?



Pic. 6.4 (<http://www.petspeopleplace.com>)

Activity 4



Let's now talk about sharks. Notice some expressions in the spoken text below.

So what's a shark? A shark is Right. A shark is a sea-living creature. It's a fish. Good! Can you mention some other fishes? Yes, barracuda, cod, salmon, tuna, and swordfish. Right?

Does a shark breathe through lungs? No, it breathes through its gills. Can sharks live on land? No. Right! How long can a shark be? Yes, up to 8 metres.

Do all sharks eat meat? No, they don't. Some sharks eat plankton. They are harmless.

There are such expressions as *Right*, *Good*, *Yes*, and *No*. They are called fillers. They are commonly used in a spoken text.

Activity 1



Your teacher will read a text about marsupials for you. Listen carefully to answer the following questions.

1. What kind of animal are marsupials?
2. Where do marsupials live?
3. Do you think we have marsupials in Indonesia?

Marsupials

Do you know marsupials? Marsupials are animals that have a built-in baby carrier.

You know, marsupial mothers have a pouch on the front of their bodies. You know what? A marsupial mom puts her newborn baby in her pouch. She carries the baby around until it is ready to go out on its own.

Kangaroos are one kind of marsupial. But there are many other kinds, too.
Where do they live?

Er ... most marsupials live in Australia and New Zealand. A kind of opossum is the only marsupial that lives in North America. A few other kinds of marsupials live in Central and South America.
Some marsupials live in deserts. Others live in deep forests. Still others live on open plains.

Taken from Microsoft ® Encarta Kids® 2007



Pic. 6.5 (<http://www.petspeopleplace.com>)

Activity 2



Read the text describing 'marsupials' above.
Then, answer these questions.

1. What is the text trying to tell you?
 - a. to describe 'marsupials'
 - b. to tell me what happened to 'marsupials' in the past
 - c. to tell me how 'marsupials' protect themselves from danger

2. Does the first paragraph give you the definition of 'marsupials'?
3. Do the next paragraphs describe how 'marsupials' look and where they live?
4. Is the text written as an article or a letter?
5. How does a marsupial carry its baby around?



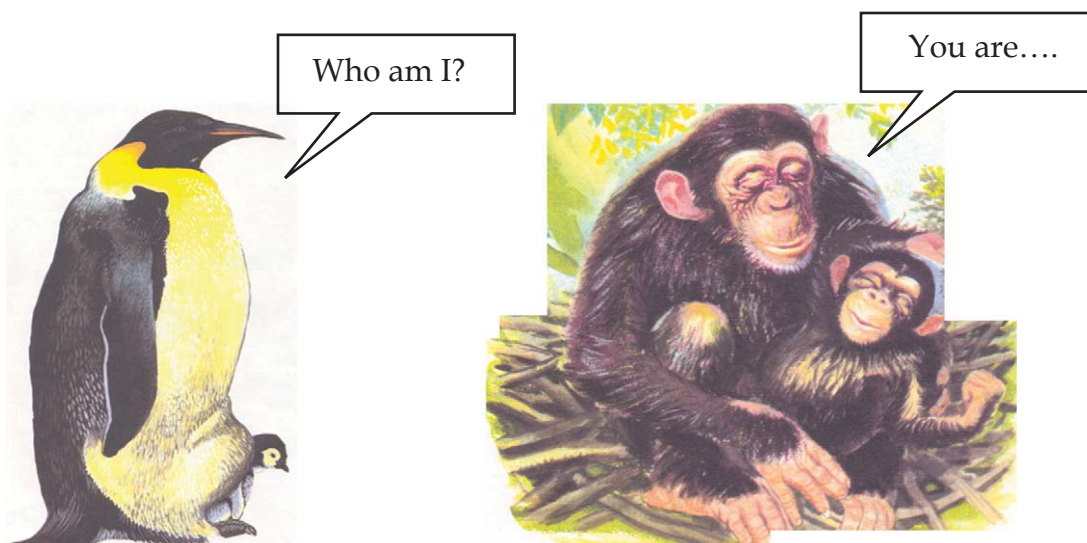
Pic. 6.6 (<http://www.petspeopleplace.com>)

Production

Activity 1



This is a 'Who am I?' game. In your group, you will take turns making a puzzle. You will make the other members guess what you are talking about. Say up to 10 statements to describe your animal/plant/object. Then, other group members will guess what it is.



When you have any problem finding words in English, come to your teacher or look them up in your dictionary.

Take 10 minutes to prepare your puzzle. Study this example.

Allen : Who am I?
 I am big and I am strong. I have a long tail. I eat grass. I don't like meat. I have 4 legs. I can run very fast. I help people. They go to far places on my back. If you bother me, I will kick you with my hind legs.
 Who am I?
 Ben : A horse?
 Allen : Yes, you are right.

Activity 2



Now, work in groups of four. Describe four different animals orally so that each of you will have one to tell to the class. To prepare your spoken report, you may use your biology textbook or an encyclopaedia to get information about the animals you want to describe. Each member of the group will take turns to report one of the animals.



Pic. 6.9 (Dit. PSMP, 2006)

Here are some guidelines for you to follow.

- Say at least five expressions describing each of the animals.
- Use is/are, have/has
- Use action verbs that show behaviour (e.g., breathe, run, eat, sleep, etc.).
- Each person must contribute expressions to the group. Then, take turns to report to others the description of one thing.



Pic. 6.10 (Dit. PSMP, 2006)

Follow the steps below.

What is the animal?	.....
Define what the animal is.	..... ..... .....
Describe its look, habitat, behaviour, etc.	..... ..... ..... ..... .....

In a monologue, some fillers are necessary. Here are some examples:

Well, ...

You know what?

Guess what!

Er...

Em...

You know, ...

You may describe these animals if you like, or describe animals of your own.



Pic. 6.11 (Clipart, 2005)



Activity 3

Now it's time for you to work individually. Get prepared to describe an animal of your choice. Be well-prepared because you are going to report it to the class. Choose an animal that you have NOT discussed in the group. Please follow the steps in Activity 2 above.

Section Two:

Written Reports

Presentation

Activity 1



Study the text about sharks below. Some words are missing. Fill in the blanks with the words in the box. You can use one word more than once.

is	are	have	has	leave
eat	grow	depend	breathe	helps

SHARKS

A shark is a type of fish that lives in the sea. It ... one of the largest sea creatures. There ... over 350 species. A shark is shaped like a torpedo. It ... rough skin like sandpaper. Instead of bones it ... elastic cartilage which helps them to move easily. It can ... up to 8 metres.



Pic. 6.12 (Microsoft Encarta, 2008)

Sharks ... found in all oceans around the world. The type of shark found will ... on the water's temperature. A shark ... to keep moving when it is asleep because it will either sink or suffocate. It has to keep moving because it needs to ... through its gills to keep alive.

When sharks are hungry, they look for food. Different sharks eat different food. Harmless sharks eat plankton but harmful sharks eat meat.

Sharks ... up to forty two babies (which are called pups) at a time. When the pups ... born, they ... straight away because the mother shark does not have teats. Some sharks ... their pups in different ways, some lay eggs while others ... them alive. When they are born they need to defend themselves because they have no one to help them.

(Source: Microsoft Encarta, 2008)

Activity 2



Read the text entitled 'Sharks' again more carefully. Then, answer the following questions in your words.

1. What is a shark?
2. What shape does a shark have?
3. Why does a shark have to keep moving while it is asleep?
4. How does a shark breathe?
5. What are pups?

Activity 3



When you describe things, you will usually use these verbs.

is are have look

Fill up the blanks in the text below with one of the verbs. Do this in pairs. You can use one word more than once.

Amphibians

An amphibian (1) an animal that has moist, hairless skin.
Amphibians (2) cold-blooded, which means they cannot make their own body heat. They get warm in the sun and cool off in the shade.
The three main groups of amphibians (3) frogs and toads, salamanders, and caecilians. All amphibians(4) backbones.

The three kinds of amphibians (5) very different from each other. Frogs and toads (6) legs but do not have tails. Salamanders (7) short legs and long bodies ending in tails. Caecilians do not (8) any legs. They (9) a lot like big earthworms.

Activity 4



Read the text above in pairs to answer these questions.

1. The text is trying to
 - a. tell me about frogs, salamanders and caecilians
 - b. persuade me to like amphibians
 - c. describe amphibians
 - d. tell me that frogs are different from toads

2. The text is written for
 - a. Botanists
 - b. animal lovers
 - c. biology teachers
 - d. students learning biology
3. The text is written as
 - a. an advertisement
 - b. a letter
 - c. an article
 - d. a message
4. The verbs in the text are written in
 - a. the simple present tense
 - b. the simple past tense
 - c. the present perfect tense
 - d. the present continuous tense

Activity 5



Match the questions with the words in the box below. Discuss this with your partner. Then, report it to the class.

marsupial	mammal	amphibian	reptile	bird
botanist	computer	piano	scientist	

What do you call ...?

- a. a warm-blooded animal such as a human or a cow that gives birth to live babies and produces milk for them
- b. an animal such as a frog that can live on land and in water
- c. a two-legged, warm-blooded animal with wings, a beak, and a body covered with feathers
- d. an animal such as a kangaroo that carries its babies in a pocket of skin on its body
- e. an electronic machine that can store and arrange large quantities of information, which can be used to do many different things
- f. a large musical instrument that you play by pressing a row of narrow black and white bars
- g. somebody with an expert scientific knowledge of plants



Pic. 6.13 (<http://www.petspeopleplace.com>)

- h. someone who works in science
- i. an animal that lays eggs, and whose blood changes temperature with the temperature around it

Activity 6



Some noun phrases can be turned into an adjective by adding -ed to the noun.

Example:

Snakes have cold blood. (noun phrase)

Snakes are cold-blooded. (adjective)

Then, you can make a definition of snakes as this.

Snakes are cold-blooded animals. (noun phrase)

Now do these as the examples.

1. John runs with bare feet. He is a runner
John is a bare-footed runner.
2. Kangaroos have long legs. They are marsupials.
Kangaroos are long-legged marsupials.
3. Crocodiles have hard skin. They are reptiles.
Crocodiles are reptiles.
4. Jack does things with his left hand. He is a boxer.
Jack is a boxer.
5. Lizards have four legs. They are reptiles.
Lizards are reptiles.
6. Frogs have smooth skin. They are amphibians.
Frogs are amphibians.

Practice

Activity 1



Read the text about an iceberg below and answer the questions in your own words. Use a dictionary if necessary.

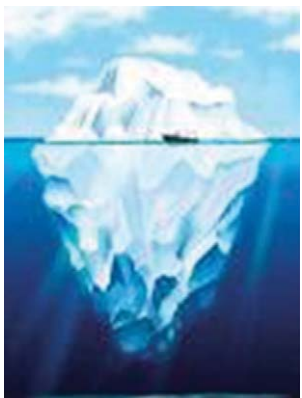
WHAT IS AN ICEBERG?

An iceberg is a great piece of ice floating in the sea. 'Berg' is the German word for 'mountain.' In the coldest parts of the earth, around the North and South Poles, land and sea are both covered by layers of ice, more than 300 metres deep at the centre.



Pic. 6.14 (<http://images.google.co.id>)

Tongues of ice, called glaciers, stretch out into the open sea. The sea water melts the bottom parts of these glaciers, then the top part moves into the water with a great noise. The great piece of ice sinks for a short time under the surface, then it rises again, and floats away as a new iceberg. Some icebergs are many miles long, and travel for thousands of miles and several years before they finally melt. The part of an iceberg which can be seen above the water is only about one-ninth of the total size. The rest is hidden under the waves.



Pic. 6.15 (<http://images.google.co.id>)

One of the world’s worst disasters at sea was in 1912 when the liner ‘Titanic’ hit an iceberg and sank on her first journey, killing hundreds of passengers.

Questions

1. What is an iceberg?
2. What is ‘berg’?
3. What is ‘glaciers’?
4. Where is most part of an iceberg?
5. How does the writer describe the North and South Poles?
6. What is ‘liner’?
7. What happened to the Titanic?
8. Why did the author write about iceberg?
9. How is an iceberg formed?
10. Describe how an iceberg looks in your own words.



Pic. 6.16 (<http://witchdoctor.files.wordpress.com>)

Activity 2



Work in groups of four. Make the definitions of these animals. One of your group members will report the work to the class.

1. Lizards are
2. Whales are
3. Rats are
4. Frogs are
5. Parrots are



Pic. 6.17 (www.petspeopleplace.com)

Activity 3



Write a paragraph about one of the animals above. Then, read your writing to the class.

Activity 1



Do the activity in groups of four. Report your work to the class.

Which of the following sentences are general descriptions of a snake? Write them down in your note-book.

1. Snakes are cold-blooded reptiles.
2. Snakes have a scaly skin and no legs.
3. A snake slithered into my room.
4. Snakes can wriggle and slide out of their old skin and grow a bright new one.
5. A female snake is laying eggs in the basket.
6. Female snakes lay eggs.
7. When the baby snakes hatch out of the eggs they are small, sticky and have a bright scaly skin.
8. I think the baby snakes are very small but strong.
9. Baby snakes look just like a tiny version of the mother.
10. The mother is not doing anything to help the babies come out of the eggs.
11. Baby snakes have to look after themselves and find their own food.
12. The snake ate a big frog and a rat.
13. Some snakes kill animals such as frogs, fish, rabbits, rats and mice.
14. First she killed them, and then swallowed them slowly.
15. They can kill these animals in two steps, i.e. by squeezing them to death and injecting them with poison.

Activity 2



Work in your group. Suppose you want to write about an animal, a tree, or an object. What would you do?

1. First, decide what animal, tree, or object you are going to write about.
2. Collect any necessary general information on the tree, animal, or object you are going to describe.
3. Remember to take notes of, for example, the animal
 - appearance (how it looks)
 - habitat (where it lives)
 - food (what it eats)
 - behaviour (how it moves, reproduces, etc.).



Pic. 6.18 (www.petspeopleplace.com)

4. How would you make a definition or general classification of what you write in the first paragraph?
5. Use adjectives to describe.
6. Use the verbs in the present tense.
7. Remember that when you describe something use often use 'be' and 'have'

Discuss this in your group. Then, write as best as you can. Give some illustrations, if possible.

Activity 3



Work in groups of four. Write about another object. Follow the same steps as in Activity 2.

Activity 4



Now write a report text of your own. You may choose one of these.

Cows

The heart

Umbrellas

Computers

Mangoes

Your Writing Guide

You need to follow these steps to write a good report text.

- Step 1 Choose a topic you want to write.
- Step 2 Collect information for your report. Observe the real animal, plant, or object. Also consult your science book or an encyclopedia, get help from your friends and your science teacher.
- Step 3 Plan what to include in the definition, and what to include in the description.
- Step 4 Write the first draft based on the data you collect.
- Step 5 Check your writing against the Checklist. Revise the first draft and make sure you have the right grammar, vocabulary, spelling and punctuation.
- Step 6 Show the second draft to the teacher or to a friend for his comments.
- Step 7 Revise the last draft. Display your writing on the wall magazine.

When you have finished with your writing, ask your partner to check your writing against this checklist. Then, revise your writing.

Your Writing Checklist

No.	Did you remember ...	
1	To use general information to introduce your topic?	
2	To use verbs in the present tense?	
3	To use verbs of being/having?	
4	To use adjective to give precise information?	
5	To check spelling of any technical terms?	
6	To use capital letters, full stops, commas where necessary?	
7	To use illustration where possible?	



Pic. 6.19 (Clipart, 2005)

Homework

Read aloud the poem in Fun Page on page 108 many times so that you can read it fluently. Learn by heart. Next week you are going to recite to your class.

Summary

In this unit you learn the text type that is used to describe things as they are. This means that your description of a thing, animal, or plant should be true for the whole class of it.

Here are some points to remember:

- In your first paragraph usually define or classify the thing that you describe.
- Use the verbs of simple present tense.
- Use a lot of be (am, is, are) and have (has, have)

Evaluation

A. State whether the statements are true or false. Discuss them with your friends.

1. When you write a report text, you will use verbs in the simple present tense.
2. To describe things as they are, you usually use be (am, is, are) and have (has, have).
3. Adjectives and adverbs cannot help you to describe things.
4. You can find a lot of report texts in your science books and encyclopaedia.
5. You begin your report text by defining the thing you want to describe.

B. Think and Write

Rewrite the stanza from the poem on the fun page from your memory.

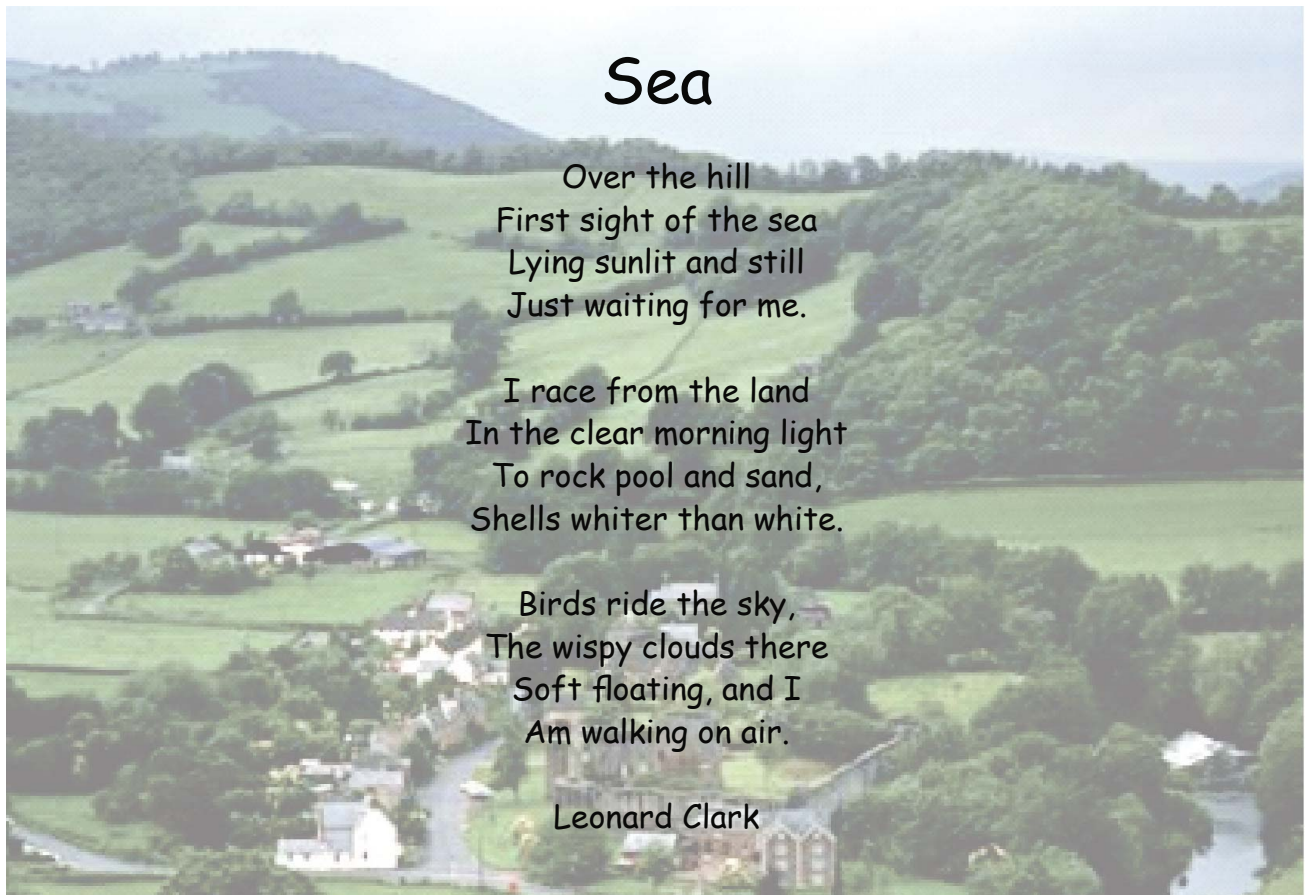
Reflection

Answer the following questions.

1. In your opinion, which part in this unit is the most interesting?
2. Which part in this unit is the least interesting?
3. Which part in this unit is the most difficult?
4. Which part in this unit is the easiest?
5. Does this unit help you improve your English?

Fun Page

Read this poem aloud. Pay attention to the syllables that rhyme.



Read the poem entitled 'Sea' again to answer these questions.

1. Who wrote the poem?
2. Find the words that rhyme in each stanza of the poem.
3. What did the writer tell you with his poem?
4. What is waiting for the writer?

Vocabulary List

Word	Part of Speech	Phonetic transcription	Indonesian equivalent
amphibian	n	[æm'fɪbiən]	ampibi, binatang yang hidup di dua alam
breastfeed	v	['breɪstfi:d]	menyusui
gill	n	[dʒɪl]	insang
mammal	n	['mæml]	mamalia, binatang menyusui
marsupial	n	[mɑ:'su:piəl]	binatang berkantung
pup	n	[pʌp]	bayi binatang, misalnya anjing, anjing laut, dan ikan hiu
reproduce	v	[ri:prə'dju:s]	berkembang biak
reptile	n	['reptail]	binatang melata
shark	n	[ʃɑ:k]	ikan hiu
suffocate	v	['sʌfəkeɪt]	kehabisan nafas

UNIT 7

Could You ...?



Pic. 7.1 (Clipart, 2005)

In this unit, you will learn how to:

- respond to simple and short transactional and interpersonal dialogues involving politeness
- express politeness in simple and short transactional and interpersonal dialogues
- understand short functional texts
- write short functional texts

Section One:

Spoken Reports

Presentation

Activity 1



Listen and complete the dialogues. Then practise it with your friend. The listening script is in the appendix.

Dialogue 1

- Neneng : Excuse me, ma'am.
Ms Ira : Yes, Neneng. What's the matter?
Neneng : May I ... your dictionary? I need to look up a new
Ms Ira : Sure. ... you are.
Neneng : ... you Ms Ira. I'll return it as soon as possible.
Ms Ira : You're

Dialogue 2

- Noya : Excuse me, sir. ... I interrupt, ...? I have a question.
Mr Hardi : Certainly, Noya.
Noya : I wonder if you ... explain the respiratory system again.
Mr Hardi : OK. I'll explain it after the ... time. Is it all right?
Noya : OK, sir. ... you.

Here are some polite expressions you can use when you ask something from someone, ask someone to do something, ask permissions and give advice.

- May I ...?*
Do you think it's OK if ...?
Sorry to disturb you, but ...
Excuse me, please.
May I interrupt, please?
I wonder if you could ...
If I were you ...
Do you mind if ...?

Activity 2



Study the following dialogue.



Pic. 7.2 (Clipart, 2005)

Clerk: Front desk. May I help you?
Keiko: Yes. This is Room 2234. May I have some extra towels please?
Clerk: Sure. I'll send some up right away.
Keiko: Oh, and could I borrow an iron?
Clerk: Certainly. I'll send one up with the towels.
Keiko: Great! Oh, I'd like a wake-up call tomorrow morning, please.
Clerk: Certainly. What time would you like us to call you?
Keiko: Umm... 7 a.m. would be fine.
Clerk: Sure.
Keiko: Thanks a lot.
Clerk: You're welcome.

The expressions below are polite expressions to show gratitude and respond to it.

Thanking	Responding to thanks
Thanks.	You're welcome.
Thanks for....	My pleasure.
Thank you very/ so much.	Any time.
Thanks a million.	No trouble at all.
I really appreciate it.	Not at all.

Activity 3



Study the following dialogue.

Andreas : Denny, do you know how to turn on the computer?

Denny : Yes, it's easy. Just turn on the power supply, then the monitor, and the CPU on.

Andreas : Sorry, your instruction was too fast. Can you repeat that?

Denny : Oh, I'm sorry. I'll repeat it slowly.

Andreas : Thanks.

In the dialogue above you find the expressions '*Sorry, the instruction was too fast. Can you repeat that?*' The expressions are polite expressions used to ask for repetition. Here are other expressions to ask for repetition.

Asking for repetition

I'm sorry?

I'm sorry I didn't catch what you said.

Could/would you repeat that, please?

I'm sorry. What did you say?

What was that again?

Practice

Activity 1



Complete the following dialogues with the right expressions from the box. Then, practise them with your classmates.

Do you mind if I open the window?

Do you think it's okay if I go home early today?

If I were you I wouldn't do that.

Sorry to disturb you, but I need to ask you something.

Dialogue 1

Echa : ... Where's the nearest post office?

Policeman : It's over there, on the left.

Echa : Thank you, sir.

Dialogue 2

Iksan : ...

Man : No, please do.

Iksan : Thank you. It's very hot here.

Dialogue 3

Dira : Excuse me. ...
Woman : Pardon?
Dira : This road is very busy. It's too dangerous to cross it here.
There's a zebra cross near the bus stop.
Woman : Thank you.

Dialogue 4

Jono : Excuse me, sir. ...
Mr Rustam : Why?
Jono : My father is in hospital and I want to visit him.
Mr Rustam : OK. Give him my best regards.
Jono : All right, sir. Thank you.

Activity 2



Complete the dialogues using the suitable expressions. Look at the example.

Example:

Daniel : Will you show me how to open an email account?
Sarah : Sure.
Daniel : Thanks a lot.
Sarah : Don't mention it.

Dialogue 1

Bambang : Edi, how do you send a short message?
Edi : It's very easy. Just go to the main menu, and then select "Message".
After that select "Write New" / "Write Message" and then write your
message. When you've finished writing your message, press "Send"
or "OK" or "Yes". And then go to phonebook and select the number
you want to send it to.
Bambang : Wow, that's easy. Thanks.
Edi :

Dialogue 2

Albar : I'm sorry. What did you say?
Kania : I said you should retype the code first.
Albar : Oh, OK.
Kania : Any time.

Dialogue 3

Santi : I'm sorry. I didn't catch what you said.
Susan : Oh, I'll repeat.
Santi : Thanks.
Susan :

Dialogue 4

Dedi : What was that again?
Dona : You missed the fourth step.
Dedi : Really? Thanks, I didn't know.
Dona :

Dialogue 5

Yuli : Could you repeat the last step?
Novi : OK.
Yuli :
Novi : Don't mention it.

Activity 3



Complete the dialogues below with the suitable expressions.

Example:

Yeni : Jono, do you know how to change the film in this camera?
Jono : I'm sorry, I don't.
Yeni : It's OK.

- Budi : I think you forget to turn off the computer.
Siti :
Budi : That's OK.
- Satria : Can you show me how to update an anti virus?
Narti : Sorry, I don't know how either.
Satria :
- Damanik : I'm sorry. I can't show you how to send an e-mail now.
Sally :
- Diana : You're going too fast. I can't catch what you said.
Siti :
Diana :
- Terry : Hidayat, can you show me how to set the TV channels?
Hidayat : I can't. I have to take an English course now.
Terry :

Activity 4



Arrange the following sentences into a dialogue. Then practise it with your classmate.

Policeman : This is BNI Bank.
Policeman : I know where it is. Shall I walk there with you?
Policeman : Can I help you?

Asep : Yes, please. I'm looking for Bank BNI.
 Asep : You have helped me a lot. Thank you very much.
 Asep : That would be very good. Thank you.

Activity 5



Listen to your teacher reading the dialogue between Mona and Sophie. They try to be polite to each another.

Mona and Shopie are in Mona's bedroom. Shopie is a new student and now becomes Mona's good friend. Shopie is in Mona's home now.

Mona : Well, this is my bedroom.
 Sophie : Oh ... er, it's very nice.
 Mona : No, it's not! It's terrible! But I like it any way. Hey, I've got a new CD. It's the Corrs.
 Sophie : Do you like the group?
 Mona : Well, I enjoy their songs but it's not my favourite. I prefer West Life to the Corrs.
 Now would you like to listen to 'I Have a Dream' by West Life?
 Sophie : Oh, yeah. It's really very nice. It's a beautiful song. Well, Mona, may I go to your bathroom, please?
 Mona : Sure. Make yourself at home.
 Shopie : Thanks a lot.

Questions

- Does Mona like her bedroom actually?
- How does Sophie like Mona's bedroom?
- Does Mona like the Corrs better than West Life?
- Mona said, "Would you like to listen to" rather than just said, "Listen to" She did this because she wanted:
 - to be polite to her new friend
 - not to be friendly
 - to be rude to her friend.
- How does Sophie like 'I Have a Dream.' How do you know that?
 When Shopie asked for the permission to use Mona's bathroom, she did it very politely.
- Write how she asked for the permission:
 The following are some expressions to show politeness:
 - Please
 - May I ...? or Could I ...?
 - Could I have ...?
 - Would you like ...?
 - I'd like ...
 - I'd rather not ..., I'm afraid I can't ..., or I'd like to, but ...

Activity 1



Make dialogues in the following situations. Use the expressions that you have learned.

Example:

Eli tells Sasa to check credit of her cell phone. But Sasa misses the second step.

Dialogue:

Sasa : Eli, can you show me how to check credit on our cell phone?

Eli : Yes, sure. First you need to press the operator number of your cell phone card, for example *888# for TELKOMSEL. Then press "Yes" or "Call". After that, on the screen, you'll read "Requesting". After a while, you can read the information on your credit. Then press "Back."

Sasa : I'm sorry. What was the second step again?

Eli : Press "Yes" or "Call".

Sasa : Thanks.

1. Your friend shows you how to insert a film into the camera. You miss the third step.
2. Your sister shows you how to open an email account but you can't follow her instructions.
3. Your brother shows you how to set TV channels. You miss some steps.
4. Your father trains you to ride a motorcycle. You forget what to do after starting the motorcycle.
5. Your sister shows you how to type with a computer. You do not understand.

Activity 2



Ask three of your friends how to do something that you do not know. Study the example.

Example:

Jerry : Do you know how to send an e-mail?

Wito : Yes, I do know how.

Jerry : Will you show me how?

Wito : Sure.

Jerry : Thanks.

Section Two:

Announcements and Public Signs

Presentation

Activity 1



Work in pairs. Read the following announcement carefully and then answer the questions.

Announcement
For students of grade IX

The school will hold several competitions in July. Please join.
For more information, contact Bambang at the Students Association office.

1. Whom does the school invite to join the competitions?
2. When will the school hold the competitions?
3. Whom do the students contact for more information?

Activity 2



Have you ever been to the following places? What public signs would you likely find in these places? With your classmates, discuss the public signs you can find there.

Zoo
Library
Bank
Hospital
Mall

Activity 3



Work in pairs. Make a short dialogue based on the signs in the picture. Choose five signs. Study the example.

Example:

Policeman : What does this sign mean?

Man : It means: Don't park in this area.



Pic. 7.3 (<http://www.google.signs>)

Practice

Activity 1



Write a short announcement about a student gathering at your school. Use the announcement above (Section Two, Presentation, Activity 1) as a model.

Activity 2



Where would you find the following signs?



Pic. 7.4 (<http://www.google.signs>)

Activity 3



Write a short announcement about the anniversary of your school. Several activities will be held. Use the announcement above as a model.

Activity 4



Make short dialogues based on the following public signs.

Example:

Jana : Can we drive through that direction?

Jaka : No. It says "ROAD CLOSED".



Pic. 7.5 (<http://www.google.signs>)

Homework

1. With your classmates, find situations where you have to show politeness. Make some dialogues involving polite expressions.
2. Find some public signs in public places. Tell your classmates what they mean.

Summary

1. How to ask for repetition

Asking for repetition

I'm sorry?
 I'm sorry I didn't catch what you said.
 Could/would you repeat that, please?
 I'm sorry. What did you say?
 What was that again?

2. How to thank

Thanking	Responding to thanks
Thanks.	You're welcome.
Thanks for....	My pleasure.
Thank you very/ so much.	Any time.
Thanks a million.	No trouble at all.
I really appreciate it.	Not at all.

3. Public signs

Evaluation

A. Complete the dialogues using the suitable expressions.

1. Erna : Joni, where have you been? I've been waiting for you an hour now.
Joni : I forgot that we're supposed to meet at one o'clock.
Erna : What? How could you forget? I've reminded you.
Joni : I'm very sorry Erna. I won't do that again. Please forgive me.
Erna : But, don't make me wait for you again.
Joni : Thank you. I won't do that. I promise.
2. Franky : I'm sorry, I missed the last step.
Jane : Sure. The last step is "press the CPU button, the monitor button, and the power supply button off."
Franky : You're saying it too fast.
Jane : I'm sorry. I'll repeat slower this time. "Press the CPU button, the monitor button, and then, the power supply button off."
Franky :
Jane : You're welcome.

B. Where do you most likely find the following signs?

KEEP OFF THE GRASS
QUIET PLEASE
NO LITTERING
NO CAMPING
SLIPPERY WHEN WET
BEWARE OF DOG
DON'T FEED THE ANIMALS
DO NOT ENTER
WET FLOOR
QUEUE THIS SIDE
TURN OFF MOBILE PHONES

Reflection

Answer the following questions.

1. In your opinion, which part in this unit is the most interesting?
2. Which part in this unit is the least interesting?
3. Which part in this unit is the most difficult?
4. Which part in this unit is the easiest?
5. Does this unit help you improve your English?

Fun Page

Take me home, Country Road

John Denver

Almost heaven, west Virginia
Blue ridge mountains
Shenandoah river -
Life is old there
Older than the trees
Younger than the mountains
Growing like a breeze

Country roads, take me home
To the place I belong
West Virginia, mountain momma
Take me home, country roads

All my memories gathered round her
Miners lady, stranger to blue water
Dark and dusty, painted on the sky
Misty taste of moonshine
Teardrops in my eye

Country roads, take me home
To the place I belong
West Virginia, mountain momma
Take me home, country roads

I hear her voice
In the morning hour she calls me
The radio reminds me of my home far away
And driving down the road I get a feeling
That I should have been home yesterday, yesterday

Country roads, take me home
To the place I belong
West Virginia, mountain momma
Take me home, country roads

Country roads, take me home
 To the place I belong
 West Virginia, mountain momma
 Take me home, country roads
 Take me home, now country roads
 Take me home, now country roads

Words and music by Bill Danoff, Taffy Nivert and John Denver

Vocabulary List

Word	Part of speech	Phonetic transcription	Indonesian equivalent
announce	v	[ə'naʊns]	mengumumkan
announcement	n	[ə'naʊnsmənt]	pengumuman
gratitude	n	['grætɪtju:d]	rasa terima kasih
iron	n	['aɪən]	seterika
politeness	n	[pə'laitnəs]	kesopanan
regard	n	[rɪ'gɑ:d]	salam
repeat	v	[rɪ'pi:t]	mengulangi
repetition	n	[repɪ'tɪʃn]	pengulangan
sign	n	[saɪn]	rambu
towel	n	['taʊəl]	handuk

UNIT 8

Long, Long Time Ago, There was ...



Pic. 8.1 (Clipart, 2005)

In this unit, you will learn how to:

- understand short and simple narratives in the form of monologues
- read aloud short and simple written narratives
- understand short and simple written narratives
- write short and simple narratives

Section One:

Spoken Narratives

Presentation

Activity 1



Answer the following questions. Discuss the answers with your friend next to you.

1. When you were still a little child, did your parents tell you stories?
2. What story did you like most?
3. Now, do you like to watch movies, or read story books?
4. Have you seen the Cinderella movie? How about Rapunzel?
5. Do you like Indonesian legends like Si Pitung, Malin Kundang, Jaka Tarub, or Pangeran Sidang Panape?

Activity 2



Listen to your teacher as he or she is telling the story. Then, practise reciting it without your book. So close your book.

The Fox and the Crow



Pic. 8.2 (Dit. PSMP, 2006)

Once upon a time, there lived an old lady crow who was mean and ugly. One day, Miss Crow had stolen a big piece of cheese. And then, she flew on to a branch to enjoy it.

On the other place, under the tree, a sly creature, Mr. Fox, who wanted the cheese for himself, came up and spoke politely to her.

"Oh. Miss Crow, how beautiful you are! What a lovely beak, what lovely feathers you have! What pretty eyes! If only you could sing, you would be the most beautiful bird in the world!"

Very pleased to hear all of this about herself, Miss Crow gave a loud croak to show that she could sing.

Of course, the moment she opened her beak, the cheese fell down, and Mr. Fox ran away with it, laughing loudly.

(Source: Dit. PSMP, 2006)

Practice

Activity 1



Study the example below and practise the dialogue with your friend

What did	I He She It We You They	do?
----------	---	-----

I He She It We You They	worked
---	--------

I He She It	was	do?
We You They	were	



- A : Did Henry sleep well last night?
 B : Yes he did. He was very tired.
 A : Why? What did he do yesterday?
 B : He cleaned his apartment all day.

Pic. 8.3 (Dit. PSMP, 2006)

Activity 2



Study each of the pictures below and do the practice as done in the exercises above.



1. you
study English



2. Gloria
work hard



3. David and Jeff
wash windows



4. Miss Henderson teach



5. Mr. and Mrs. Warren look for an apartment



6. Jack ride his bicycle



7. Irene write letters



8. the President meet important people



9. _____

Activity 3



Look at the following series of pictures carefully. The pictures tell us about events in one of the Indonesian legends. Tell the class the story. Don't forget to use the expression to begin the story, such as *once upon a time*, *one day*, *just before the evening came*, *there was once* and *long, long time ago*.



Pic. 8.5 (<http://www.e-smartschool.com>)

Section Two:

Written Narratives

Presentation

Activity 1



Listen to your teacher reading the following texts. Then, read it carefully on your own and answer the questions.

Text 1

Goldilocks And The Three Bears



Pic. 8.6 (Dit. PSMP, 2006)

Once there were three bears that lived in a house in the woods: a papa bear, a mama bear, and a baby bear. One morning they decided to take a walk before breakfast to let their porridge cool.

A little girl named Goldilocks lived with her mother nearby. Goldilocks took a walk through the woods and found the bear's house. She smelled the porridge in the kitchen and went inside. Goldilocks tasted the porridge in each bowl and finally ate up the porridge in the small bowl.

Then she sat on a big chair, but she didn't like it, because it was hard. Afterwards she sat on the small chair, and it was just right. But while she was sitting on it she broke it. After eating the porridge, Goldilocks felt full and sleepy, and then she went upstairs. There she found a small bed. She lay down on it and fell asleep.

While she was sleeping, the three bears came home. When they went into the kitchen, they got very surprised. Someone had tasted their porridge, even eaten up baby bear's porridge, while they were taking a walk. Moreover the poor baby bear was upset when he found that his little chair broke into pieces. When they went upstairs, they found out that Goldilocks was sleeping. Baby bear cried out, "Someone has been sleeping in my bed and here she is!"

Goldilocks woke up when she saw the three bears; she jumped out of bed and ran out of the house to her home. Never again did she make herself at home in anyone else's house.

(Source: Dit. PSMP, 2006)

Questions

1. How did Goldilocks find the bears' house?
2. What did she find in the bears' house?
3. What did she do there?
4. What happened to the small chair?
5. What happened when Goldilocks was sleeping?
6. Why were the three bears surprised?
7. What did Goldilocks do when she saw the three bears?
8. What would you do if you were Goldilocks? Would you come to the bear's house again?

Text 2

The Chipmunk That Ran Away

Once upon a time, there was a nervous little chipmunk. She was always afraid that something bad happened to her.

One day, she heard a little noise. It was really only an apple that fell to the ground. But the little Chipmunk was afraid and said "The sky is falling in." Then she ran away as fast as she could go.

Soon she met an old brother Chipmunk, who asked, "Where are you running to, little Chipmunk?"

And the little Chipmunk answered, "The sky is falling in, and I am running away."

"The sky is falling in?" said the old brother Chipmunk. And he told the story to his brother chipmunk, until at last there were a hundred brother Chipmunks shouting, "The sky is falling in."

Soon the larger animals heard what the Chipmunks were saying. The Deer,

the Sheep, the Pig, the Camel, the Tiger, and the Elephant began to say, "The sky is falling in."

Then the wise Lion heard all the noise and wanted to know what was happening. He stopped all the animals and asked, "What are you saying?" The brother Chipmunks said, "Oh we heard it from that little Chipmunk!" And the Lion said, "Little Chipmunk, what made you say that the sky was falling in?" And the little Chipmunk said, "I saw it there near the tree." "Well," said the Lion, "Come with me and I will show you how something". "Now get on my back." The Lion took her on his back, and asked the animals to stay where they were until they returned. Then he showed the little Chipmunk that the apple had fallen to the ground. This made the noise that had made her afraid. The little Chipmunk said, "Oh, I see. The sky is not falling in." The Lion said, "Let's go back and tell the other animals." So they went back. At last all the animals knew that the sky was not falling in.

(Source: Dit. PSMP, 2006)

Questions

1. What did the little Chipmunk hear one day?
2. What did the little Chipmunk think the noise was?
3. What did she do then? Did she meet the older brother Chipmunk?
4. What did the little Chipmunk say?
5. Did the old brother Chipmunk believe her? How do you know?
6. Did the other animals believe her? How do you know?
7. Did the Lion believe her? How do you know?
8. What did the Lion do to show the little Chipmunk that the sky was not falling in?
9. What did the Lion ask the other animals to do?
10. What did the little Chipmunk learn at last?

Text 1 and Text 2 are narratives. Both texts have the same pattern. Both start with the orientation, which shows the scene and introduces the participants. Then, the complication tells the readers the crisis that arises. Finally, the resolution tells the readers that the crisis is resolved for better or worse.

Activity 2



Study the pattern of the story below.

Snow White	Pattern of story
Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.	Orientation sets the scene and introduces the characters and what happened to them.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."	Complication tells the crisis that arises. In telling the crisis, it starts by telling when the problem begins to occur. Then, it increases. And finally, it reaches the climax.
Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story, and Snow White and the 7 dwarfs lived happily ever after.	Resolution tells the crisis that is resolved for better or worse

Now, analyse the two stories above, "Goldilocks and the Three Bears" and "The Chipmunk that Ran Away", based on the pattern of the story you just studied. Put the parts of the stories in their right positions, orientation, complication, or resolution.

Practice

Activity 1



When one wants to tell a story, he or she usually starts by using certain expressions. These expressions indicate that he or she is about to tell a story by introducing the setting of the story. Study the expressions in italics.

1. *Once upon a time* there was a little girl called Goldilocks who lived in the middle of a great forest with her mother and her father.
2. *One day, just before the evening came*, the Lion felt very hungry.

3. *There was once* a very greedy dog that just ate and ate.
4. *Long, long time ago*, there was a little girl living with her stepmother and stepsisters.



Pic. 8.7 (Dit. PSMP, 2006)

Activity 2



When we read or listen to a story, we sometimes find sentences using the following special structure. Study the underlined parts of the sentences below.

1. Once upon a time, when the fairies still liked to help good people, there was a beautiful girl named Cinderella.
2. Sangkuriang became very angry when the woman refused his marriage proposal.
3. Bandung Bondowoso cursed the lady to be the last statue when Roro Jongrang failed to keep her words.
4. When Sangkuriang kicked the boat out, it then turned to be a mountain called Tangkuban Parahu.

In the sentences above, the underlined part functions as the adverb clause of time, and the rest is the main clause.

Here are other examples:

1. After he was kicked out from the palace, Ki Bumirejo built the town of Kebumen.
2. Rapunzel finally got married to the Prince after she reunited his father's and his uncle's kingdoms.
3. Most Indonesian patriots were caught by the Dutch after they were trapped by the colonialists.
4. Before I went to bed, my mother told me a story.
5. We had an examination before we finished the chapter.

Activity 3



Now, write good sentences telling past activities by changing the verbs in the brackets, and using the adverbs of time provided.

1. The cheese fell down right into the fox's open mouth when the crow (open) her beak.
.....
2. After Romeo (read) the letter, he went to see Juliet.
.....
3. I gave the novel back to Mary after I (finish) reading it.
.....
4. The Snow White wake up when the seven dwarfs (come home).
.....
5. Abu Nawas always had a trick when he (be) about to be punished.
.....
6. He kept his money in his bag before he (go) swimming.
.....
7. Mr. Brown took his children to the zoo when he (get) a vacation.
.....
8. When the teacher (tell) us a story, we were so astonished.
.....
9. He spent most of his money for nothing when he (go) to Bali.
.....
10. After we (watch) the movie, we felt satisfied.
.....

Activity 4



Match the each of the main clauses with its adverbial clause. Choose the logically connected pairs.

- | | |
|---|---|
| 1. Snow White entered the house | a. when she sat on it |
| 2. When I got a fever, | b. the mice changed to be horses. |
| 3. Mother put the porridge in the table ... | c. after he knew that the Princess was trapped in the castle. |
| 4. After she ate the porridge, | d. when he knew that his chair was broken. |
| 5. The little wooden chair was broken ... | e. after she saw an empty bowl in the table. |
| 6. The little Chipmunk felt very afraid ... | f. when she met the Bear family. |
| 7. The prince went to the castle | g. Cinderella turned to be poor lady. |
| | h. after she finished cooking it. |

8. Snow White felt tired ...
9. The baby bear cried
10. Mama Bear asked who had eaten the porridge
11. Goldilocks asked for apology
12. When mid night came, ...
13. When the Fairy said the magic spell, ...

- i. after she ran from her uncle house.
- j. after she knocked at the door.
- k. Goldilocks felt asleep.
- l. I usually took an aspirin.
- m. when she heard an apple fell to the ground.

Activity 5



Look at the following series of pictures. Add more words to the list. Use a dictionary to find their meanings.



Pic. 8.8 (Dit. PSMP, 2006)

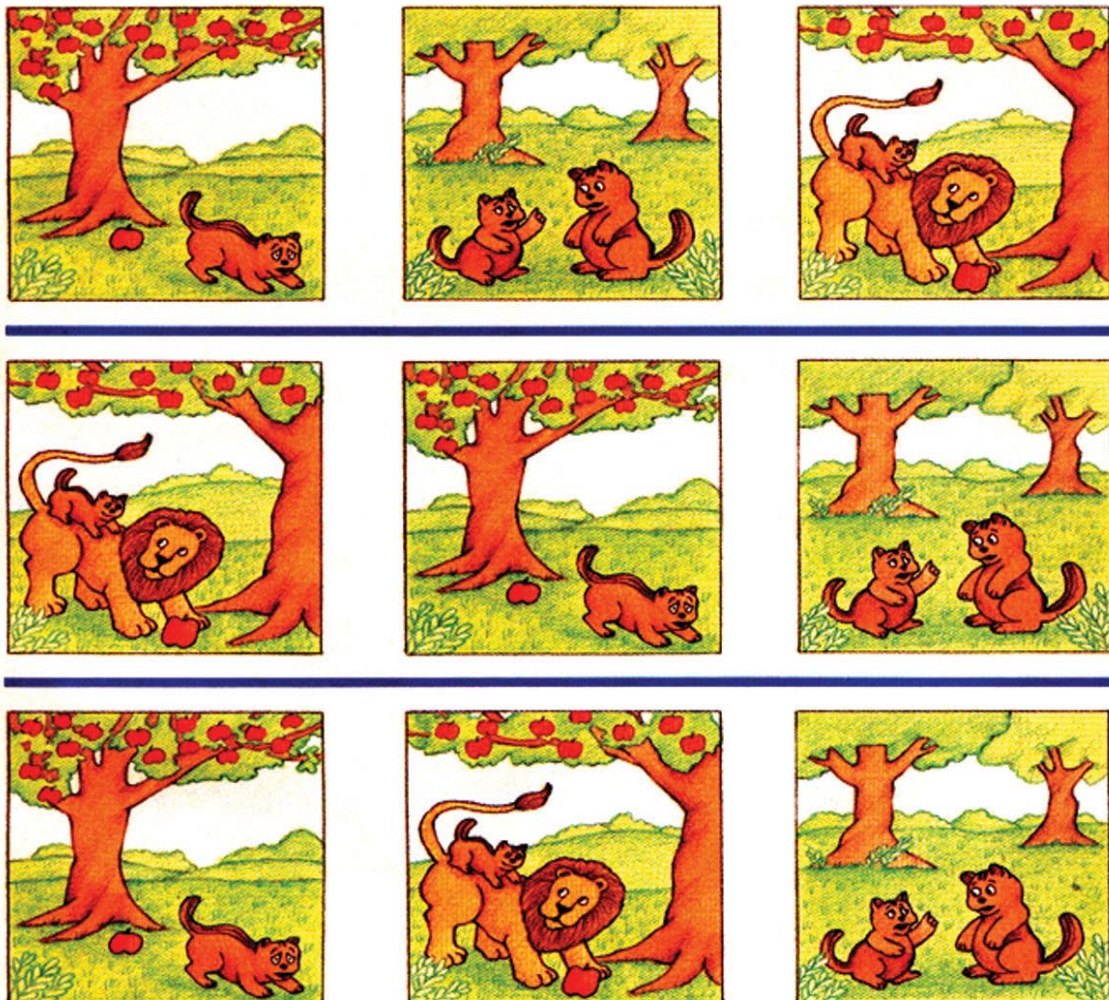
Noun Phrase	Verb Phrase	Descriptive Words
woods = hutan	took a walk = jalan-jalan	full = kenyang
porridge = bubur	let = membiarkan	sleepy = mengantuk
bowl = mangkuk	smelt = mencium bau	hard = keras
.....		
.....		

Activity 6



Look at the following series of pictures. Which three pictures (from left to right) show the order of the following events?

1. The little Chipmunk was very nervous and said in a frightened voice, "The sky is falling in." Then she ran away as fast as she could go.
2. She met an old brother Chipmunk and said, "The sky is falling in, and I am running away."
3. The Lion took the little Chipmunk on his back and showed her how the apple had fallen upon the ground, making the noise that had frightened her.



Pic. 8.9 (Dit. PSMP, 2006)

Activity 1



In groups of five, discuss a legend from your surrounding. Then, make an outline to help develop the story. Follow the steps of writing process for developing the story.

1. Gathering information

In order to gather information for your story writing, answer these:

- Who are the main and other characters of the story?
- What happened to the main character?
- Why did it happen?

2. Organizing your materials

Take notes according to the six question above. Organize the information based on the chronology.

3. Writing

Write the organized information by putting the information in sentences. Develop the sentences beautifully to make the story alive. Choose the appropriate words. Follow the structure of the story.

4. Revising and editing

Make sure that your story is alive and interesting. Check for the mistakes on grammar and punctuation.

Activity 2



Work in groups of three. Make a short fairy story or mystery consisting of 7 to 10 sentences. When you have finished, one of you has to present it to the class. Remember to follow the generic structure presented in the previous section.

Outline:

Orientation:

.....

Complication:

.....

Resolution:

.....

Activity 3



Now it's your turn to work individually.
Compose a story or a legend from your surrounding.
Start with an outline and show it to your teacher.
Develop your outline to make the first draft.
Ask your teacher if you have difficulty.
Use your teacher's feedback to revise your text.
You may use this picture or illustration.



Pic. 8.10 (Dit. PSMP, 2006)

Outline:

Orientation:

.....
.....

Complication:

.....
.....
.....
.....
.....

Resolution:

.....
.....

Final work

Orientation:

.....

.....

.....

.....

Complication:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Resolution:

.....

.....

.....

.....

Homework

Now, find a legend from your neighbourhood.

You may ask your parents about the legend.

Compose the story.

Start with an outline and show it to your teacher.

Develop your outline to make the first draft.

Ask your teacher if you have difficulty.

Use your teacher's feedback to revise your text.

Summary

A. Narrative Text

When we tell a story, we use a narrative text. A narrative text consists of the orientation, complication, and resolution.

- In the orientation, you tell the listeners or readers the characters, the place, the time (if possible) and other things to make your readers understand the story.
- In the complication, you tell the listeners or readers the problem that happened in the story. Usually you should tell the steps starting from how the problem arises up to the climax.
- Finally, in the resolution, you tell the listeners or readers the anti-climax or the answer to the problem.

B. Adverbial Clause

We use the adverb clauses to show the events in the past, which occurred before, after or at the same time as other events. The adverb clauses are called the adverb clauses of time.

Evaluation

A. Complete these sentences using the adverbial clause by completing the words in the brackets.

1. When Sri Tanjung (have been killed), the blood (smell) very fragrant.

2. Diponegoro (be then put) in jail after he (be trapped and caught) by Dutch.

3. Snow White (run) away from home after she (hear) her Uncle and Aunt talking about leaving her in the castle.

4. When she (see) the three bears, Goldilocks (wake up) and (run away).

5. When Kancil (finish) counting the crocs, he (run away) without saying.

- B. Analyze the following story based on the pattern of the story (orientation, complication, and resolution).**

The Lost Caterpillar

Seven worms are walking happily. Their mother is leading them. They have just had their breakfast on a big tree near a river.

"Come on, children. Let's go home," Mama Worm says.

Suddenly, a cricket says, "Your last child is ugly!" "Ugly?" asks Mama Worm. Then she looks at the child. He is not the same as her other children. "Hey, ugly!" she says, "You are not my child. Go away!"

The little brown worm walks away. He is very sad. When he is near a lake, he looks into the water.

"Oh, how ugly I am," he cries.

"You are not ugly," says a voice. "Oh, I find you, my child."

The worm looks around. There is a beautiful big butterfly and her children. They all look the same as he.

"They may call you ugly," says Butterfly.

"But you are the most beautiful child in the world. One day, you will turn into a beautiful butterfly."

(Source: Fun Plus 01)

- C. Find one legend from your neighbourhood/village. Tell the story to your friend. You may start with *Once upon a time*,.... Remember to tell the complication and resolution.**

Reflection

Answer the following questions.

1. In your opinion, which part in this unit is the most interesting?
2. Which part in this unit is the least interesting?
3. Which part in this unit is the most difficult?
4. Which part in this unit is the easiest?
5. Does this unit help you improve your English?

Fun Page

Read the following poems. Pay attention to the pronunciation.

William Shakespeare. 1564-1616

Sweet-and-Twenty

O MISTRESS mine, where are you roaming?
O, stay and hear! your true love 's coming,
That can sing both high and low:
Trip no further, pretty sweetening;
Journeys end in lovers meeting,
Every wise man's son doth know.
What is love? 'tis not hereafter;
Present mirth hath present laughter;
What 's to come is still unsure:
In delay there lies no plenty;
Then come kiss me, sweet-and-twenty!
Youth 's a stuff will not endure.

Alice Meynell. 1850

The Lady of the Lambs

SHE walks—the lady of my delight—
A shepherdess of sheep.
Her flocks are thoughts. She keeps them white;
She guards them from the steep.
She feeds them on the fragrant height,
And folds them in for sleep.
She roams maternal hills and bright,
Dark valleys safe and deep.
Her dreams are innocent at night;
The chastest stars may peep.
She walks—the lady of my delight—
A shepherdess of sheep.
She holds her little thoughts in sight,
Though gay they run and leap.
She is so circumspect and right;

She has her soul to keep.
She walks—the lady of my delight—
A shepherdess of sheep.

(Source: Dit. PSMP, 2006)

You need to know the following information.

Grimms' Goblins



Pic. 8.11 (Microsoft Encarta, 2008)

German fairy tales collected by the Grimm brothers in the 1800s are filled with far more mean-spirited, mischief-making goblins and witches than wish-granting fairies. This cover is from an early collection of Grimm fairy tales published in English translation.

(Source: Microsoft Encarta, 2008)

Vocabulary List

Word	Part of speech	Phonetic transcription	Indonesian equivalent
beak	n	[bi:k]	paruh
chipmunk	n	[tʃɪpmʌŋk]	sejenis tupai yang hidup di Amerika Utara
croak	n	[krəʊk]	bunyi seperti bunyi
crow	n	[krəʊ]	burung gagak atau katak
feather	n	['feðə]	burung gagak
fox	n	[fɒks]	bulu
frightened	adj	['fraɪtənd]	rubah
legend	n	['ledʒənd]	ketakutan
mean	adj	[mi:n]	legenda
shout	v	[ʃaʊt]	kikir
sly	adj	[slai]	berteriak
spell	n	[spel]	licik
			mantera

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Glossary

adverb clause	: a group of words consisting of a subject and a finite form of a verb, which is a part of a sentence and has an adverbial function. Adverbial clauses can be adverb causes of time, reason, result, etc.
advertisement	: a text which tries to persuade people to buy a product or service
complication	: a part of a narrative that tells the crisis that arises. In telling the crisis, it starts by telling when the problem begins to occur. Then, it increases. And finally, it reaches the climax.
dialogue	: a conversation, a communicative event involving two or more people
filler	: an expression in speaking to show hesitation
interpersonal dialogue:	a conversation that is intended to establish relationship between or among people
main clause	: a group of words consisting of a subject and a finite form of a verb, which can stand by itself as a sentence
monologue	: a speech by one person
narrative	: a text of which the purpose is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes/social opinions eg soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in at through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.
orientation	: a part of a narrative text that sets the scene and introduces the characters and what happened to them.
polite expression	: an expression to show politeness
procedure	: a text of the purpose is is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps. These texts are usually written in the present tense. The most common example of a procedural text is a recipe. There are different procedural texts for different purposes: Texts that explain how

something works or how to use instruction / operation manuals eg how to use the video, the computer, the tape recorder, the photocopier, the fax; Texts that instruct how to do a particular activity eg recipes, rules for games, science experiments, road safety rules; Texts that deal with human behaviour eg how to live happily, how to succeed.

report : a text that classifies or describes something in general. Reports begin with a general statement which introduces the topic. In the description, facts (parts, qualities, habits and behaviours of the subject) may be described.

resolution : a part that tells the crisis that is resolved for better or worse

transactional dialogue: a conversation that is intended to get things done

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Listening Transcript

Unit 1, Class IX

Section One, Presentation, Activity 1

- Roni : It's good to see you, Kiki. I just remind you about the meeting after school.
Kiki : Yeah, of course. I'll be there.
Roni : Are you sure that Rina will come to the meeting?
Kiki : I'm quite sure about that. She called me this morning.
Roni : I beg your pardon.
Kiki : She said she called me this morning.
Roni : Oh... That's good.

Presentation, Activity 2

- Tio : Are you sure about this direction?
Bram : Sorry, I'm not really sure about it.
Tio : Don't be foolish. We have been walking so far, you know.
Bram : I can't remember any sign. I think this is the right path. I'm sorry.

Presentation, Activity 3

- Rini : Did you enjoy the picnic last week?
Tono : Yes, it was really lovely. I enjoyed seeing Borobodur. What a wonderful temple!
How about you?
Rini : I did not really enjoyed the picnic. I was not so well when we arrived there. I had to
take a rest so that I missed looking around the temple
Tono : I am sorry to hear that.

Unit 2, Class IX

Section One, Presentation, Activity 3.

- Aristo : Tell me, how do you spend your free time?
Bayu : Well, I like to eat, and I usually prepare my own dishes.
Aristo : You're kidding!
Bayu : No, I love cooking, especially my favorite food.
Aristo : So, what's your favorite snack?
Bayu : Oh, it's a sandwich with peanut butter, honey, and a banana. It's really delicious!
Aristo : Ugh! I've never heard of that! How do you make it?
Bayu : Well, first, you take two pieces of bread and spread peanut butter on them. Then cut
up a banana into small slices and put them on one of the pieces of bread. Then pour
some honey over the bananas and put the other piece of bread on top.
Aristo : Yuck! It sounds awful!

Spoken, Practice, Activity 1

Boil	the baby corn	-
Let	it	cool
Grind	the corn	with a blender
Heat	the butter	-
Put	the flour into the butter	after it melts
Mix	the butter and flour	evenly
Put	the mix	in the powdered corn with salt, pepper and milk
Let	it	sit for five minutes in medium heat

Section One, Practice, Activity 3 and 4

- Jane : What are we going to do with all the vegetables and ingredients you have mentioned, Siti. What Indonesian food are you going to show us to make? It seems to be something healthy.
- Siti : Yes, you are right. It's something healthy and delicious as well
- Jane : What is it?
- Siti : It's called gado-gado.
- Jane : Why don't you start it now. I cannot wait?
- Siti : Okay. First of all, fry one egg and soyabean cake and then cut them into pieces. After that boil the egg and slice it into two pieces.
- Jane : What do we do after that?
- Siti : You boil the young cabbage, long beans, and slice them into pieces. We eat all these with peanut sauce.
- Jane : How do I make the peanut sauce?
- Siti : It's simple. Fry the peanuts, While you are waiting for the peanuts to be ready you slice the shallots and brown them with chili peppers. Mix all these with brown sugar, lemon, salt and pepper and boil them with a little bit of water. Now, it's time for you to serve your gado-gado.
- Jane : Great. I might like it. I cannot wait trying it soon. Thank you, Siti.
- Siti : You're welcome.

Spoken, Practice, Activity 5

- Fajar : What's for lunch Mom?
- Mother : Your favorite. Chicken soup.
- Fajar : Great!
- Mother : Will you help Mom?
- Fajar : Sure.
- Mother : Wash these vegetables while I'm cutting the chicken.

(Fajar washed the vegetables and mother cut the chicken).

Fajar : Done. What else?

Mother : Boil some water in this pan, and then put the chicken in. I'll prepare the seasonings.

Fajar : OK.

(Mother prepared the seasonings and then poured it into the pan).

Mother : Wait and let the chicken get tender. Now put the vegetables in the pan.

(Fajar put the vegetables into the pan).

Fajar : It smells good.

Mother : All right. Our soup's ready. Will you set the table for lunch? After I clean up the kitchen, we can have lunch together.

Fajar : Sure.

Mother : Thanks, dear.

Fajar : No problem, Mom.

Unit 7, Class IX

Section One, Presentation, Activity 1

Dialogue 1

Neneng : Excuse me, ma'am.

Ms Ira : Yes, Neneng. What's the matter?

Neneng : May I borrow your dictionary? I need to look up a new word.

Ms Ira : Sure. Here you are.

Neneng : Thank you Ms Ira. I'll return it as soon as possible.

Ms Ira : You're welcome.

Dialogue 2

Noya : Excuse me, sir. May I interrupt, please? I have a question.

Mr Hardi : Certainly, Noya.

Noya : I wonder if you could explain the respiratory system again.

Mr Hardi : OK. I'll explain it after the break time. Is it all right?

Noya : OK, sir. Thank you.

BAHASA INGGRIS

Sekolah Menengah Pertama



Kelas IX
Edisi 4

ISBN 979-462-455-1

Buku ini dinilai oleh Badan Standar Nasional Pendidikan (BSNP) dan telah dinyatakan layak sebagai buku teks pelajaran berdasarkan Peraturan Menteri Pendidikan Nasional No. 41 Tahun 2008 tanggal 1 Agustus 2008 tentang Penetapan Buku Teks Pelajaran yang Memenuhi Syarat Kelayakan untuk Digunakan dalam Proses Pembelajaran.

Harga Eceran Tertinggi (HET) Rp12.542,00