

# Developing English Competencies

for Senior High School (SMA/MA)

Grade XII  
of Language Programme

Achmad Doddy  
Ahmad Sugeng  
Effendi

3



Pusat Perbukuan  
Departemen Pendidikan Nasional



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**PUSAT PERBUKUAN**  
Departemen Pendidikan Nasional

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## Developing English Competencies 3

for Senior High School (SMA/MA)

Grade XII of Natural and Social Science Programmes

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# Kata Sambutan

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

Buku teks pelajaran ini telah dinilai oleh Badan Standar Nasional Pendidikan dan telah ditetapkan sebagai buku teks pelajaran yang memenuhi syarat kelayakan untuk digunakan dalam proses pembelajaran melalui Peraturan Menteri Pendidikan Nasional Nomor 69 Tahun 2008.

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

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

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

Jakarta, Februari 2009  
Kepala Pusat Perbukuan



# Preface

*Developing English Competencies for Grade XII of Language Programme* is designed to facilitate you, students of senior high school (SMA/MA), to communicate in English according to the context of the language use.

*Developing English Competencies for Grade XII of Language Programme* enables you to access information of various fields of science to prepare you to go to university.

English learning in *Developing English Competencies for Grade XII of Language Programme* is based on literacy based approach so you can get many learning experiences by considering the aspects of interpretation, convention, collaboration, cultural knowledge, problem solving, reflection and language use.

In *Developing English Competencies for Grade XII of Language Programme*, there are many activities available for you to do individually or with other students. These activities explore your creativity. You are expected to be skillful in doing the exercises, acting out dialogues, constructing sentences or texts and the other activities that facilitate you to be skillful in using English in communication.

Last but not least, the writers are very grateful to all people who have helped and given their input, support and encouragement. Hopefully, this book will help you learn English in a communicative way.

Bandung, July 2008

**Writers**

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# Chapter 1

## Can You Tell Me the Story?

Source: *Indonesian Children's Favorite Stories*, 2005

### *In This Chapter*

#### **Listening:**

- Responding to suggestions, requests and instructions
- Accepting and declining requests
- Responding to narrative texts

#### **Speaking:**

- Making suggestions, requesting and giving instructions
- Performing a monologue of a narrative text

#### **Reading:**

- Reading narrative texts
- Reading a short functional text: an advertisement

#### **Writing:**

- Writing a narrative text
- Writing a short Functional text: an advertisement

## Listening

In this section, you will learn how to:

- respond to suggestions, requests and instructions;
- accept and deny requests;
- respond to narrative texts.

### Activity 1

Answer these questions orally.

What would you say if :

1. You want to make a suggestion?
2. You want to respond to someone's suggestion?
3. You want to respond to someone's request?
4. You want to respond to someone's instruction?

### Activity 2

Listen to the dialogue. Complete it while you are listening to the tape.

Student : Excuse me. My teacher gave me an assignment to write a book report. <sup>1</sup>\_\_\_\_\_ what book should I read?

Librarian : <sup>2</sup>\_\_\_\_\_ Did your teacher set a specific book?

Student : Yes. A contemporary novel, actually.

Librarian : Well, <sup>3</sup>\_\_\_\_\_ you read *Life of Pi*. The book is great. It's about the life of Pi and his great adventure. I think you should read the book.

Student : That's great. <sup>4</sup>\_\_\_\_\_. <sup>5</sup>\_\_\_\_\_ I borrow the book now?

Librarian : <sup>6</sup>\_\_\_\_\_ You can borrow it for a week.

Student : Thank you, but I think I need it for a longer period. <sup>7</sup>\_\_\_\_\_ making a copy of it?

Librarian : Oh, <sup>8</sup>\_\_\_\_\_ no part of the book may be copied.

Student : OK. <sup>9</sup>\_\_\_\_\_ extend the due date by two weeks?

Librarian : <sup>10</sup>\_\_\_\_\_. Here you are.

### Englishclub.com

Learning English requires a lot of motivation. If you are sure you are ready to begin studying, make a commitment. You can find the information about the importance of the commitment at [www.englishclub.com](http://www.englishclub.com).

## Activity 3

Study these expressions. Put them into groups of making suggestions, requests, or instructions.

---

1. Bring that book to me.
2. Why don't you read this story?
3. Why not read this story?
4. Read this story loudly.
5. Would you mind lending me the book, please?
6. What about going to the library?
7. I think you should join the story telling contest.
8. Stop writing your story.
9. If I were you, I would buy this novel.
10. Could you pass me that novel, please?

## Activity 4

You are going to listen to three short dialogues. Choose the appropriate responses to the expressions you hear.

---

1. a. That sounds great.  
b. Sure. You'd better review *Jane Eyre*.  
c. Sure. I will. Here you are.
2. a. Sorry to say that I can't. It's not mine. I borrowed it from Nisa.  
b. That's great. It sounds good.  
c. I suggest you read it.
3. a. OK then. I will do it as soon as possible.  
b. That would be lovely. I think it's great.  
c. Sure. It's my pleasure.

## Activity 5

Now, you are going to listen to some expressions. Listen to them carefully and give appropriate responses to the expressions you hear.

---

## Activity 6

Look at the picture and answer the questions orally.



Source: [www.georgia.libvt.us](http://www.georgia.libvt.us)

1. What is the picture about?
2. When you were a child, did you like to listen to stories?
3. What was your favourite story?
4. Who were the characters in the story?
5. What was it about?

## Activity 7

Listen to a story from a tape. Then, complete the story while you are listening.

A beggar found a <sup>1</sup>\_\_\_\_\_ that someone had dropped in the marketplace. Opening it, he discovered that it contained 100 pieces of gold. Then he heard a merchant <sup>2</sup>\_\_\_\_\_, "A reward! A reward to the one who finds my leather purse!"

Being an honest man, the beggar <sup>3</sup>\_\_\_\_\_ and handed the purse to the merchant saying, "Here is your purse. May I have the reward now?"

"Reward?" scoffed the merchant, greedily counting his gold. "Why the purse I <sup>4</sup>\_\_\_\_\_ had 200 pieces of gold in it. You've already stolen more than the reward! Go away or I'll tell <sup>5</sup>\_\_\_\_\_."

"I'm an <sup>6</sup>\_\_\_\_\_ man," said the beggar defiantly. "Let us take this matter to the court."

In court the judge <sup>7</sup>\_\_\_\_\_ listened to both sides of the story and said, "I believe you both. Justice is possible! Merchant, you stated that the purse you lost contained <sup>8</sup>\_\_\_\_\_ of gold. Well, that's a considerable cost. But, the purse this beggar <sup>9</sup>\_\_\_\_\_ had only 100 pieces of gold. Therefore, it couldn't be the one you lost."

And, with that, the judge <sup>10</sup>\_\_\_\_\_ the purse and all the gold to the beggar.

Text Source: Peter Haddock Ltd, 2003

## Activity 8

Answer these questions based on the story you have completed.

1. Where did the beggar find the purse?
2. How many pieces of gold did the purse contain?
3. Who lost the purse?
4. What did the beggar do?
5. Did the merchant thank the beggar?
6. Why did the judge say that the purse did not belong to the merchant?
7. To whom did the judge give the purse?
8. What is your conclusion of the story?

## Activity 9

Listen to the tape. You are going to listen to another story. Listen carefully then answer the questions.

1. What is the story about?
2. Where did the story take place?
3. Who are the main characters in the story?
4. What happened to each character at the end of the story?
5. What did you learn from the story?

## Activity 10

Listen to the tape, the text is an advertisement. Listen carefully then fill in the blanks.

### Intergeneration Foundation Announces 2<sup>nd</sup> Storytelling Contest

The Intergeneration Foundation invites people of all ages to tell us a story: a <sup>1</sup>\_\_\_\_\_ of their family's history or traditions or a story from their <sup>2</sup>\_\_\_\_\_. Whether fiction or nonfiction, the story should <sup>3</sup>\_\_\_\_\_ intergeneration needs, connections, relationship, understanding, and feature <sup>4</sup>\_\_\_\_\_ from at least two generations. Ideas to inspire and motivate you might be ....

- Favourite family stories <sup>5</sup>\_\_\_\_\_ from generation to generation
- Stories about intergeneration care giving and <sup>6</sup>\_\_\_\_\_

For further information, visit our <sup>7</sup>\_\_\_\_\_ at [www.intergenerationda.org](http://www.intergenerationda.org)

## Speaking

In this section, you will learn how to:

- make suggestions, requests and give instructions;
- perform a monologue of a narrative text.

### Activity 1

Answer the following questions.

1. Your friend has an assignment to write a book review. She intends to review a novel. She asks for a suggestion. What do you say to her?
2. Your friend is reading a good novel. You intend to borrow it. What expression do you use?
3. What do you say when accepting a request?
4. What do you say when denying a request?

### Activity 2

Read the dialogue. Pay attention to the expressions for making requests in the italicised sentences.

#### UN Shot

Mawar : This telegram is for my husband. He's out on duty. What do you recommend me to do?

Putri : Why don't you ring him and tell him that a telegram's arrived?

In the dialogue above, Mawar is asking for Putri's \_\_\_\_\_

- a. suggestion
- b. permission
- c. agreement
- d. curiosity
- e. information

(UN 2002/2003)

Dani : Hi, Adi. How's it going today?

Adi : Oh, hi, Dani. Oh, so-so. I'm a little tired.

Dani : Really. Why? Didn't you sleep very well last night?

Adi : I slept well, but not enough. I read a book last night and I just couldn't put it down.

Dani : What book was that?

Adi : *Of Mice and Men* by John Steinbeck.

Dani : You're fond of Steinbeck, aren't you? I've read some of his novels. I like *The Grapes of Wrath*. Have you read it?

Adi : Not yet. Is it interesting?

Dani : It's a depressing tale, actually. *I suggest you read the book.*

Adi : *Can you lend me the book until next week?*

Dani : No. *I'm afraid I can't.* I don't have it now. Nadia is reading it.

Adi : *Will you let me know when she has finished it?*

Dani : *Sure, I will.*

## Activity 3

Here is a dialogue between a son and his mother. Identify the expressions which are used to give instructions.

Son : Mom. I'm thinking of travelling around Java this holiday alone. What do you think?

Mother : Travelling? Alone? That sounds dangerous! You shouldn't go by yourself. You ought to go with your friends.

Son : Yes. That's true.

Mother : And you'd better talk to your father first.

Son : I did. He thought it was a great idea, but he also said that I had to go with a friend.

## Activity 4

Here are some more examples of the expressions for making suggestions, requests and instructions. Repeat after your teacher.

### Making Suggestions

- You could (might) join the speech contest.
- If I were you, I would take care of this dog.
- Why don't you go to the doctor?
- Why don't you come to my house and borrow my umbrella?
- What/How about going to the veterinarian?

### Requesting

- Would you mind passing me the salt, please?
- Could you please take me to the dentist?
- Can you tell me what happened?
- Will/Would you come to my birthday party?
- Please tell me the story.

### Giving Instructions

- You should keep it out of the children's reach.
- Whatever you do, don't be nervous.
- Bring that magazine to me.
- Read the text loudly.

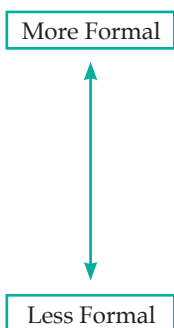
### Your Project

It's a group project. Find other expressions for making requests, suggestions, and instructions. Make some short dialogues using the expressions you have found and practise them. Perform them in front of the class.

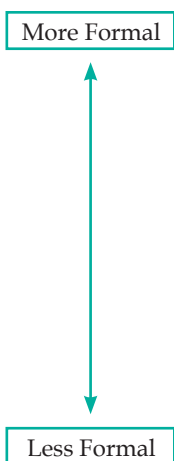


## What to Say

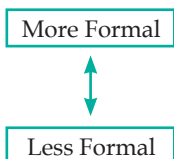
Study the following expressions of requests, suggestions and giving instructions.



Requesting	Accepting Requests	Refusing Requests
<ul style="list-style-type: none"> <li>• Would you mind ..., please?</li> <li>• Can/Could you ...?</li> <li>• Will/Would you ...?</li> <li>• Please ....</li> </ul>	<ul style="list-style-type: none"> <li>• Sure, I'd be glad/happy to ....</li> <li>• Of course/ Certainly.</li> <li>• No problem.</li> <li>• Sure. Just a moment.</li> </ul>	<ul style="list-style-type: none"> <li>• I'd love to, but ...</li> <li>• It sounds great, but ...</li> <li>• I'm/ sorry, but ....</li> <li>• Sorry to say that ....</li> </ul>



Suggestions	Accepting Suggestions	Rejecting Suggestions
<ul style="list-style-type: none"> <li>• You could (might) ....</li> <li>• I suggest/ recommend that you ...</li> <li>• You really should/ ought to ....</li> <li>• I strongly advise/urge you to ....</li> <li>• You'd better ....</li> </ul>	<ul style="list-style-type: none"> <li>• That's a good/ nice/ wonderful, idea/suggestion.</li> <li>• Thank you/ Thanks. I'll do/ try that.</li> <li>• Why didn't I think of that? I think you're right.</li> </ul>	<ul style="list-style-type: none"> <li>• I tried that, but ....</li> <li>• Thanks, but that won't work/help because ....</li> <li>• I don't want to/can't do that because ....</li> <li>• That's a good idea, but ....</li> </ul>



Giving Instructions
<ul style="list-style-type: none"> <li>• Open page 10 of this book.</li> <li>• Give me that story book.</li> <li>• Read this paragraph loudly.</li> <li>• Write your own story.</li> </ul>

## Activity 5

With your partner, create a short dialogue using the expressions you have just learned. Then act it out.

## Activity 6

Read the following story aloud. Pay attention to your intonation and pronunciations.

### The Magic Headcloth

Many, many years ago, the kingdom of Medangkamulan was ruled by a much feared and ferocious king named Dewata-chengkar. This king had a strange and frightening habit—he liked to eat human beings!

At first, the advisers took people from the countries they had conquered, but eventually they had to look for victims from among their own people. The people of Medangkamulan were terrified of the king and his army.

One day, a young traveler arrived in the kingdom. He was kind and clever and was well-received by the villagers. He was called Ajisaka.

Ajisaka took shelter in the house of a widow who quickly came to look upon the young man as her own son. Ajisaka began to teach the villagers. He also listened to the villagers' problems and often helped them find solutions.

When he heard of the king's strange appetite, Ajisaka sympathized with their plight and immediately volunteered to become the king's next meal.

Ajisaka went directly to the king's palace. He boldly announced to the king that he was willing to sacrifice himself.

"I am willing to be your next meal. Your Highness. However, I have a request."

"Whatever you please, young man, I will grant your request," the king replied.

"Before you eat me, grant me some land. Just enough for my own grave."

"Ha ha ha! Your own grave? I will give you enough land for many graves!"

"Oh no, Your Majesty. I just need land that is the length of my own headcloth."

"This you shall have. Come, let us measure your headcloth so that I can have my meal and you can have your grave!"

With this, Ajisaka began to unwrap the cloth tied around his head. The king got down from his throne and took hold of one end. He stepped backward, thinking that the cloth would unravel to the usual length of one meter. What he didn't know was that this headcloth was much longer than usual!

The king kept going backward, step by step, as the cloth kept unraveling. He stepped backward through the palace square, backward across the village marketplace, backward down the length of the village and backward through the countryside. People gathered, amazed at the sight of their king walking backward through the kingdom, holding the end of Ajisaka's headcloth. He kept stepping

backward the length of his kingdom until finally he reached the sea cliffs of the Southern Seas.

By now, a great crowd had gathered. They held their breath as their king took his final step backward over the cliff's edge and plunged into the waves crashing against the rocks at the foot of the sea wall. A victorious roar rose up as

they watched their greedy king disappear under the waves.

The crowd returned to the palace with Ajisaka and thanked him for his courage, cunning, and magical powers. They made him their new king. To this day, Ajisaka is remembered as the wise ruler who later brought the knowledge of letters to the Javanese.

*Taken from Indonesian Children's Favorite Stories, 2005*

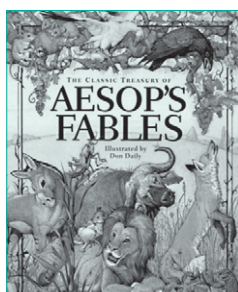
## Activity 7

Now retell the text in Activity 6 with your own words. Some instructions below will help you.

1. Think where the story happened.
2. Mention the character's names.
3. Think of the main ideas, supporting ideas and concluding ideas of the story.
4. Mention its moral values.

## Activity 8

Work in pairs. Look at the advertisement and answer the questions.



### It's not just a collection of fables

It teaches lessons about human behaviour. There's always a moral lesson in each story.

Now available at bookstores.

For more information visit

[www.aesopfables.com](http://www.aesopfables.com)

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

1. What is a fable?
2. What is the advertisement tell about?
3. What do the stories teach?
4. Where are the books available?
5. How can you get the books?

## Reading

In this section, you will learn how to:

- read narrative texts;
- read a short functional texts: an advertisement.

### Activity 1

Answer the questions orally.



Source: CD Image

1. What do you know about legends?
2. Have you ever heard or read the legend of Sangkuriang? Where is it from?
3. According to the legend, how did Tangkuban Perahu exist?

### Activity 2

You are going to read a story. Here are some words taken from the story. Match the words to their meanings or synonyms.

Words	Meanings/synonyms
1. curse	a. word from god for punishment
2. eternal	b. like, love
3. fate	c. say something
4. faint	d. power that cannot be resisted
5. faithful	e. become weak
6. fling/flung	f. loyal and true
7. fond of	g. mark as the result of injury
8. mumble	h. without end
9. roam	i. walk or travel
10. scar	j. throw violently/ thrown violently

## Activity 3

Read the following text aloud. Pay attention to the pronunciation, stress and pause.

### Sangkuriang

A very long time ago in West Java, there lived a king, named Raden Sungging Pebangkara. He was a good ruler. He liked hunting in the forest very much.

In the forest, there lived a she-pig, actually a cursed goddess. One day, she came out of her hiding place looking for water. There, she saw a coconut shell filled with water. Expecting it to be coconut milk she drank it, having no suspicions that it was the king's urine left there the day before when he went hunting.

The consequence was very strange. She became pregnant. A few months later she gave birth to a very pretty girl.

When the king was hunting again in the forest, he saw the girl and was attracted by her beauty. He took her to his palace, then he called her Dayang Sumbi and treated her as his own daughter.

Time passed and Dayang Sumbi grew up into a beautiful girl. She was fond of weaving.

One morning as she was weaving, her weaving spool flew out of the window to the field. Because she was very tired, she mumbled, "Whoever is willing to help me pick up the spool, I'll treat her as my sister if she is a girl. If he is a man, I'll treat him as my husband". These words were heard by a dog, called Tumang, actually a cursed

god too. He immediately picked up the spool and gave it to Dayang Sumbi. Seeing the dog had helped her, she fainted. The god had decided for her to undergo the fate. She became pregnant and a short time afterwards she gave birth to a healthy strong son whom she called Sangkuriang.

Sangkuriang became a handsome young man, as time went by. Like his grandfather, he was fond of hunting in the forest and Tumang was his faithful friend when roaming the woods. He didn't realize that Tumang was actually his father.

One day, when the dog didn't obey him to chase the pig, Sangkuriang was very angry and killed the dog and cut up his flesh into pieces and took it home to his mother. For a moment Dayang Sumbi was speechless and took a spool and flung it at him. This left a scar on the spot. Then Dayang Sumbi sent him away.

Sangkuriang left and wandered through the woods. He walked for years.

Finally he returned to his native place, but did not recognise it any longer. At the end of a vast rice field, he noticed a house and saw a young girl sitting at her weaving-loom. He approached her and was charmed by her beauty. He was unaware that she

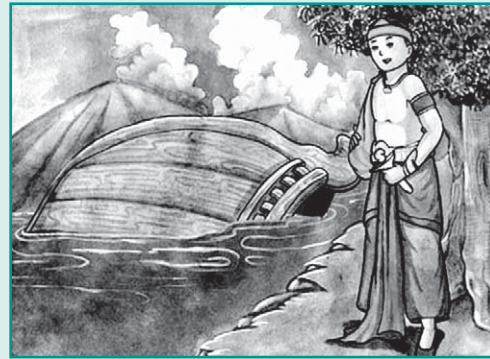
was his own mother. Dayang Sumbi had been given eternal beauty by the gods which was why she looked young forever. She looked at him and noticing his good looks, she promised to marry him. They made plans for their wedding day, but one day she discovered the scar on his forehead. She knew that he was her own son who had come back to his village.

She made an effort to make him understand that marriage between them was impossible, but Sangkuriang refused to accept it.

She had an idea and said to him “All right, you shall marry me if only you can dam up the Citarum river and build a big vessel all in one night”.

Sangkuriang agreed and started to work by using his magic powers and his praying to the gods for help.

To prevent the marriage, before Sangkuriang finished his work, she stretched the red veil which covered



her head over the eastern side of the plain. Through her magic powers, the red light spread over the landscape, giving the impression that the sun was rising and that the time was up. Angrily, Sangkuriang kicked the vessel which was almost finished, upside down.

Some times later the vessel became the mountain of Tangkuban Perahu on the northern side of Bandung.

*Adapted from Folk Tales from Indonesia, 1999*

## Activity 4

In pairs, answer the following questions based on the text in Activity 3.

1. Where did the story take place?
2. Who was Raden Sungging Pebangkara?
3. How did Dayang Sumbi look like?
4. Who was Tumang?
5. Why was Sangkuriang angry with Tumang?
6. Why did Dayang Sumbi send Sangkuriang away?
7. What did Dayang Sumbi ask Sangkuriang?
8. What happened to Sangkuriang at the end of the story?

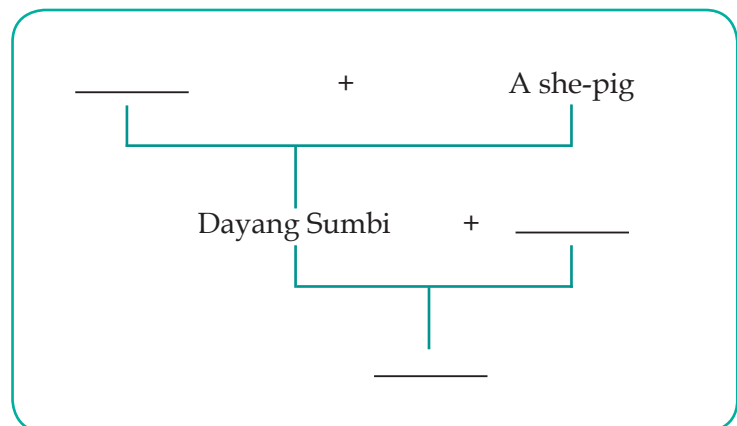
## Activity 5

Find the paragraphs of the text in Activity 3 that tell the following information.

1. The setting and scene of the story
2. Dayang Sumbi's beauty
3. Tangkuban Perahu
4. The king's characters
5. How the she-pig became pregnant
6. Why was Dayang Sumbi angry
7. Dayang Sumbi knew that Sangkuriang was her son.
8. What Sangkuriang did to fulfil Dayang Sumbi's wish?

## Activity 6

Study and complete the following diagram of family tree based on the story of *Sangkuring*.



## Activity 7

Answer the following questions based on the diagram.

1. What would have happened if Sangkuriang had married Dayang Sumbi?
2. Who was Tumang from the diagram?
3. What was the relationship between Sangkuriang and Raden Sungging Pebangkara?

## Activity 8

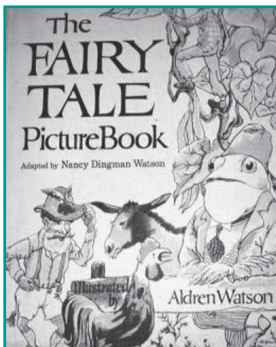
Read the story of "Sangkuriang" once again and identify the structure of the text.

1. Orientation; describes scene and introduces the participants of the story.
2. Complication; begins when there is a problem encountered by the characters.
3. Resolution; the part in which the characters find the resolution.

## Activity 9

Read the advertisement and complete the table based on the advertisement.

Book fair sale dates are on Saturday, November 19, from 10 am to 6 pm and Sunday, November 20, from 11 am to 6 pm.



Buy new books at half price and help thousand of kids, senior citizens and homeless people live better lives at the 19th Annual Book Fair to Benefit Goddard Riverside Community Center at Hibiscus Building, 213 Frangipani Street.

For more information call 212 873 4448.

Adapted from *Publishers Weekly*, October 31, 2005

Event:

Time/Date/Venue:

Purpose of the action:

Phone number of the organizer:



## Writing

In this section, you will learn how to:

- write a narrative text;
- write a short functional text, such as an advertisement.

### Activity 1

Answer the following questions.

---

1. Have you ever written a story in English?
2. What do you know about the stages of writing?
3. Do you always go through the stages when you write a story?

### Activity 2

Here is a story, but the sentences are not in order. With your partner, rearrange them into a good story.

---

1. A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree.
2. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree.
3. The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.
4. "That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future: "Do not trust flatterers."
5. "Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eyes. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

## Activity 3

Complete the narrative passages below with the order or sequence of events.

- |                       |                     |
|-----------------------|---------------------|
| a. first              | j. after a few days |
| b. first of all       | k. at the same time |
| c. in the first place | l. immediately      |
| d. to begin with      | m. presently        |
| e. second             | n. now              |
| f. next               | o. last of all      |
| g. then               | p. finally          |
| h. afterwards         | q. in the end       |
| i. later              | r. at last          |

### *New Horizon*

A narrative tells about something that happened in the past. You will also use time order to write a narrative. Signal words and time expressions make the order of a narrative clear. The rest of the sentences should tell what happened in the correct time order.

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

1. My luck has been bad lately. For example, last week my father sent me a check. I lost it. <sup>1</sup>\_\_\_\_\_, my grandmother gave me a present. I broke it. <sup>2</sup>\_\_\_\_\_, Prof. Yoyo gave me an examination. I failed it. <sup>3</sup>\_\_\_\_\_, he assigned me a special project. I didn't understand it. <sup>4</sup>\_\_\_\_\_, Sandy introduced a good friend of his to me. She didn't speak English!
2. Last summer, Tim attended summer school. His friend Christ took a trip. However, Christ made Tim some promises. <sup>1</sup>\_\_\_\_\_, she would send him photographs. <sup>2</sup>\_\_\_\_\_, she would write him letters. And <sup>3</sup>\_\_\_\_\_, she would buy him some souvenirs. <sup>4</sup>\_\_\_\_\_, she did everything for him sent him letters, pictures, and postcard. <sup>5</sup>\_\_\_\_\_, she forgot to write letters. She forgot send pictures. She forgot the postcard too. Or she remembered the postcards, but forgot to mail them to him. <sup>6</sup>\_\_\_\_\_, she decided to tell Tim the truth. She wrote Tim that she had met another guy. But she didn't send the letter to him. She forgot.

## Activity 4

### Your Project

This is an individual project. Write your own story. Use the following guidelines.

In preparation for making your narrative keep these simple guidelines in mind:

- Whose story it is.
- What happens.
- Have a clear beginning, middle, and end.
- Where and when the story takes place.

Study the following sentences and the explanation.

1. *Before* the two mice were eating jellies and cakes, they found the remains of a fine feast. Suddenly they heard growling and barking.
2. *After* gorging on an animal a wolf had killed, suddenly a small bone in the meat stuck in his throat and he could not swallow it. He soon felt a terrible pain in his throat, and he ran up and down groaning and groaning, looking for something to relieve the pain.

*Before* and *after* are commonly found in a narrative text and used to express the order of events.

## Grammar Review

### Before and After

*Before* and *after* are used if we want to express the order of events. We can use the following form.

1. **Before + clause 1 (S,V,O) + clause 2 (S,V,O)**  
**After + Subordinate clause + Main clause**

For example:

- *Before* she attended the class, she would prepare everything.
- *After* hearing the news she felt free.

2. **Before + noun phrase (V+ing) + clause 2 (S,V,O)**

**After + Subordinate clause + Main clause**

For example:

- *Before* watching the movie, we must buy the ticket.
- *After* losing his job, the man became extremely depressed.

## Activity 5

Match the main clauses in column A with the subordinate clauses in column B.

Column A	Column B
1. The lady used the old washing machine	a. after consuming much milk
2. The mechanic tried to overhaul the engine	b. before joining the race
3. The exploration team did the research	c. after he noticed its type
4. The baby got fat	d. before digging the well of oil
5. The racer had his car rechecked	e. before she bought a new one

## Activity 6

Rewrite the sentences with subordinate clauses instead of subordinate phrases. Be careful of the tense.

1. Kresna needed to get a loan before buying a car.  
*Kresna needed to get a loan before she bought a car.*
2. A pilot has to start the engine before taking off.
3. The man eats a lot of food after working hard.
4. Mr. Efendi always checks the battery before starting the car engine.
5. After having lunch, we will go to the cinema.
6. The children took a bath before having breakfast.
7. Before taking medicine, the patient must have a meal.
8. After turning off the lamp, she went to bed.
9. Mr. Herman locked the door before leaving the house.
10. The workers usually go home after finishing their work.

## Activity 7

Combine the two sentences below into one sentence using *before* and *after*. If possible use a subordinate phrases. Number one has been done for you.

---

1. I knew the time was up.  
I told the students to collect the answer sheets.
  - a. *Before I told the students to hand-in the answer sheets, I knew the time was up.*
  - b. *After I knew the time was up, I told the students to hand-in the answer sheets.*
  - c. *After seeing the time was up, I told the students to hand-in the answer sheets.*
2. The bell rang.  
I woke up.
3. Santi doesn't want to take it.  
The doctor recommended the medicine.
4. Doni goes to the front of the class.  
The teacher calls him.
5. She read the magazine and ate biscuits.  
She finished cleaning the house.

## Activity 8

Work in pairs. Write a short story by following the stages of writing.

---

- **Stage 1 : Planning**  
Discuss the topic with your friend. You can write the same topic as your friend's.
- **Stage 2 : Drafting**  
Write your own story based on the topic you have just discussed with your friend.
- **Stage 3 : Revising**  
Swap your piece of writing with your friend and edit each other's scripts.
- **Stage 4 : Proof-reading**  
Check your spelling and punctuation. You can do this yourself or ask your friend.
- **Stage 5 : Presentation**  
Write the final version neatly.

## Activity 9

Read and study this announcement.

### Mighty River Short Story Contest

***Deadline: August 1, 2008***

#### About the contest:

We're searching for the best short story relating in some way to the Mississippi River, the River Valley, or a sister River: its landscape, people, culture, history, current events, or future.

Semi-finalists will be chosen by a regional team of published writers. The final manuscript will be chosen by Susan Swartwout, publisher of Southeast Missouri State University Press.

The winner receives an award of \$500 and publication in *Big Muddy: A Journal of the Mississippi River Valley*.  
Winner will be announced October 1, 2008.

#### Mail manuscripts to:

MRSS Contest  
Southeast Missouri State University Press  
MS 2650, One University Plaza  
Cape Girardeau, MO 63701

## Activity 10

Answer the questions based on the announcement you have just read.

1. What is the announcement about?
2. When will the contest be closed?
3. What must the short stories relate to?
4. Who will choose the semifinalists?
5. Who will choose the finalists?
6. What are the prizes for the winner?
7. When will the results of the contest be announced?
8. Where can we send our manuscript?

## Chapter Summary

### 1. Language Functions

- a. Making suggestions and requests
  - Will you open the door for me, please?
  - Why don't you tell your problem to your mum?
- b. Giving instructions
  - You should follow this map.

### 2. Genre

Narrative

Social function: to amuse, entertain and to deal with a actual or vicarious experience in different ways narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic structure:

- Orientation : sets the scene and introduces the participants
- Complication: a crisis arises
- Resolution : the crisis is resolved, for better or for worse

## Learning Reflection

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

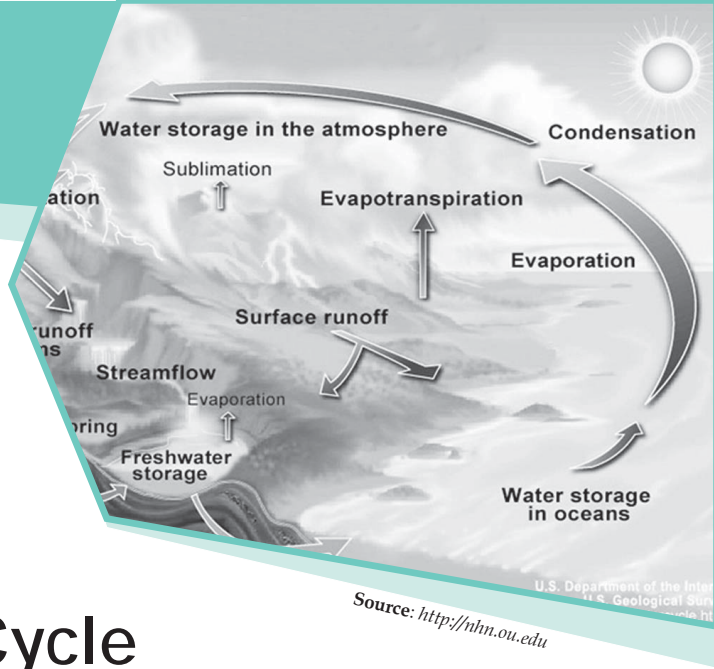
1. respond to expressions for giving suggestion, request and instructions;
2. make suggestions, requests and instructions;
3. perform a monologue of narrative text;
4. read and write narrative texts;
5. identify an advertisement, poster, and pamphlet.

**Now, answer the questions:**

1. What expressions do you use for suggesting, requesting, and giving instructions?
2. What do you say if you want to accept and decline a request?
3. What is your favourite story? What are the beginning, middle and end like?

**If you find some difficulties, consult your teacher or discuss with your friend.**

# Chapter 2



## How the Water Cycle Works

### *In This Chapter*

#### **Listening:**

- Responding to blame, accusation and complaints
- Responding to promises and deterrence
- Responding to explanation texts

#### **Speaking:**

- Blaming, accusing and complaining
- Making a promise and deterrence
- Performing monologues of explanation texts

#### **Reading:**

- Reading explanation texts
- Reading short functional texts: picture diagrams

#### **Writing:**

- Writing an explanation text
- Writing short functional texts: picture diagrams



## Listening

In this section, you will learn how to:

- respond to blame, accusation and complaints;
- respond to promises and deterrence;
- respond to explanation texts.

### Activity 1

Answer the questions orally.

1. If you borrow something and your sister breaks it, should you pay for the repair?
2. Should you apologise for it?
3. Will you get angry with your sister?
4. Your friend blames and accuses you of something you didn't do. How do you respond?

### Activity 2

Listen to the dialogue and answer these questions.

1. What's wrong with Adi?
2. What happened to his CD?
3. Does Rifki admit that it is his fault at first?
4. Will he pay for it?
5. Does Rifki say sorry for it?

### Activity 3

You are going to listen to the same dialogue. Complete the text while you are listening. Compare your answer with your friend's.

Nadia : What's <sup>1</sup>\_\_\_\_\_, Adi? You look unhappy.

Adi : I'm not. It's not <sup>2</sup>\_\_\_\_\_. Look at this.

Nadia : What's that?

Adi : It's my favourite CD. I <sup>3</sup>\_\_\_\_\_ it to Rifki and he broke it.

Nadia : What! What did he do to it?

Adi : He didn't do anything. His sister's dog <sup>4</sup>\_\_\_\_\_ it. It's completely destroyed.

Nadia : So? What's the <sup>5</sup>\_\_\_\_\_? Rifki can buy you a new CD.

Living in an English-speaking country is a wonderful opportunity to practise your English, especially listening and speaking. Find out how to make use of the opportunity at [www.englishclub.com](http://www.englishclub.com).

Adi : That's what I think, but he says it's not his  
6 \_\_\_\_\_. He says he won't pay for it.

Nadia : What! He has to pay for it.

Adi : Well, he won't pay for it. It's not fair.

Nadia : Come on, let's go and talk to him.

*Nadia and Adi come to Rifki.*

Nadia : Hi, Rifki. Adi has just told me about his CD.

Rifki : Oh, yes. It's 7 \_\_\_\_\_, isn't it? It's my sister's  
fault.

Adi : It was your 8 \_\_\_\_\_, Rifki.

Rifki : You have to talk to my sister about it.

Adi : I lent it to you, Rif, not to your sister.

Nadia : That's right, Rif. You should buy Adi a new CD.

Rifki : Look, 9 \_\_\_\_\_ of it, Nadia. It's none of your  
business.

Nadia : Yes, it is, Rifki, Adi's my friend.

Rifki : OK. It's my fault, isn't it? I must 10 \_\_\_\_\_.

Adi : It's good you 11 \_\_\_\_\_ that. Apology  
12 \_\_\_\_\_.

## Activity 4

Work in pairs and discuss the answers to these questions based on the dialogue in Activity 3.

1. What phrases does Rifki use to deny Nadia and Adi's accusation?
2. What phrases does Rifki use to admit his fault?
3. What phrases does Adi use to respond Rifki's regret?
4. What phrases does Rifki use to say sorry?

## Activity 5

You are going to listen to some short dialogues. Choose the best responses to the expressions you hear.

1. a. I do apologise, Sir.  
b. Really?  
c. What?
2. a. I don't think so.  
b. I promise.  
c. You'd better keep your promise.
3. a. I have to admit it.  
b. It's good that you admitted that.  
c. Apology accepted.

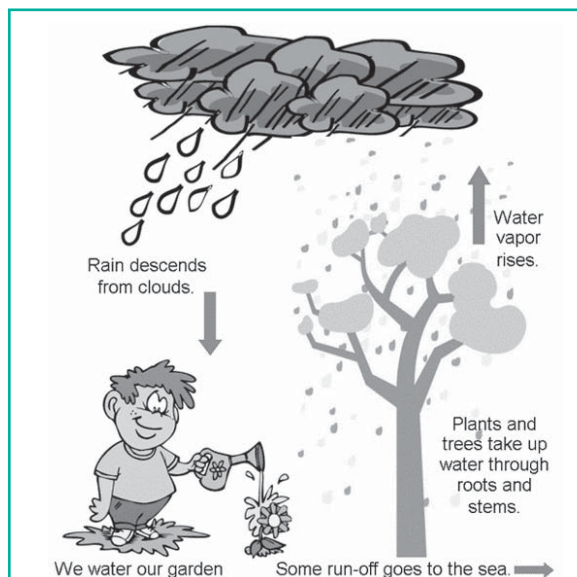
## Activity 6

Answer the questions orally.

1. What causes rainfall?
2. Where does the water come from?
3. Where does it go?

## Activity 7

Study the picture and listen carefully. Then, tell what the diagram is about.



Source: <http://www.arboretum.fullerton.edu>.

## Activity 8

Listen to the text once again and decide which word you hear.

1. these - this
2. circle - cycle
3. lie in - lying
4. like - lake
5. vapour - favour
6. began - begin
7. driver - river
8. where - were
9. rice - rises
10. clouds - could

## Activity 9

You are going to listen to the text once more. Discuss the answers to these questions.

1. What causes the evaporation of water from the world's oceans, lakes, and rivers?
2. What happens to the moisture-laden air as it rises?
3. What forms as the amount of water vapour grows in the air?
4. How is the water returned to Earth?
5. What are the forms of precipitation?
6. Where does the water flow back to?

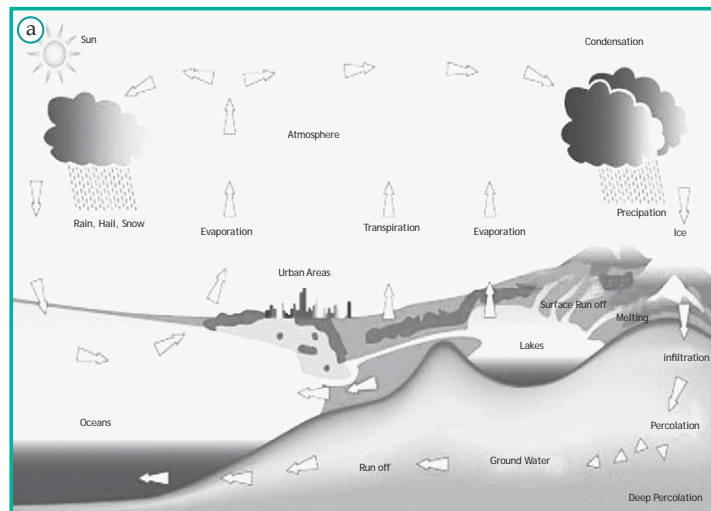
## Activity 10

Decide whether each statement is true or false.

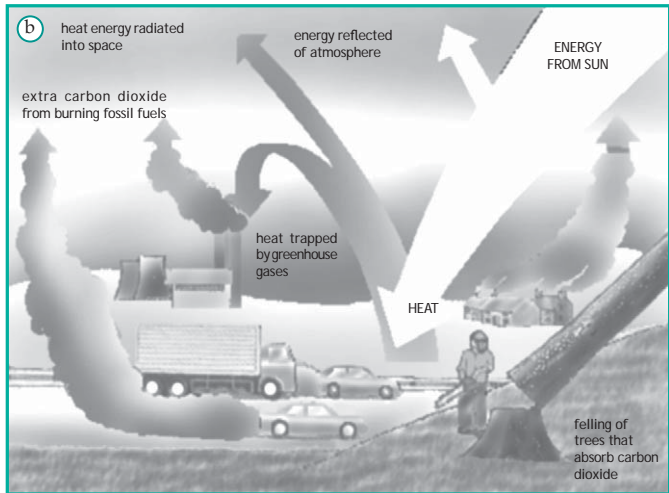
1. The moon causes the evaporation of water.
2. Evaporated water gathers in the atmosphere.
3. Clouds are formed as the water vapour becomes a liquid as it becomes cooler.
4. Rain clouds form as the amount of water vapour decreases.
5. The water is returned to Earth as rain, hail or snow.

## Activity 11

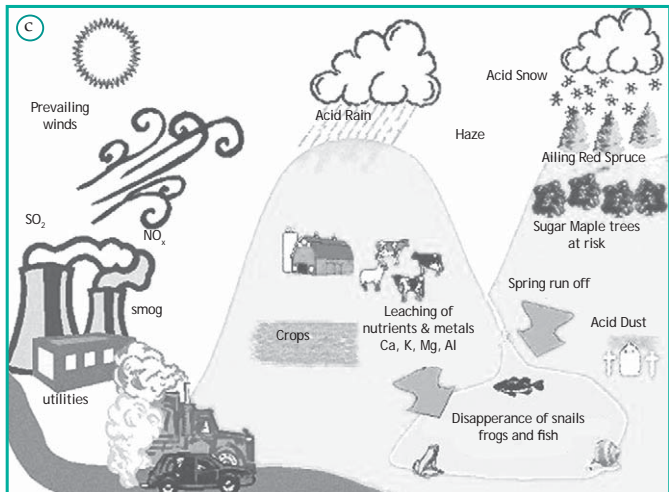
Match these pictures to the explanations you hear from the tape.



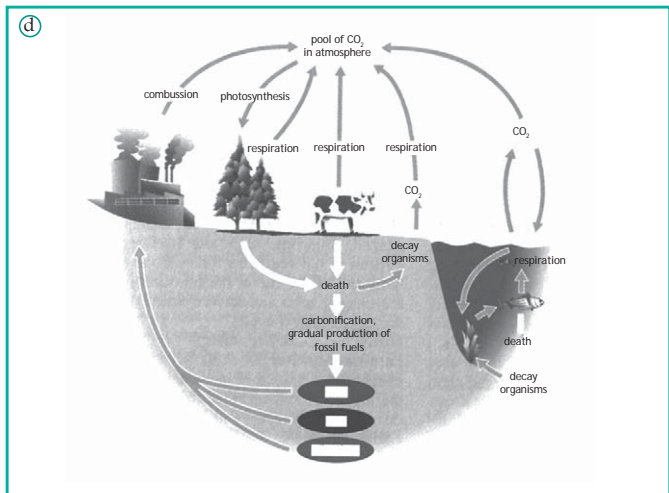
Source: <http://www.yuw.com.au>



Source: *The Oxford Children's Pocket Encyclopedia*



Source: <http://www.ucas.edu>



Source: *Science and Technology Encyclopedia, 2006*

## Activity 12

Listen to tape and complete the text.

The water <sup>1</sup>\_\_\_\_\_ is the never-ending movement of the earth's water. Water goes from <sup>2</sup>\_\_\_\_\_ to the air to the land and <sup>3</sup>\_\_\_\_\_ the oceans again. For that reason, its <sup>4</sup>\_\_\_\_\_ is called a cycle.

This cycle <sup>5</sup>\_\_\_\_\_ when heat from the sun turns ocean water into <sup>6</sup>\_\_\_\_\_. Water vapour is water that has become <sup>7</sup>\_\_\_\_\_. The water vapour rises high into <sup>8</sup>\_\_\_\_\_, where it cools off. The cooled water vapour changes into <sup>9</sup>\_\_\_\_\_ of water. The drops are held up in the sky by rising <sup>10</sup>\_\_\_\_\_. When billions of these drops of water <sup>11</sup>\_\_\_\_\_ together they form <sup>12</sup>\_\_\_\_\_. The water in the clouds eventually <sup>13</sup>\_\_\_\_\_ to earth as rain. If the water vapour is <sup>14</sup>\_\_\_\_\_ enough, it turns into ice and falls as <sup>15</sup>\_\_\_\_\_. Most rain and snow falls into the ocean, but some falls on <sup>16</sup>\_\_\_\_\_. In time, this water also <sup>17</sup>\_\_\_\_\_ back to the ocean and the cycle <sup>18</sup>\_\_\_\_\_ again.

*Taken from Science and Technology Encyclopedia, 2006*

## Activity 13

Listen again the complete text in activity 12 carefully. Then, answer the following questions orally.

1. What is the water cycle?
2. Why is the movement of water called a cycle?
3. When does the cycle begin?
4. What is water vapour?
5. Where does the water vapour cool off?
6. What does the cooled water change into?
7. What holds the drops up in the sky?
8. How is a cloud formed?
9. How does the water in the clouds fall to Earth?
10. Where does most rain and snow fall?

## Speaking

### In this section, you will learn how to:

- use expressions for blaming, accusing and complaining;
- use expressions for making a promise and deterrence;
- perform a monologue of an explanation text.

### Activity 1

#### Answer these questions.

---

1. Your teacher gave you an assignment to write an essay on a particular topic. You were too busy to write the essay. Then, you copied an article from a magazine. Your teacher knew you didn't write the essay. What might he say?
2. How did you respond to your teacher's accusation. Would you admit that you copied the article?
3. Would you apologise to your teacher? Would you regret it? What would you say to express it?

### Activity 2

#### Read and practise the following dialogue.

---

Mr Suherman : Dad... did you write this essay?

Dadi : Yes, Sir.

Mr Suherman : You didn't write it, did you? I think you copied it from a journal or somewhere else.

Dadi : I'm afraid that isn't true.

Mr Suherman : Really? I've read this article. It's Mr Hartono's essay, isn't it?

Dadi : That's right, Sir. I have to admit I downloaded it from the Internet. I regret it.

Mr Suherman : It's good that you admitted it.

Dadi : I do apologise, Sir.

Mr Suherman : Apology accepted but you have to be punished. You have to write two essays on a different social phenomena.

Dadi : Yes, Sir. I honestly regret doing this shameful thing. I promise I won't do it next time.

Mr Suherman : You'd better keep your promise, or else you'll fail on my subject.

### Activity 3

Work in pairs. Discuss the answers of these questions.

1. Did Dadi write the essay by himself?
2. How does Mr Suherman know that the essay Dadi submitted is someone else's writing?
3. Does Dadi admit that the essay is not his at first?
4. How does Dadi tell his teacher that he is sorry?
5. What does Dadi have to do as a punishment for cheating?
6. What phrases does Mr Suherman use to accuse Dadi?
7. What phrases does Dadi use to deny and admit it?
8. What phrases does Dadi use to express his regret?
9. What phrases does Dadi use to express his apologise?
10. What phrases does Dadi use to promise that he won't do such a shameful deed again?

### Activity 4

Complete the dialogue by using expressions in the box. Then act it out with your friends.

- You'd better keep your promise.
- I admit I forgot to turn out the light.
- I'm afraid that wasn't true, Mom.
- I do apologise, Mom.
- OK, it's my fault.



## New Horizon

When we learn our own (native) language, learning to speak comes before learning to write. In fact, we learn to speak almost automatically.

Taken from *Microsoft Encarta Premium, 2008*

Mom : Anton, was it you that left the light in the bathroom on?

Anton : <sup>1</sup>\_\_\_\_\_.

Mom : Really? There's no one else in this house.

Anton : All right, Mom. <sup>2</sup>\_\_\_\_\_.

Mom : It's good that you admitted it. Don't waste electricity. You play games too much. You know our electric bill keep rising.

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

Mom : Apology accepted but you ought to clean the bathroom. You also ought to tidy up your bedroom. It has become infested with mosquitos. Allright?

Anton : <sup>4</sup>\_\_\_\_\_. I promise I'll tidy up my bedroom every day.

Mom : <sup>5</sup>\_\_\_\_\_ and be a good boy.

## What to Say

Study the following expressions for blaming and accusing, admitting wrong doing and making a promise.

More Formal



Less Formal

More Formal



Less Formal

More Formal



Less Formal

### Expressions for Blaming and Accusing

- You are the one to blame.
- I think you're the only person who could have done it.
- It's your fault.
- It's your fault for (doing something).

### Expressions for Admitting of Doing Something

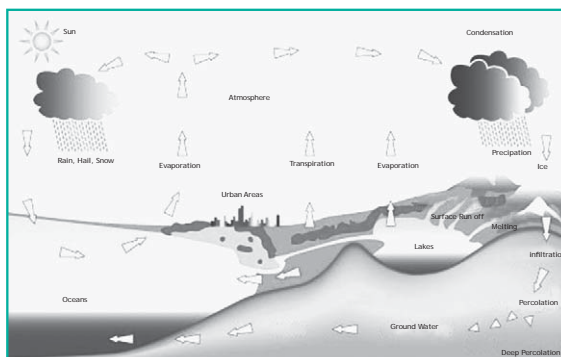
- I admit to (doing something).
- I admit that I ....
- I confess to (something).

### Expressions for Making a Promise

- I promise/swear that I ....
- I promise you that ....
- I swear (to do something).

## Activity 5

Look at the picture. Then, answer the questions.



Source: <http://www.yuw.com.au/>

1. What makes water from seas, lakes, rivers and wet soils evaporate?
2. What is the term for the process?
3. Do plants also release water into the atmosphere?
4. What is the term for the process?
5. Where does the water vapour go?

## Activity 6

Read the text below.

### How the Water Cycle Works

Solar energy evaporates exposed water from seas, lakes, rivers, and wet soil; the majority of this evaporation takes place over the seas. Water is also released into the atmosphere by the plants through photosynthesis. During this process, known as evapotranspiration, water vapour rises into the atmosphere.

Clouds form when air becomes saturated with water vapour. The two major types of cloud formation are stratified or layered grey clouds called stratus and billowing white or dark grey cloud called cumulus. Nimbostratus

clouds and cumulonimbus clouds are the two cloud types that are associated with rainy weather; nimbostratus clouds will bring steady rain, and cumulonimbus clouds will bring stormy weather.

Precipitation as rain, or hail ensures that water return to Earth's surface in a fresh form. Some of this rain, however, falls into the seas and is not accessible to human. When rain falls, it either washes down hill slopes or seeps underground; when snow and hail melt, this water may also sink into the ground.

Taken from *Geographica's World Pocket Reference*, 2001

## Activity 7

Work in groups of four. Discuss the answers of these questions.

1. Why does the majority of evaporation take place over the sea?
2. How do clouds form?
3. How many major types of cloud formation are there?
4. What type of clouds are associated with rainy weather?
5. Which cloud will bring continuous rain?
6. What makes certain that water returns to Earth's surface in a fresh form?

## Activity 8

Study the following words and their phonetic symbols. Then pronounce the words.

1. falls /fɔ:lz/
2. washes /wɒʃɪz/
3. slopes /sləʊdz/
4. clouds /klaʊdz/
5. supplies /sə'plaɪz/
6. glaciers /'glæsjəz/
7. evaporates /ɪ'væpəreɪts/
8. becomes /brɪ'kʌmz/
9. ensures /m'ʃʊəz/
10. replenishes /rɪ'plenɪʃɪz/

### Pronunciation *Practice*

The -s ending is pronounced differently, depending on the end of the word.

- /ɪz/ after -ch, -sh, -s, -x, -z endings, examples: teaches, boxes, buses
- /s/ after voiceless (-p, -t, -k, -f etc.) endings, examples: drinks, speaks, hits
- /z/ after voiced consonant (-d, -g, -r, etc.) endings, examples: floats, brings, fathers

## Activity 9

Categorise the following words according to the sound of the -s ending and then pronounce them.

- |            |                |
|------------|----------------|
| 1. clouds  | 6. photographs |
| 2. rivers  | 7. breaks      |
| 3. brushes | 8. drags       |
| 4. jumps   | 9. watches     |
| 5. fixes   | 10. boots      |

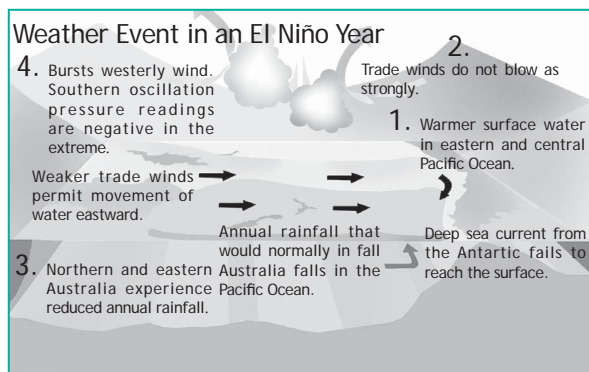
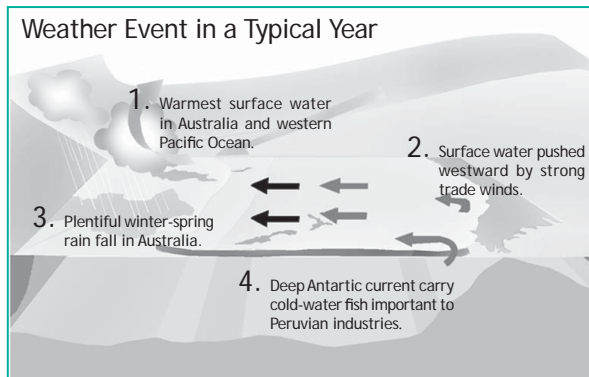
## Activity 10

Look at and study the diagrams and answer these questions.

### New Horizon

The converse of the El Niño effect is the La Niña effect, which is an exaggeration of normal conditions. This takes place when trade winds blow strongly and consistently across the Pacific towards Australia. This pushes the warm waters from the central Pacific, off the northern Australian coast, to build up into a mass that is bigger than normal.

Taken from *Microsoft Encarta Premium, 2008*



Source: *Geographica's Pocket World Reference, 2005*

1. What does the diagram describe?
2. Refer to the diagram then classify these statements according to whether they occur in a typical year or an El Niño year:
  - Warmer surface water in eastern and central Pacific Ocean
  - Low annual rainfall over northern and eastern Australia
  - Weaker than normal trade winds

## Reading

In this section, you will learn how to:

- read explanation texts;
- read short functional texts: picture diagrams.

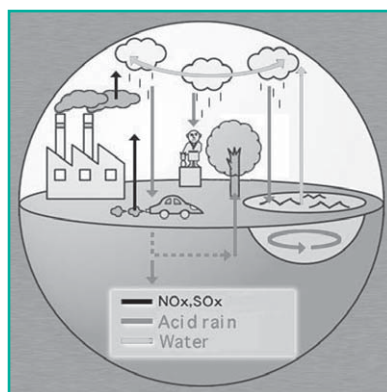
### Activity 1

Look at the picture. Then, answer the questions orally.

#### New Horizon

The converse of the El Niño effect is the La Niña effect, which is an exaggeration of normal conditions. This takes place when trade winds blow strongly and consistently across the Pacific towards Australia. This pushes the warm waters from the central Pacific, off the northern Australian coast, to build up into a mass that is bigger than normal.

Taken from *Microsoft Encarta Premium, 2008*



Source: <http://www.ucas.edu/>

1. Do you think that the environment is changing?
2. How is it changing?
3. How is it different from the environment of 50 years ago?
4. Have you ever read an article about acid rain?
5. What was the title?

### Activity 2

Find the meanings of the following words. Consult your dictionary. They are taken from the text you are going to read in Activity 3.

1. acidic
2. slightly
3. severely
4. chimney
5. emit
6. droplet
7. precipitate
8. catalyst
9. airborne
10. acidification
11. exhaust
12. toxic

## Activity 3

Read the following text aloud. Pay attention to your pronunciation and punctuation.

### Acid Rain

General  
Statement

Acid rain is rain that is highly acidic because of sulphur oxides, nitrogen oxides, and other air pollutants dissolved in it. Normal rain is slightly acidic, with a pH of 6. Acid rain may have a pH value as low as 2.8.

Acid rain can severely damage both plant and animal life. Certain lakes, for example, have lost all fish and plant life because of acid rain.

Explanation

Acid rain comes from sulphur in coal and oil. When they burn, they make sulphur dioxide ( $\text{SO}_2$ ). Most sulphur leaves factory chimneys as the gaseous sulphur dioxide ( $\text{SO}_2$ ) and most nitrogen is emitted as nitrogen oxides ( $\text{NO}$  or  $\text{NO}_2$ ), both of which are gases. The gases may be dry deposited-absorbed directly by the land, by lakes or by the surface vegetation. If they are in the atmosphere for any time, the gases will oxidise (gain an oxygen atom) and go into solution as acids. Sulphuric acid ( $\text{H}_2\text{SO}_4$ ) and the nitrogen oxides will become nitric acid ( $\text{HNO}_3$ ). The acids usually dissolve in cloud droplets and may travel great distances before being precipitated as acid rain. Catalysts such as hydrogen peroxide, ozone and ammonium help promote the formation of acids in clouds. More ammonium ( $\text{NH}_4$ ) can be formed when some of the acids are partially neutralised by airborne ammonia ( $\text{NH}_3$ ). Acidification increases with the number of active hydrogen ( $\text{H}^+$ ) ions dissolved in acid. Hydrocarbons emitted by for example, car exhausts will react in sunlight with nitrogen oxides to produce ozone. Although it is invaluable in the atmosphere, low level ozone causes respiratory problems and also hastens the formation of acid rain.

When acid rain falls on the ground it dissolves and liberates heavy metals and aluminium (Al). When it is washed into lakes, aluminium irritates the outer surfaces of many fish. As acid rain falls or drains into the lake the pH of the lake falls. Forests suffer the effect of acid rain through damage to leaves, through the loss of vital nutrients, and through the increased amounts of toxic metals liberated by acid, which damage roots and soil micro organisms.

*Taken from Science and Technology Encyclopedia, 2006*

## Activity 4

Work in pairs. Discuss the answers to these questions.

1. What is acid rain?
2. What is the pH of normal rain?
3. How is sulphur dioxide formed?
4. What will happen to sulphur dioxide and nitrogen dioxide if they enter the atmosphere?
5. What substances react to form nitric acid?
6. What helps to promote the formation of acids in clouds?
7. What influences the increase in acidification?
8. How is ozone produced?
9. Does low level ozone harm respiratory organs?
10. How does acid rain affect forests?

## Activity 5

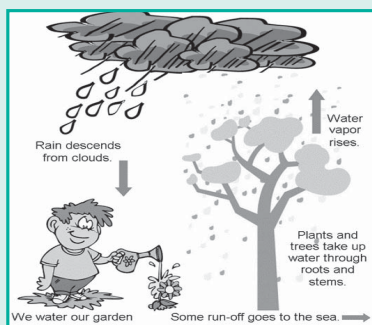
Read and study the following structure of an explanatory text.

Texts	Structure of Explanatory Texts
<p>Acid rain is rain that is highly acidic because of sulphur oxides, nitrogen oxides, and other air pollutants dissolved in it. Normal rain is slightly acidic, with a pH of 6. Acid rain may have a pH value as low as 2.8. (Paragraph 1)</p> <p>Acid rain comes from sulphur in coal and oil. When they burn, they make sulphur dioxide (SO<sub>2</sub>). If they enter the atmosphere, the gases will oxidise (gain an oxygen atom) and go into solution as acids. (Paragraph 3)</p> <p>When acid rain falls on the ground it dissolves and liberates heavy metals and aluminium (Al). When it is washed into lakes, aluminium irritates the outer surfaces of many fish. (Paragraph 4)</p>	<p><b>General Statement</b> provides a general statement to position the reader. It focuses on generic, non human participants.</p> <p><b>Explanation</b> gives a sequence explaining of why or how something occurs. It is comprised mainly material and relational process, temporal, causal circumstances and conjunctions.</p>

## Activity 6

Read the text below.

### Where Does Rain Come from?



Source: <http://www.arboretum.fullerton.edu/>

Rain always comes from clouds. But where do clouds come from? How does all that water get into the sky?

Think about your bathroom. There is hot water in your bath. Steam goes up from the hot water. The steam makes small clouds in the bathroom. These warm clouds meet the cold walls and windows, and then we see small drops of water on the walls and windows.

The world is like your bathroom. The water in the oceans warms when the sun shines on it. Some of this water goes up into the sky and makes clouds. The wind carries the clouds for hundreds of kilometres. Then the clouds meet cold air in the sky, and we see drops of water. The drops of water are rain.

The rain falls and runs into rivers. Rivers run into oceans. And the water from oceans makes clouds and more rain. So water is always moving from oceans to clouds to rain to rivers to oceans. So the rain on your head was on other heads before! The water in your garden was in other gardens in other countries.

Adapted from *Junior Comprehension 1, 2004*

## Activity 7

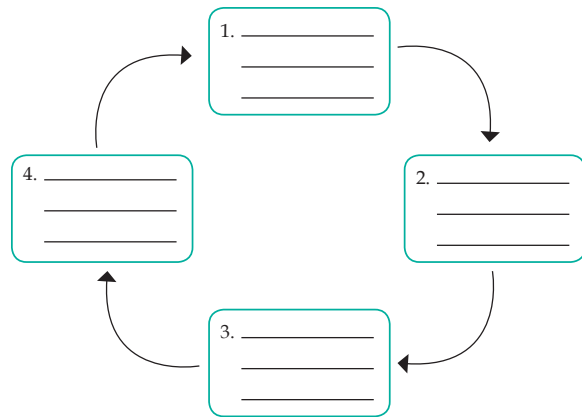
Decide whether each of the statements is true or false based on the text in Activity 6.

1. Rain doesn't always come from clouds.
2. Steam rises from the hot water.
3. The water in the oceans warms when the sun shines on it.
4. Some of the water goes down into the sky and makes clouds.
5. The rain falls and runs into rivers. Rivers run into oceans.



## Activity 8

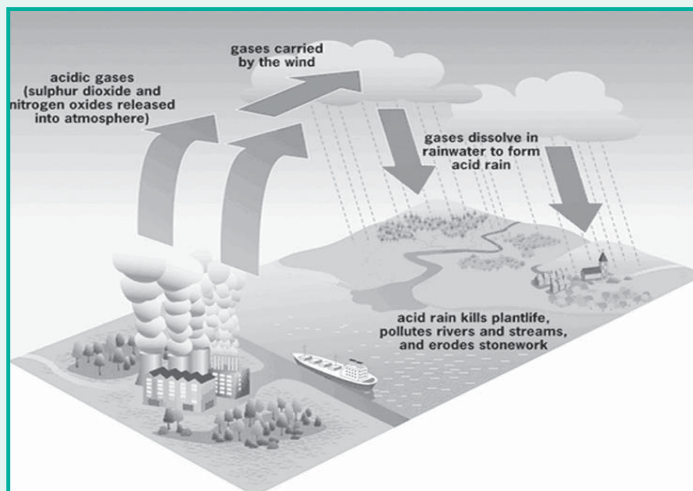
Explain how the water cycle works. First, copy this chart and then fill in with events happening in the water cycle.



## Activity 9

Look at the picture and study the explanation. Then find any related information. Present it to the class.

### Acid Rain



Source: [en.wikipedia.org](http://en.wikipedia.org)

Acid is rain, snow, sleet, or hail that contains acids. Acid rain harms lakes and rivers and kills fish and other water life. Scientists believe it damages forests, soil, statues, bridges and buildings too.

Air contains water vapour, tiny drops of water. But when chemicals from automobiles ...

## Writing

In this section, you will learn how to:

- write an explanation text;
- write short functional texts: picture diagrams.

### Activity 1

Read the text. Study the structure of the text. Then, write down the main ideas of each paragraph.

#### El Niño Phenomena

##### What Is El Niño?

El Niño is a warm water current which moves off the west coast of Chile and Peru. The current is believed to be closely associated with irregular variations in the global weather system and it occurs approximately every 7–11 years. The wider consequences of El Niño can be catastrophic. The current is associated with short-term changes in worldwide climate patterns, and may cause drought in place such as Australia and violent tropical cyclones in the Pacific Ocean. Some scientists fear that global warming may be making El Niño occur more frequently.

##### How Does El Niño Occur?

The combined influence of land, sea and air on weather conditions can create a global climate rhythm. In the Pacific Ocean, for example (A), trade winds normally blow from east to west (1) along the Equator, “dragging” sun-warmed surface waters into a pool of North Australia and there by the thermocline—the boundary between warm surface waters and the cooler layers beneath (2). High cumulus

clouds form above these warm waters, bringing rain in the summer wet season (3). Cooler, nutrient-rich waters rise to surface off Southern America (4), supporting extensive shoals of anchovies on which a vast fishing industry has developed. The weather over this cold water region is dry.

Every 3–5 years a change occurs in the ocean-atmosphere interaction. The climatic pattern is reserved (B)—an event known as El Niño. The trade winds ease, or even reverse direction (5), during El Niño and the warm surface waters which have “pilled up” in the West Pacific flow back to warm the waters off South America by 2–3°C (6). This depresses the east thermocline (7) and dramatically affects the climate. In an El Niño year, drought and bush fires occur over Australia, while flood affect Bolivia and Peru. The warm waters off South America suppress upwelling of the cold nutrient rich waters, bringing disaster to the fishing industry.

Taken from Philip's Science and Technology Encyclopedia, 2006

## Activity 2

Work in pairs. Discuss the text you have just read. Then rewrite it in your own words.

The Structure of the Text

- General Statement  
What is El Niño?
- Explanation  
How does El Niño occur?

## Activity 3

Read and study the following sentences and their explanations.

- Most nitrogen *is emitted* as nitrogen oxides (NO or NO<sub>2</sub>), which are gases.
- The gases *may be dry deposited–absorbed* directly by the land, by lakes or by the surface vegetation.
- More ammonium (NH<sub>4</sub>) *can be formed* when some of the acids are partially neutralised by airborne ammonia (NH<sub>3</sub>)
- Every two to seven years, however, this pattern *is interrupted* by the El Niño event.

When we say what happens to people and things—what is done to them—we often use passive verb forms like *is emitted*, *may be dry deposited*, *can be formed* and *is interrupted*.

## Grammar *Review*

### Passive Voice

In a passive clause, we usually use a phrase beginning with *by* if we want to mention the agent—the person or thing that does the action, or that causes what happens.

- Water *is also released* into the atmosphere *by* plants through photosynthesis.

### Passive Verb Form

We normally make passive forms of a verb by using tenses of the auxiliary be followed by the past participle (=pp) of the verb. Here is a list of all the passive forms of an ordinary English verb, with their names.

Tenses	Structures
simple present	am/are/is + pp
present continuous	am/are/is being + pp
simple past	was/were+ pp
past continuous	was/were being + pp
present perfect	have/has/been+ pp
past perfect	had been + pp
will future	will be + pp
future perfect	will have been + pp
going to future	am/are/is going to be + pp

Modal auxiliaries (*will, can, should, ought to, must, have to, may, and might*) are often used in the passive.

**Form: modal + be + past participle**

## Activity 4

Use active or passive in any appropriate tenses, for the verbs in parentheses.

1. The Amazon valley is extremely important to the ecology of the earth. Forty percent of the world's oxygen (*produce*) \_\_\_\_\_ there.
2. The game (*win*) \_\_\_\_\_ by the other team tomorrow. They're a lot better than we are.
3. In my country, certain prices (*control*) \_\_\_\_\_ by the government, such as the prices of medical supplies. However, other prices (*determine*) \_\_\_\_\_ by how much people are willing to pay for a product.

4. Yesterday the wind (*blow*) \_\_\_\_\_ my hat off my head. I had to chase it down the street. I (*want, not*) \_\_\_\_\_ to lose it because it's my favourite hat and it (*cost*) \_\_\_\_\_ a lot.
5. The government used to support the school. Today it (*support*) \_\_\_\_\_ by private funds as well as by the tuition the students pay.

## Activity 5

Read the following text. Find the passive sentences or clauses in it. Write them on your workbook.

### What Causes Air to Rise?

There are four ways in which air can be forced to rise, thus causing the water droplets to condense. We will look at each of these in turn.

1. The air is heated from the ground.

This tends to occur mainly in the tropics, where the air in contact with the ground is warmer than the air above. So it will rise. As a result, sometimes huge thunder-clouds (called cumulonimbus clouds) form and the associated rainfall can be very heavy. This type of rainfall is called convection rain.

2. The air is forced to cross a mountain barrier.

As an air mass crosses a mountain barrier, it is forced to rise. If the mountains are sufficiently high and the air mass contains enough moisture, clouds will form and rain will fall on the windward side (the side closest to where the air mass is coming from). This rainfall is known as orographic rain, meaning "caused by the shape of the land". The air mass, now drier and warmer, will continue to flow down the other side of the mountains (the leeward side).

3. Air rises as it enters an area of low pressure.

As air rises, other air must replace it which, in turn, also rises. This is a complex process. As the air rises, it moves in a spiral, but if enough air enters an area of low pressure, clouds will form and rain may fall.

### UN Shot

Rudi : Why are you so late today?

Tino : Sorry, Rudi. My car ...

Rudi : So you came here on foot.

Tino : Yes, I did.

- a. is repairing
- b. has just repaired
- c. will be repairing
- d. is being repaired
- e. will have been repaired

(UN 2002/2003)

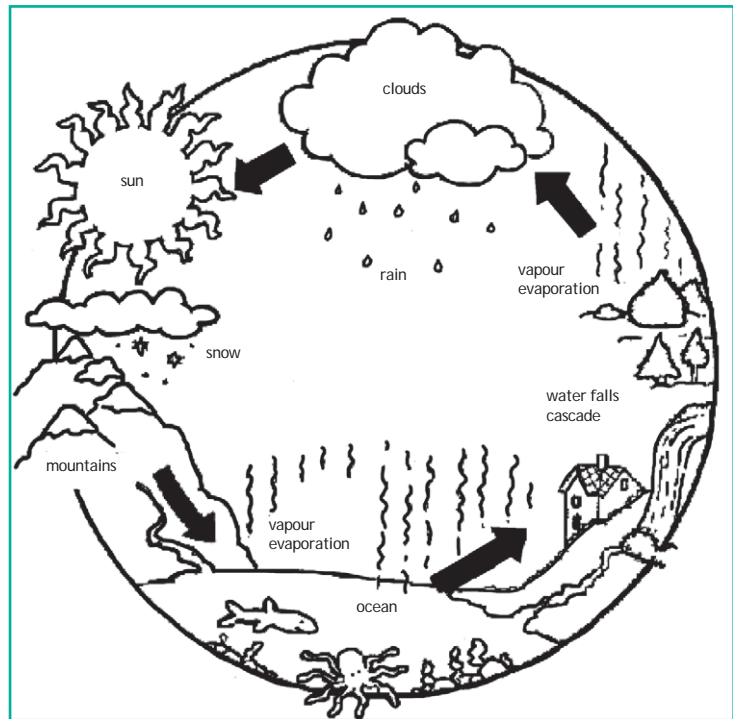
## Activity 6

Work in pairs. Look at the pictures. Write an explanation text based on the diagrams.

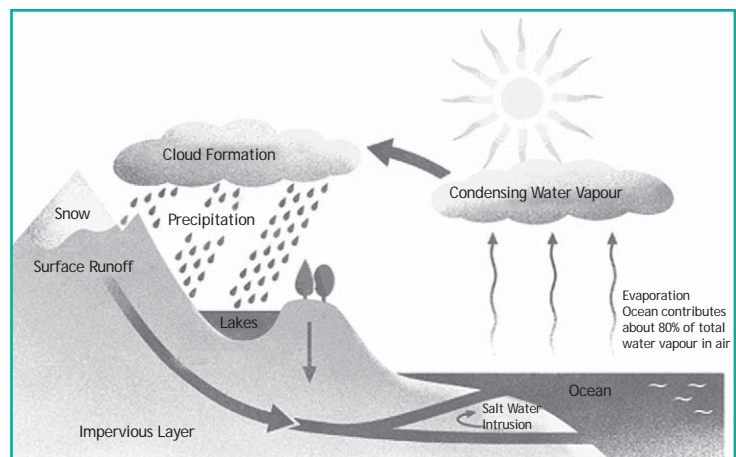
### New Horizon

Acid rain is rain, snow, sleet, or hail that contains acids. Acid rain harms lakes and rivers and kills fish and other water life. Scientists believe it damages forests, soil, statues, bridges and buildings too..

Taken from *Microsoft Encarta Premium, 2008*



Source: <http://www.ecgc.ca/>



Source: <http://www.diagwatercycle.com/>

## Chapter Summary

### 1. Language Functions

- a. Blaming and accusing
  - You broke her cassette, It's your fault.
- b. Admitting and denying wrong doing
  - I admit that I forgot to turn off the computer.
- c. Making a promise
  - I promise I'll not come late anymore.

### 2. Genre

Explanation

Social function: to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

Generic structure:

- General Statement : provides a general statement to position the reader.
- Explanations : tells a sequenced explanation of why or how something occurs.

## Learning Reflection

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

1. respond to expressions for blaming and accusing;
2. respond to expressions for promising;
3. respond to explanation texts;
4. perform a monologue of an explanation text;
5. read and write explanation texts;
6. identify pictures and diagrams.

**Now, answer the questions:**

1. What expressions do you use for blaming and accusing?
2. What do you say if you want to make a promise?
3. What is the purpose of explanation text? Find an explanation text and identify its structure.

**If you find some difficulties, consult your teacher or discuss with your friend.**

# Chapter 3



Source: <http://www.senatordavidnorris.com>

## Let's Discuss Some Issues

### *In This Chapter*

#### **Listening:**

- Responding to expression for curiosity and showing attitudes
- Responding to expressions for discussing possibilities
- Responding to discussion texts

#### **Speaking:**

- Saying you are curious
- Expressing possibilities and showing attitudes
- Performing a monologue of a discussion text

#### **Reading:**

- Reading discussion texts
- Reading short functional texts: posters and graphs

#### **Writing:**

- Writing a discussion text
- Writing a short functional text: sign or poster



## Listening

In this section, you will learn how to:

- respond to expression for curiosity and attitudes;
- respond to expressions for discussing possibilities;
- respond to discussion texts.

### Activity 1

Listen and repeat these expressions. When and where would you find these expressions?

1. "I'd be very interested to know your opinion on abortion."
2. "What I'd really like to find out are the facts about cases of abortion in Indonesia."
3. "I think it's possible that our government will have a policy on abortion."

### Activity 2

Listen to the dialogue and answer the questions.

1. What are Nadia and Adi talking about?
2. What does Nadia want to know?
3. What is Adi's opinion about the issue?
4. What phrase does he use to express it?
5. What does Adi hope for the government?

### Activity 3

Listen to the dialogue again. Complete it while you are listening. Compare your answers with your friend's.

- Nadia : <sup>1</sup>\_\_\_\_\_ what is your opinion on abortion.  
Adi : <sup>2</sup>\_\_\_\_\_ I oppose it. for many reasons.  
Nadia : So, is that why you voted for a president candidate who campaigned pro-life?  
Adi : Yeah. <sup>3</sup>\_\_\_\_\_ the government won't pass a law legalizing abortion.  
Nadia : But I heard the House is discussing a bill to legalize abortion for medical reasons.  
Adi : Really? <sup>4</sup>\_\_\_\_\_ the law won't be misused by some irresponsible people.

## Activity 4

Work in pairs. Listen to another dialogue. Complete the text with the expressions you hear.



Source: [www.moran-mountain.co](http://www.moran-mountain.co)

### Englishclub.com

Listening, speaking, reading and writing are the main (macro) skills you need to communicate in any language. Being very good at only one of these skills will not help you to communicate. Learn how to master the four language skills at [www.englishclub.com](http://www.englishclub.com).

- Deni : Hey, Randi have you ever been mountain climbing?
- Randi : Yeah. I went a couple of times a few years ago. Why do you ask? <sup>1</sup>\_\_\_\_\_?
- Deni : <sup>2</sup>\_\_\_\_\_ on maybe this weekend.
- Randi : Really? Where? With whom?
- Deni : With Budiman and Heri <sup>3</sup>\_\_\_\_\_ going to Mount Pangrango.
- Randi : Humh. Well, be careful! It's been raining day. You've never climbed before, have you?
- Deni : No. I don't know the first thing about it. Budiman and Heri are quite experienced, though, I guess. <sup>4</sup>\_\_\_\_\_ get to the top safely. After all, <sup>5</sup>\_\_\_\_\_ the weather will be better this weekend.
- Randi : Well, <sup>6</sup>\_\_\_\_\_. <sup>7</sup>\_\_\_\_\_. Yet, if the weather gets worse, <sup>8</sup>\_\_\_\_\_ of changing the plan? Maybe you can go camping.
- Deni : Hmm. <sup>9</sup>\_\_\_\_\_.

## Activity 5

You are going to listen to two short dialogues. Note about the responses to the expressions you hear. Then practise them with your friends.

## Activity 6



Source: Cloning: *Frontiers of Genetic Engineering*, 2002

Answer these questions based on your own knowledge.

Sometimes scientists change plants in the laboratory. These changes make them grow differently from normal plants. We call these plants genetically modified.

1. What do you know about genetic engineering?
2. Does it have any advantages?
3. Do you like the idea of eating foods that have been genetically modified?
4. Are you a proponent or an opponent of genetic engineering?

## Activity 7

Work in pairs and listen to a text about genetic engineering. Then put the number of the paragraph next to the description on the left.

Information	Paragraph
1. Genetic engineering has important uses, but many people are worried by it.	_____
2. Food distribution is the biggest problem.	_____
3. The effects of transgenic plants on the environment are being investigated.	_____
4. The use of recombinant technology outside of secure laboratory environments carries unacceptable risks for the future.	_____
5. Certain types of genetically engineered crops will further reduce biodiversity in cropland.	_____
6. There is hope that golden rice may alleviate vitamin A deficiency.	_____
7. The increasing use of genetic modification in major crops has caused a power shift in agriculture towards biotechnology companies.	_____
8. Genetic engineers may come up with some very tempting ideas.	_____

## Activity 8

Listen again and take notes based on what you hear in the following table.

	Information
Issue	_____ _____ _____
Argument For	_____ _____ _____
Argument Against	_____ _____ _____
Conclusion	_____ _____ _____

## Activity 9

Listen to the radio ad. Fill in the missing information in the printed ad.

### Just Say No to GMO

"I believe that GM technology isn't needed to feed the world, as <sup>1</sup>\_\_\_\_\_, organic farming methods can provide plenty without the <sup>2</sup>\_\_\_\_\_ use of chemicals. Using sustainable and organic farming methods will allow us to <sup>3</sup>\_\_\_\_\_ the damage done by industrial farming, reducing the excessive use of fertiliser, <sup>4</sup>\_\_\_\_\_ and other man-made chemicals, and making GM crops <sup>5</sup>\_\_\_\_\_. The simple truth is, we don't need GM technology."

If you want a future <sup>6</sup>\_\_\_\_\_ from GM food, help us make sure that companies and governments around the world get the <sup>7</sup>\_\_\_\_\_.

This public <sup>8</sup>\_\_\_\_\_ ad is presented by Friends of the Earth.



**Friends of the Earth**

Adapted from [www.greenpeace.org.uk](http://www.greenpeace.org.uk); Foodwatch, 2001

## Speaking

In this section, you will learn how to:

- express curiosity;
- express possibilities and showing attitudes;
- perform a monologue of a discussion text.

### Activity 1

Answer these questions.

1. Do you have a mobile phone? Is it useful?
2. Do you think that sometimes your mobile phone is annoying? When?
3. What would you say to express your curiosity about the disadvantages of mobile phones?
4. What do you say if you think that mobile phones are very useful?
5. You think that mobile phones will not exist someday in the future. What do you say to express the possibilities?

### Activity 2

Work in pairs. Read and practise the dialogue aloud. Pay attention to the italicised expressions.

- Dani : *I'd like to know why the principal bans the use of mobile phones in school.*
- Lisa : He said mobile phones will disturb our lessons.
- Dani : So do you approve of the ban?
- Lisa : Not really. *I think it's a wise policy.* But sometimes mobile phones are really useful in emergency situations.
- Dani : You mean you're not sure whether you approve of the ban or not?
- Lisa : *Well, I approve in some cases.* Some of our friends have pornographic materials on their mobiles. I feel it's annoying.
- Dani : *Well, I don't agree with you.* Don't you think it's their right to store whatever they want on their mobiles?

## Activity 3

### New Horizon

GM crops are very expensive to develop; consequently, the industry has focused on high volume crops, such as soybeans, corn, cotton, and canola. Globally 50 percent of all soybeans and 20 percent of all cotton is GM. In the United States, almost all soybeans (90 percent) and corn (75 percent), and almost half of the cotton is GM.

*Taken from Biotechnology Demistified, 2007; Megatech Cloning, 1999*

- Lisa : That's right. But it's a school and it has its own rules.  
Dani : All right. *I hope the principal will reconsider the ban.*

Read another dialogue and identify the expressions of curiosity, giving opinion and expressing possibility. Then practise them with your partner.

- Dian : Hi, Adi. I wonder if you could answer a question for me.  
Adi : That depends. What's it for?  
Dian : My class is doing a school survey on genetically modified organisms.  
Adi : Is it just the same as transgenic animals or plants, huh? OK, what's the question?  
Dian : Do you approve of genetically modified organisms?  
Adi : Well, that depends.  
Dian : What do you mean? You can say "yes", "no", or "not sure".  
Adi : Yes, I'm sure. It depends on the use of the transgenic plants. If a country suffers from a famine, we can make good use of genetically modified food to help the country.  
Dian : OK, thanks. You say "yes".  
Adi : Yes, I approve in some cases.  
Tania : Well, I don't agree with him. I believe there may be unknown dangers with genetically changed crops.  
Didu : So your answer is "no"?  
Tania : That's right. I'm against it. I wish to campaign against GMO. Do you think there is any possibility of a government policy concerning this issue?  
Didu : Yes, I think that would be a possibility.  
Didu : OK. Thank you both. I appreciate your opinions.  
Tania : No problem.  
Adi : Good luck with your survey.

## Activity 4

Now, make some short dialogues using expressions of curiosity, showing attitude and expressing possibility and their responses.

### Example:

A : I wish I knew how to operate the programme on this new mobile phone.

B : Why don't you find it on the web? I think there's a possibility you can download the programme.

## What to Say

### Saying You Are Curious

- What I'd really like to find out is ....
- I'd be very interested to know ....
- I've been meaning to ask you.
- I'd like to know ....
- I wish I knew ....
- I'd love to know ....
- What's on your mind?
- I wonder ...?

### Expressions for Discussing Possibilities

- Would there any possibility of ...?
- Do you think we are capable of ...?
- Would it be possible for (somebody) to ...?
- I think that would be possible ....
- Is it possible to ...?
- Yes, there is a possibility ....

### Expressions for Giving Opinion

- I'd just like to say ....
- From my point of view, ....
- As far as I'm concerned ....
- Well, I must say ....
- I think ....
- I believe ....
- I feel ....

More Formal



Less Formal

More Formal



Less Formal

More Formal



Less Formal

## Activity 5

Work in groups of three. Create a dialogue on another controversial issue. Act it out in front of the class.

Examples of the Issue:

- Abortion
- Birth Control
- Alternative Medicines
- Animal Experimentation
- Cloning
- Reality TV Shows

Use the phrases you have studied in Activity 4 for saying you are curious.

## Activity 6

Answer the following questions.

1. Do you think that the practice of capital punishment is controversial?
2. Is it an effective punishment that deters crime?
3. Is it inhuman?
4. Do you agree if the government abolishes the death penalty?
5. Is the death penalty harder than a life sentence?

## Activity 7

Work in groups and have a discussion based on the issue of capital punishment.

First, the speaker introduces the topic:

- Today, I'm going to talk about the pros and cons of the death penalty.

There may be more than one idea about each topic. The phrases below introduce new ideas about each topic.

- One (idea) ...
- Another (idea) ...
- The third (idea) ...
- The final (idea) ...
- The most important (idea) ...

## Your Project

You will work with a partner. You and your partner make a dialogue that discuss a controversial issue. Sometimes you will have to be agree with the issue and sometimes you will have to be against the issue. Use the expressions you have learned.



## Activity 8

Read the text aloud.

### Mobile Phones: Good or Bad?



Source: *Pilar Magazine*, 2001

Everywhere you go nowadays, you see people using mobile phones. From school children to retired people, you see them talking in the supermarket, on trains, in the street, everywhere!

So what are the advantages of mobile phones?

First of all, they are very convenient because you can phone from nearly anywhere. Another advantage is that they are really useful in emergency situations.

For example, if you are alone in your car and it breaks down, you can get help quickly. In addition, you can also use your mobile to text your friends or connect to the Net.

However, there are disadvantages such as the cost. Mobile phone calls cost more than normal calls. Furthermore, it can be annoying if you are on a train or a bus and you have to listen to someone else's boring conversation. Finally, people can contact you anywhere, at any time, unless you switch your phone off!

In conclusion, there are both advantages and disadvantages. Personally, I feel mobile phones are a good thing because they give us more freedom and make communication easier.

Taken from *Language to Go*, 2002

## Activity 9

Reread the text in Activity 8. Then fill in the following table based on the text.

Topic:	Article
Advantages:	1. _____ 2. _____
Disadvantages:	1. _____ 2. _____
Conclusion :	_____

## Activity 10

Read the text in Activity 8 again. Then fill in the following table.

Topic:	
Advantages:	1. _____ 2. _____ 3. _____
Disadvantages:	1. _____ 2. _____ 3. _____
Conclusion :	_____

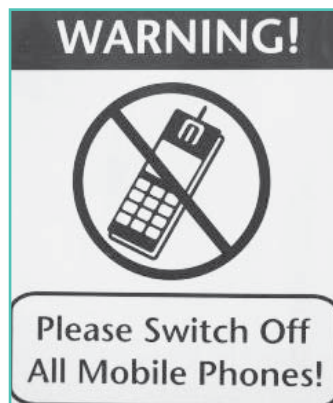
## Activity 11

Retell the text in Activity 8 by using your own words.

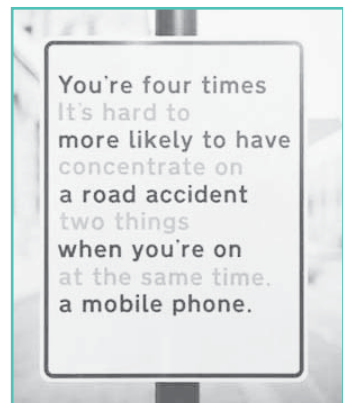
You can start your monologue with the following:  
Well, today I'm going to talk about mobile phones. Nowadays, everywhere you go, you see people using mobile phones. But is it good or bad? Of course there are advantages and disadvantages of mobile phones ....

## Activity 12

Look at the following signs and answer the questions.



Source [www.sxc.hu](http://www.sxc.hu)



Source [www.static.flickr.com](http://www.static.flickr.com)

1. What do the notices mean?
2. Where do you usually find such notices?

## Reading

In this section, you will learn how to:

- read a discussion text;
- read short functional texts: posters and graphs.

### Activity 1

Look at the picture and answer the questions orally.



Source: *Sociology in Our Times*, 2001

1. What is happening in the picture?
2. What issue is raised by the people in the picture?
3. Do you agree with them?

### Activity 2

Before you read the text, learn these words. Match them with their meanings.

Words	Meanings
1. abortion	a. not liking changes or new ideas
2. controversial	b. not yet born
3. circumstance	c. someone who disagrees with a plan, idea, etc
4. unborn	d. causing a lot of disagreement
5. opponent	e. the conditions that affect a situation, action, event, etc.
6. conservative	f. cruel or violent treatment
7. defect	g. to be able to recognise and understand the difference between two similar things or people
8. incest	h. the ending of pregnancy before birth
9. distinguish	i. illegal sex between people who are closely related
10. abuse	j. a fault or a lack of something

## Activity 3

Complete these sentences with the words in the left column of Activity 2.

### Englishclub.com

You will usually encounter new words when you read. If there are too many new words for you, then the level is too high and you should read something simpler.

([www.englishclub.com](http://www.englishclub.com))

1. Contraception is still a \_\_\_\_\_ issue in this part of the world.
2. The \_\_\_\_\_ of abortion argues that laws legalising it will increase irresponsible pregnancies.
3. The \_\_\_\_\_ of the helpless child made us bitter.
4. Some people argue that women should not have to bear unwanted children resulting from rape or \_\_\_\_\_.
5. People who believe that a woman should have the right to have an \_\_\_\_\_ may refer to themselves as "pro-choice."
6. Abortion is recommended when there is danger that the child will be born with a serious mental or physical \_\_\_\_\_.
7. Many people approve of abortion under certain \_\_\_\_\_.
8. Opponents of abortion believe that an abortion is the unjustified killing of an \_\_\_\_\_ child.
9. Pro-choice supporters \_\_\_\_\_ between human life and quality of life.
10. \_\_\_\_\_ branches of major religions are chief opponents of abortion.

## Pronunciation *Practice*

**Pronounce these words after your teacher.**

1. abortion /ə'bɔ:fn/
2. opponent /ə'pəʊnənt/
3. proponent /prə'pəʊnənt/
4. pregnancy /'pregnənsi/
5. controversial /kən'trə'vɜ:ʃl/
6. irresponsible /ɪrɪ'spɒnsəbəl/
7. recommend /rekə'mend/
8. justified /'dʒʌstəfaɪd/

## Activity 4

Read the following text aloud.

### Abortion: A Controversial Issue



Source: *Sociology in Our Times*, 2001

For years, abortion has been an extremely controversial subject. One important aspect of the controversy is whether a woman should be permitted by law to have an abortion and, if so, under what circumstances. Another is whether, and to what extent laws should protect the unborn. People who wish to legally limit or forbid abortions describe themselves as pro-life. Those who believe that a woman should have the right to have an abortion may refer to themselves as pro-choice.

Arguments against abortion are based on the belief that an abortion is the unjustified killing of an unborn child. Most people who oppose abortion believe that human life begins when a sperm fertilises an egg. Another argument against abortion is that laws allowing it on demand will increase irresponsible pregnancies and lead to disrespect for human life. The Roman

Catholic Church is a chief opponent of abortion. Conservative branches of other religions also oppose abortion.

Many people approve of abortion under certain circumstance. Some approve of abortion if a woman's life or health is endangered by her pregnancy. Others recommend abortion when there is danger that the child will be born with a serious mental or physical defect. They also approve of abortion when pregnancy has resulted from rape or incest.

Many people who think that a woman should have the right to choose to have an abortion distinguish between human life and person hood. They argue that person hood implies both the capacity for self-conscious thought and acceptance as a member of a social community. These people believe a fetus is not a person and is thus not entitled to rights normally given to a person. Such pro-choice supporters agree with the view that birth represents the beginning of personhood.

Another pro-choice argument is that legalising abortions has eliminated many illegal abortions performed by unskilled practitioners under unsanitary conditions. These abortions often cause deaths and permanent reproductive

injuries. Abortion on demand also prevents many unwanted births and may thus be a factor in lowering infant and child abuse, neglect, and death rates. Also some argue that women should not have to bear unwanted children in a world with a growing population and diminishing natural resources.

As a result of this controversy, abortion laws vary from country to country. In Russia, where abortion has been legal since 1920, it is allowed up to about the fourth month of pregnancy,

purely on request, and is commonly used as a method of birth control. In some countries, such as the Philippines, Indonesia, and Bangladesh, abortion is only allowed when pregnancy threatens the mother's life. South Africa, New Zealand, and Hong Kong allow abortion when the fetus is severely damaged. In the Republic of Ireland, the operation may only be performed when either the mother's or baby's life is in danger.

*Taken from The World Book Encyclopedia, 2007*

## Activity 5

Work in pairs. Copy the following table and then fill it out based on the text in Activity 4.

**Controversial issue:** \_\_\_\_\_

**Reasons against:**

\_\_\_\_\_  
\_\_\_\_\_

**Reasons for:**

\_\_\_\_\_  
\_\_\_\_\_

**Conclusion:**

\_\_\_\_\_  
\_\_\_\_\_

## Activity 6

Study the following table and chart. Then answer the questions.

### NORTH CAROLINA RESIDENT INDUCED ABORTIONS 2006

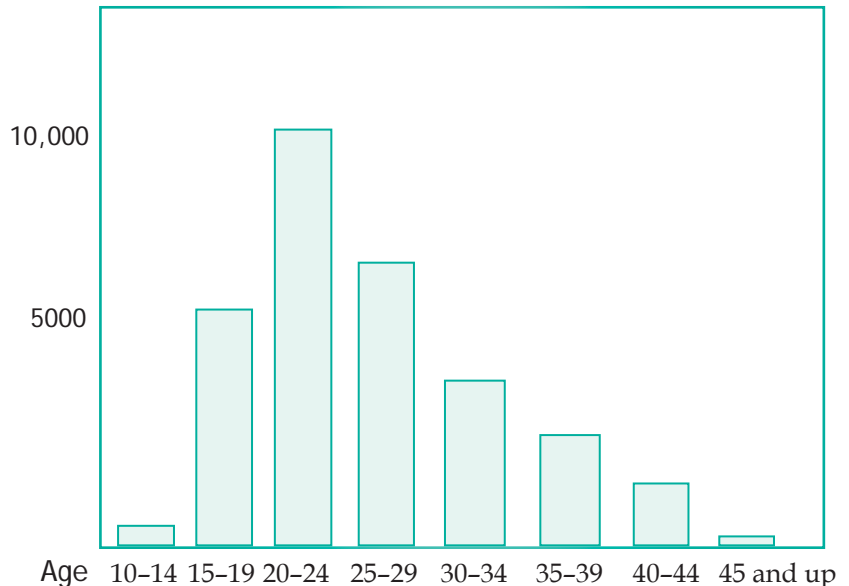
#### Induced Abortion in Unmarried Women

#### New Horizon

Debate is about change. We are constantly engaged in a struggle to make our lives, our community, our country, our world, our future, a better one. We should never be satisfied with the way things are now—surely there is something in our lives that could be improved.

Taken from [www.wikipedia.org](http://www.wikipedia.org)

Age	Total
10-14	240
15-19	5443
20-24	9359
25-29	6560
30-34	3669
35-39	1995
40-44	571
45 and up	27



Source: <http://www.ncrtl.org/statistics.htm>

1. a. In what age range did women in North Carolina have abortions the most?  
b. In what age range did women in North Carolina have abortions the least?
2. What is the total number of unmarried women having induced abortions?
3. What is the percentage of women aged 10–14 having induced abortions?
4. What do you think of the findings? Give your opinion.

## Activity 7

Draw a chart of the data in the table.

### NORTH CAROLINA RESIDENT INDUCED ABORTIONS 2007

Induced Abortions in Unmarried Women

Age	Total
10–14	350
15–19	5213
20–24	9579
25–29	6480
30–34	3556
35–39	1879
40–44	681
45 and up	37
<b>Total</b>	<b>27775</b>

## Grammar *Review*

### Even though, Although, and Though

Study the following sentences.

1. *Even though* birth control has gained in acceptance, opposition to the practice continues.
2. *Although* birth control has gained in acceptance, opposition to the practice continues.
3. *Though* birth control has gained in acceptance, opposition to the practice continues.



In informal speech, *though* is more common.  
In spoken English we often use *though* at the end of a sentence.

- The house isn't very nice. I like the garden *though*.  
(= but I like the garden)

*Even though* is a stronger form of *although*. We use *even though* to emphasise a contrast.

- *Even though* I was really tired, I couldn't sleep.

## Activity 8

Combine the sentences in each number. Use *even though*, *although* or *though*. Number one has been done for you.

### UN Shot

\_\_\_\_\_ living alone can be difficult; many single people prefer to live with their family.

- However
- Moreover
- Otherwise
- Therefore
- Although

(UN 2003/2004)

- Most people agree with family limitation.  
Many religious groups consider birth control immoral.
  - *Although* many religious groups consider birth control immoral, most people agree with family limitation.
- Some religious groups oppose all artificial birth control.  
They consider natural family planning acceptable.
- Family spacing is desirable for the good of the family and society.  
Individuals and groups differ sharply on the methods of birth control that they consider moral and acceptable.
- In many countries the government campaigns for birth control.  
Some people fear that birth control encourages sexual relations outside marriage.
- Birth control usually refers to artificial methods.  
Nature itself has built-in control for limiting and spacing births.
- Many countries allow abortion. Abortion laws vary from country to country.
- Abortion is legal in the Republic of Ireland. The operation may only be performed when either the mother's or baby's life is in danger.

## Writing

In this section, you will learn how to:

- write discussion texts;
- write a short functional text: sign or poster.

### Activity 1

Look at the picture and answer the questions.



Source: CD Image

1. What things are in the picture?
2. What can you do with them?
3. Are they helpful?
4. Does technology have helpful or harmful effects?
5. Can you give your opinion about the technology?

### Activity 2

Write ten sentences related to helpful and harmful effects of technology.

Helpful	Harmful
1. Technology has helped people in many different ways.	1. Pollution is one of the most harmful effects of modern technology.
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

## Activity 3

Study the following direction for writing a discussion text.

Write the subject of the essay/discussion.

### Mobile Phones: Good or Bad?

First, write a general introduction to the subject of the discussion.

Everywhere you go nowadays, you see people using mobile phones. From school children to retired people, you see them talking in the supermarket, on trains, in the street, everywhere!

Use linking words like *First of all* to present the advantages/disadvantages.

So what are the advantages of mobile phones?

*First of all*, they are very convenient because you can phone from nearly anywhere. Another advantage is that they are really useful in emergency situations. For example, if you are alone in your car and it breaks down, you can get help quickly. In addition, you can also use your mobile to text your friends or connect to the Net.

Use words like *However* to introduce a contrast and *In conclusion* to introduce the summary.

*However*, there are also disadvantages such as the cost. Mobile phone calls cost more than normal calls. Furthermore, it can be annoying if you are on a train or a bus and you have to listen to someone else's boring conversation. Finally, people can contact you anywhere, at any time, unless you switch your phone off!

In the second and third paragraphs, introduce and present the advantages and disadvantages. Try to give examples.

*In conclusion*, there are both advantages and disadvantages. Personally, I feel mobile phones are a good thing because they give us more freedom and make communication easier.

In the last paragraph, give a short summary, along with your opinion and reasons.

Taken from *Language to Go*, 2002

## Activity 4

The following paragraphs are jumbled. Rearrange them based on the structure.

### The Structure:

- General Introduction to the Subject
- The Advantages
- The Disadvantages
- Summary

### Helpful and Harmful Effects of Technology

1. Technology has helped people in many different ways. First of all, it allows them to make more things now than they did in the past. For example, 150 years ago, people and animals did most of the work on farms in the United States. Today, machines do most of the work on U.S. farms.
2. Another way technology has helped people is by giving them more time to relax. Because machines can do so much work, people today do not have to work as hard as people in the past. Technology has also made work easier and safer.
3. Today, technology helps people meet goals that would have been impossible a hundred years ago. But it also presents great challenges, or issues to think about. One challenge is finding ways to end the harmful effects of technology. Another is how to make sure the same problems won't happen with new technologies.
4. Another problem with technology is that it lets people produce more powerful weapons. Such weapons make the world a more dangerous place.
5. The technology that helped bring about our modern society began about 200 years ago. At that time, more and more factories were built. These factories began using machines powered by steam. The machines could make things faster and often cheaper than people could make them by hand. This kind of

### Your Project

Conduct a survey of your class' attitude on helpful and harmful effects of technology. Ask whether they are for or against the issue. What is the reason? Arrange the information in a chart. Report the result in front of the class.

technology affected people's lives more and more. It has had both helpful and harmful effects on the world.

6. Computers and other machines have replaced people in the work place. It's often hard for these people to find new jobs.
7. Pollution is one of the most harmful effects of modern technology. Many countries face air, water, soil, and noise pollution. Our technology also uses up many natural resources, such as oil, wood, and coal. Many of these resources cannot be replaced after they are used.

## Activity 5

**Work in pairs. Classify the statements. Which are for computers at home and which are against it. Do it in your workbook.**

---

1. Computer games are great! They're better than TV. On TV you can watch a space ship, but in a computer game you can fly a space ship!
2. Computers are bad for our health. In the past children ran around and played sports. Now they just sit at home.
3. A lot of children spend too much time with computers. They start playing and then they can't stop. They don't talk to anyone, they just sit and look at the computer for hours and hours.
4. When children play with computers, they learn to understand them. Computers are going to be very important in the future. So children should play with them and learn about them.
5. The Internet is very useful. There is more information on the Internet than in the world's biggest library.
6. A lot of computer games are very bad. There is a lot of shooting and killing. These games are worse than TV. You can see bad things on TV, but in computer games you do bad things. It can't be good for you.

7. I don't think children learn much from computers. They can't learn about life from a computer. And they can't do their homework if they play computer games all the time.
8. I've got friends all over the world. I've never seen any of them but I know them all well because we send mails to each other. My computer is the door to the world!

Advantages	Disadvantages
_____	_____
_____	_____

## Activity 6

Write a discussion text based on the different statements in Activity 5.

Organise your piece of writing as the following.

Introduction	[	Issue - Statement - Preview
Body	[	Arguments for and against statements of differing points - Point - Elaboration
Conclusion	[	Conclusion or Recommendation

## Activity 7

Make a sign or a poster about the advantages or disadvantages of technology. State your argument and put in some pictures if necessary. Discuss it with your friend and consult your teacher.

## Chapter Summary

### 1. Language Functions

- a. Express curiosity and giving opinion
  - I'd like to know about your vision.
  - Why don't you take an English course?
- b. Expressions for discussing possibilities
  - Would it be possible for us to cut the global warming?

### 2. Genre

Discussion

Social function : to present (at least) two points of view about an issue

Generic structure :

- Issue : introduces the statement and previews issue
- Arguments : states differing points of view (arguments for and against the issue)
- Conclusion : states the recommendation of the issue

## Learning Reflection

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

1. respond to expressions of curiosity and giving opinion;
2. respond to a discussion text;
3. use expressions for discussing possibilities;
4. perform a monologue of a discussion text;
5. read and write discussion texts;
6. identify advertisements, posters, and pamphlets.

**Now, answer the questions:**

1. What expressions do you use to express your curiosity and give your opinion ?
2. What do you say if you want to talk about possibility?
3. What are the advantages and disadvantages of technology? Is it helpful or harmful? Give your argument for or against the issue.

**If you find some difficulties, consult your teacher or discuss with your friend.**

# Chapter 4



Source: <http://www.che.utulsa.edu>

## Delivering a Speech

### *In This Chapter*

#### **Listening:**

- Responding to expressions used in a speech
- Responding to various types of speech

#### **Speaking:**

- Learning how to deliver a speech
- Practising and delivering in a speech

#### **Reading:**

- Reading a speech
- Identifying meanings in a speech

#### **Writing:**

- Preparing a speech
- Writing a speech



## Listening

In this section, you will learn how to:

- respond to expressions used in a speech;
- respond to various types of speech.

### Activity 1

Look at the picture carefully and answer the following questions.



Source: [www.write-soirit.net](http://www.write-soirit.net)

1. What does the picture show?
2. Who is he?
3. What is he doing?
4. Have you ever heard a speech? When and where?
5. What do you know about speeches?

### Activity 2

Listen and repeat the following expressions. Pay attention to the intonation. When and where do you usually find these expressions?

1. Good morning, Ladies and Gentlemen, ....
2. It is a great honour for me to speak on this occasion, ....
3. Dear guests, thank you for coming today to celebrate ....
4. Thank you for your kind attention, Ladies and Gentlemen ....
5. Ladies and Gentlemen, today I'm going to talk about ....
6. Honourable guests, thank you very much for giving me a chance to speak ....
7. Everybody, on this occasion I would like to say ....
8. Thank you very much for giving me a chance to stand here to ....
9. That's all Ladies and Gentlemen, this will be the end of ....
10. Ladies and Gentlemen, I would like to thank to ....

## Activity 3

You are going to listen to a short speech. Answer the following questions based on what you hear. Compare your answers with your friend's.

1. What is the speech about?
2. On what occasion is the speech delivered?
3. How does the speaker begin the speech?
4. What does he say to the audience?
5. What do you think of the speech? Is it good or not?
6. How is the end of the speech?
7. What do we need to deliver a good speech?

## Activity 4

Listen to the text carefully and decide whether these statements are true (T) or false (F).

### New Horizon

A graduation speech is a speech delivered by an academic institution graduate/an alumnus/a celebrity/a politician at a commencement ceremony in front of the class of graduates and the ceremony attendants.

The genre of a graduation speech gives much freedom to a speaker. Every graduation speech is a unique combination of personal reminiscences, in-jokes, serious messages, warnings, recommendations, pieces of advice, etc.

Taken from *www.speechguru.com*

- |   | T/F                      |
|---|--------------------------|
| 1. The speech informs us about studying at university.  | <input type="checkbox"/> |
| 2. He's very proud to speak to the students of Toronto University for the last time.                                | <input type="checkbox"/> |
| 3. The speech is delivered on graduation day.   | <input type="checkbox"/> |
| 4. The speaker has graduated from Translation Faculty of Toronto University.  | <input type="checkbox"/> |
| 5. The speaker said to his friends to look around and remember this moment.   | <input type="checkbox"/> |
| 6. He wishes for success to all his friends in the middle of his speech.  | <input type="checkbox"/> |
| 7. The graduated students usually have alumni parties.  | <input type="checkbox"/> |
| 8. In some moments the students will receive the diplomas and become the 2005 graduates of the Linguistics Faculty. | <input type="checkbox"/> |
| 9. The graduated students will continue their studies.  | <input type="checkbox"/> |
| 10. The speaker thanks all the lecturers and friends in his speech.   | <input type="checkbox"/> |

## Activity 5

Listen to the following speech and complete the missing words or phrases. Pay attention to the intonations and expressions in delivering the speech.

Let me start by saying that I am<sup>1</sup> \_\_\_\_\_ to be addressing you today as the students of Toronto University for the last time. In some<sup>2</sup> \_\_\_\_\_ we shall receive the diplomas and become the 2005<sup>3</sup> \_\_\_\_\_ of the Linguistics Faculty, newly-fledged Master of Arts in Translation.

I<sup>4</sup> \_\_\_\_\_ that after the strain of final tests, credits and<sup>5</sup> \_\_\_\_\_, not to mention the time-consuming graduation theses (and its nerve-racking presentation), most of us were<sup>6</sup> \_\_\_\_\_ to this moment, when the studying is over, the diploma is in your pocket and you are<sup>7</sup> \_\_\_\_\_ to do what you like. But I want you to<sup>8</sup> \_\_\_\_\_ you and remember this moment. Look at your group-mates and<sup>9</sup> \_\_\_\_\_, because from now on life will scatter us around<sup>10</sup> \_\_\_\_\_, and most of us will meet only at<sup>11</sup> \_\_\_\_\_. Recall the best moments of studying that we shared.

So let me wish you luck and<sup>12</sup> \_\_\_\_\_. I wish you all<sup>13</sup> \_\_\_\_\_ on your life path. I hope to hear about you well before the alumni party: when I will be reading the<sup>14</sup> \_\_\_\_\_ about a breakthrough in translating studies or about the new President's<sup>15</sup> \_\_\_\_\_, I will know whom to think of-one of us-graduates 2005.<sup>16</sup> \_\_\_\_\_ to us all!

Adapted from [www.speechguru.com](http://www.speechguru.com)

## Activity 6

Listen to a speech. Make a small report of it. You may use the following questions as your guidelines.

1. Who is the speaker?
2. When and where does the speech take place?
3. On what occasion is the speech delivered?
4. Who is the audience?
5. Is it formal or informal?
6. What is the topic of the speech?
7. How does the speaker open and finish the speech?
8. What expression does he use?

## Speaking

In this section, you will learn how to:

- deliver a speech;
- practise a speech.

### Activity 1

Answer the following questions.

1. Have you ever delivered a speech in public?
2. What was the occasion?
3. Did you succeed in delivering the speech?
4. Mention a good public speaker you know.
5. How does he/she perform and deliver his/her speeches?

### Activity 2

Read and study the dialogue, then answer the questions that follow. Practise it with your friends.

*Tika, Adi, and Dian are chatting in the classroom at break time.*

Tika : What are you doing, Adi?

Adi : Well, I'm trying to prepare a speech for next week.

Dian : What speech?

Adi : Mr. Budi told me to give a speech on graduation day.

Tika : How is the script?

Adi : That's the problem. The script isn't finished yet. I'm having difficulty in writing it. Do you have a book about writing speeches?

Tika : I'm sorry. I don't have any books about speeches.

Dian : Don't worry, Adi. My brother has a book about how to write a speech. I'll bring the book tomorrow.

Adi : Really? Thanks a lot, Dian.

Dian : Anytime.

1. What kind of speech will Adi give?
2. How much time does Adi have left to finish the script?
3. What kind of book is Adi looking for?
4. Who will lend Adi the book?
5. Have you ever seen someone giving a graduation speech at your school?
6. What things should you say in a graduation speech?

## Activity 3

Read the following speeches by different people on different occasions. Then match them with the corresponding message on the left.

Types of Speech	Speeches
A speech by a chairman in teacher's meeting or seminar	<p><b>Speech 1</b> Mr. Chairman, honourable chief guest, Ladies and Gentlemen, I am glad to say today a few words on the subject which is of vital importance to us, to our society, to our nation and civilization.</p>
A speech by a headmaster in a student's annual day	<p><b>Speech 2</b> Ladies and Gentlemen, I hope you will lend me your ears for two minutes on this happy occasion of the 17th birthday of Kristina. I wish her many returns of the day. I wish her all the happiness with which she should sail through life.</p>
A speech by someone in a birthday party	<p><b>Speech 3</b> Honourable chief guest, Ladies and Gentlemen. This is a big moment for me because I am addressing you, teachers, whom I regard as the most important members of our community. From my childhood, I have always maintained a deep respect for teachers.</p>
A speech by a speaker of a seminar	<p><b>Speech 4</b> Honourable guests, respected parents, teachers and students. Like all other years, this year we have arranged to hold your Annual Students Day, and that auspicious event is to day. I am happy to say, that when I look back at the year that has just ended, I feel satisfied that we have achieved quite a lot.</p>

## Activity 4

This is a speech of Student Council. Read and practise it. Pay attention to your intonations and pronunciations.



Source: [www.uga.edu](http://www.uga.edu)

Honourable teachers and students, thank you very much for giving me a chance to speak in this important occasion.

My name is Andy Robins, and I am the candidate for the Student Council Representative. Last year members of the Student Council did a great job by adjusting the academic schedule to our needs, organizing the clubs of national minority students and improving the living conditions in the hostel. However, I think that the Council needs some refreshment—new representatives are to come in and reinforce the experience of the old ones by their enthusiasm. In my opinion, this new approach can be demonstrated by first-year students.

The slogan for my election campaign to day is "freshman for refreshment", and as a representative of first-year students I come out for bringing new

energy and new enthusiasm to the student council. I am not going to convince you that I am the very best candidate for this position. I am only 18; I have quite a modest track record in the school council and participating in the cultural exchange programme for future leaders. I lack experience, but it is compensated by passion, an unprejudiced new approach to old things. Furthermore, I am ready to work hard for your benefit. But I am not ambitious, and do not strive for authority for the sake of authority.

If you elect another candidate, I will sincerely wish him all of successes in improvement of our students' life for the better—and continue my own struggle. But if you empower me with your confidence, I will do everything but the impossible to represent your interests and achieve our common goals and ideals. I am sure that our aims coincide—we are all here to obtain education that will teach us how to make the world a slightly better place. If you empower me with your trust, we will start from solving local problems and making our university a little better place.

Thank you very much for your attention.

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

## Pronunciation *Practice*

Pronounce these words taken from the text.

1. honourable/'ɒnərəbl/
2. representative/repri'zentatɪv/
3. reinforce/ri:ɪn'fɔ:s/
4. campaign/kæm'peɪn/
5. compensated/'kɒmpenseɪtɪd/
6. ambitious/æm'bɪʃəs/
7. convince/kən'vɪns/
8. empower/ɪm'paʊə/
9. unprejudice/,ʌnpri:ʒʊdɪs/
10. achieve/ə'tʃi:v/

### Activity 5

These are parts of a speech. Identify whether it is an introduction or a conclusion part. Discuss them with your friend and present the report in front of class.

1. "I am happy to join you today in what will go down in history as the greatest demonstration for freedom in the history of our nation."
2. "...will be able to join hands and sing in the words of the freedom:  
Free at last! Free at last! Thank God Almighty, we are free at last!"
3. "We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change."
4. "With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own."

5. "I speak tonight for the dignity of man and the destiny of democracy. I urge every member of both parties, Americans of all religions and of all colours, from every section of this country, to join me in that cause."

## *What to Say*

### Expressions Used in Speech

#### 1. Opening Speech

- "Good evening Ladies and Gentlemen, ...."
- "It is a great honour for me to open this event ...."
- "Good evening everybody. It's very nice to be here."

#### 2. Introducing the Event

- "Ladies and Gentlemen, this is a big moment for the event ...."
- "Ladies and Gentlemen, we have gathered here at ...."
- "Ladies and Gentlemen, today we are going to have a big event ...."

#### 3. Useful Expressions for a Signposting a Speech

- "I'm going to tell you how to ...."
- "I will focus on three steps in particular ...."
- "I have three points to discuss. They are ..., ..., and ...."
- "The most important thing to remember is ...."
- "Above all, you need to know ...."
- "I hope that you now have a better understanding of how to ...."

#### 4. Closing Speech

- "That's all Ladies and Gentlemen, this will be the end of ...."
- "Ladies and Gentlemen, I would like to thank ...."
- "Thank you for your kind attention. Goodbye."

**Note :** The expressions are generally used in formal situation.



## Activity 6

Read the following speech carefully and identify what kind of speech it is. Then comment on the speech. Is it a good speech or not?

Good morning, honourable guests, Ladies and Gentlemen. It's been a great honour for me to share my points on this occasion.

Ladies and Gentlemen, there is little doubt that the planet is warming. Over the last century, the planet's temperature has risen by around 1 degree Fahrenheit (0.6 of a degree Celsius). The warmest since the mid 1800 was the 1990s. The hottest years recorded were 1997, 1998, 2001, 2002, 2003.

The United Nations panel on climate change projects that the global temperatures will rise 3-10 degrees Fahrenheit by the century end—enough to have the polar caps all but melted. If the ice caps melt, a vast majority of our countries borders will be under water. Monuments and great buildings, as well as homes and lives will be under water, including New York City.

So nowadays we know what some of the causes for global warming, how can we as individuals do our part to help save the planet?

Firstly, plant a tree. This could be easier than it sounds. Join or help out at a local wildlife group and ask to plant a tree. Trees, when fully grown, will help keep the planet

cooler. On the same point, you could protest against the demolition of the rainforests. This is the same principle, we need the trees to cool our planet and yet they are chopping them down to create roads or homes.

Something as simple as walking instead of taking the car will help reduce pollution. As well as stopping pollution, you are giving yourself exercise, something important for our bodies. So the next time you get into your car, or your motorbike, think—do I have to make this journey by vehicle or can I walk?

If possible use solar energy, after all it is free; all you need to buy is the equipment. Reduce, reuse and recycle. Only buy what you need; don't stock the cupboards with things you may or may not use.

Finally, try turning off unused sources of power such as televisions and heaters will help the environment, as well as save you money.

If everybody stuck to these rules, we would be doing a great thing by protecting the earth. So please take into consideration what I have said, and try to do your part. After all, it will be our next generation that will feel the effects.

*Adapted from [www.presentationshelper.co.uk](http://www.presentationshelper.co.uk)*

## Activity 7

Work in pairs and prepare a speech. Choose the type of speech and an interesting topic you like. Use the following questions for your guidelines.

---

### Plan Your Speech

1. Who am I going to speak to?
2. Where will I speak?
3. When will I give the speech?
4. How much time is used for the speech?
5. What kind of speech will be delivered?
6. What is the occasion, is it formal or informal?
7. What should I prepare for my speech?

## Activity 8

Practise and present your speech in front of the class. Pay attention to the following guidelines for your speech.

---

1. Everyone must practise; practise a half hour of your speech.
2. Decide what style you will use to present it.
  - a. Friendly and sincere
  - b. Casual and informal
  - c. Serious and formal
3. Set goals for each session
  - a. Time the speech
  - b. Polish your language
  - c. Use your voice and body language appropriately
4. Use all of the skills of speaking.
  - a. Eye contact
  - b. Sound confident
  - c. Emphasize key ideas and words
  - d. Concentrate on what you're saying
  - e. Make sure your audience is understanding
  - f. Smile and gesture
5. Finish with confidence

## Reading

In this section, you will learn how to:

- read a speech;
- identify meanings in a speech.

### Activity 1

Read the following short information and answer the questions.

The most common phobia that Americans have is gloss phobia (that is the fear of public speaking, not the fear of lip gloss). Seventy-five percent of all Americans report having a fear of public speaking, beating out fear of spiders, fear of the dark, and even fear of death. We highly doubt that people, if given the choice, would choose death over public speaking, but nonetheless, talking in front of a large group of people will turn most people's legs into jelly.

1. Do you think delivering a speech in public is hard or difficult? Why?
2. What do people feel when they speak in public?
3. Why do people fear public speaking?
4. What do you feel when you speak in public?
5. Do you know how to build confidence when speaking in public? Explain your answer briefly.

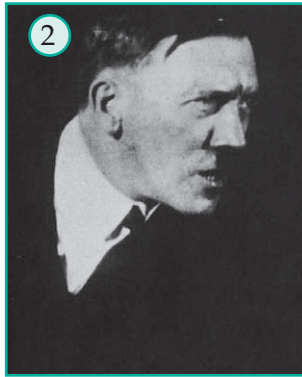
### Activity 2

Read the following kinds of speech. Find their meanings or make your own definitions based on the references you have.

1. Graduation speech
2. Anniversary speech
3. Persuasive speech
4. Informative speech
5. Impromptu speech
6. Motivational speech
7. Welcoming speech

## Activity 3

Look at the following pictures. They are well-known orators from around the world including Indonesia. Match the pictures to their names.



Sources: <http://www.kejut.com>; <http://www.achievement.org>; <http://www.dayton.hq.nasa.gov>

- a. Bung Tomo
- b. Soekarno
- c. Adolf Hitler
- d. John F. Kennedy
- e. Gamal Abdul Nasser
- f. Franklin Delano Roosevelt

### Organise Your Speech

Delivering a powerful speech is not easy. First of all, you need to organise your speech properly. Most speeches have three main components: the introduction, the body and the closing.

#### The Introduction

This is possibly the most important part of your speech, because you want to grab your audience's attention from the start. So come up with something clever, shocking, or interesting right at the very beginning. Here are some possible techniques to use.

**Be dramatic.** Say something like, "I'm about to reveal a plan that will drastically alter the face of humanity as we know it!" When your presentation is really about a new brand of facial soap.

**Tell a joke.** Getting people to laugh will loosen them up and make them feel inclined to like you and hear what you have to say. Don't try this if your jokes are usually met by silence or groans. Test your opening out first on your most brutally honest of friends.

**Tell a story.** This will make the audience see you as a person instead of a boring public speaker, thus giving you an air of accessibility. Two things to keep in mind about opening your speech with your story: keep it short (under a minute) and keep it relevant to the rest of your presentation.

#### The Body

This is your speech. Everything you want to say should come out here, in an organised, trivialised fashion. Here are some possible techniques:

Use a formal outline. You can prepare for writing the content of your speech by outlining your major points with those fun Roman numerals. Most good speeches have two or three main points, each of which has a couple of sub-points or examples. Formally outlining your speech will make sure that your logical flow makes sense and that your audience doesn't get lost. It will also help you figure out where the holes in your speech are, in case you have to do some last minute extra research.

#### The Closing

The way you end a speech is almost as important as the way you begin it. The audience will be most restless at the end, and you have to find a way to tie everything together so that they don't walk away remembering how badly they were fidgeting. The ending shapes the audience's memory of the speech. If you get a laugh, they will probably think it was funny. If you make a great insight, they will remember it as insightful. So sum everything up for them in approximately a few concise sentences and leave them with a witty line.

*Adapted from soyouwanna.com*

## Activity 5

Answer these questions based on the text in Activity 4.

---

1. How many components do most speeches have? What are they?
2. How should an introduction be delivered?
3. Explain some possible techniques to make a great introduction.
4. Why do we have to organise our speech?
5. How should we organise the body of a speech?
6. How should we end a speech?

## Activity 6

Decide whether statements are true (T) or false (F) based on the text in Activity 4.

---

1. Delivering a powerful speech is easy because you don't need to organise your speech.
2. To grab your audience's attention you have to come up with something clever, shocking or interesting right at the very beginning.
3. There are three main components of speeches.
4. You can open your speech by tell a joke, story or be dramatic, as the body of your speech.
5. Two things to keep in mind about opening your speech with your story are keep it short and keep it relevant to the rest of your presentation.
6. You can use a formal outline for the body of your speech.
7. Most good speeches have four or five points, each of which has a couple of sub points or examples.
8. The way you end your speech is important as the way you begin it.

## Activity 7

Read the following speeches aloud. Pay attention to your intonations. Then, identify the introduction, the body and the closing of the speeches.

### Speech 1

Friends,

I would like to say a few word before we start properly to partake in the enjoyment of this picnic. This picnic is not the yearly official picnic that we hold where the top executive of our office to the common personnel, participate.

We have arranged this mid-year picnic as an informal affair where all officers and all subordinates can participate freely and derive pleasure from mixing and exchange of thoughts and fun.

Friends, I think, you all know that there is an etiquette of a picnic. Picnic-times is a period of hours when we have to forget ourselves and give yourselves up to community or friendly enjoyment.

In that spirit of freedom of action, thought and speech, let us enjoy our day, today. That is the way we can make our picnic a success. So, friends, come one and come all, and let us fulfil ourselves in our picnicking. Welcome, And three cheers for our picnic success.

### Speech 2

Ladies and Gentlemen,

I am very happy to have you all here. We do not get the chance to meet often, all of us, like this, at one place and at one time. We have our work our preoccupations, and yet we do meet sometimes, we need to relax, to get to know about each other.

It is mainly with this aim that I have invited you today, you who are our like-minded friends, who will not criticise or complain, but will accept us and other, as we are.

I think, it is good to meet sometimes to refresh ourselves with small and big talk, and laugh away our cares with the help of others who are dear to us. I hope you will enjoy this get-together, and that tomorrow will give us new energy to face the future. Thank you friends, and enjoy yourself.

*Adapted from Readymade Speeches*

## Grammar *Review*

### *UN Shot*

A: Tony left for Bandung this morning.

B: What did you say?

A: ....

a. I said that Tony leaves for Bandung.

b. I said that Tony will leave for Bandung.

c. I said that Tony would leave for Bandung.

d. I said that Tony had left for Bandung.

e. I said that Tony had leave for Bandung

(UN 2002/2003)

### Direct and Indirect Speech

#### 1. Direct Speech

- Saying exactly what someone has said is called direct speech (sometimes called quoted speech)
- Here what a person says appears within quotation marks ("...") and should be word for word.

Example:

- *She said, "Today's lesson is on presentations."*  
or  
*"Today's lesson is on presentation," she said.*

#### 2. Indirect Speech

Indirect speech (sometimes called reported speech), doesn't use quotation marks to enclose what the person said and it doesn't have to be word for word.

In reported speech, the tense usually changes. This is because when we use reported speech, we are usually talking about a time in the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

To convert direct speech into indirect speech:

- If the main verb is past tense, present tense verbs in the that clause must also be changed to past tense.

*Dean said that he **didn't** know what to do.*

- First and second person pronouns must be changed to third person pronouns.

*Dean said that **he** didn't know what to do.*



## Activity 8

Complete the sentences by changing the quoted speech to reported speech.

1. "Is what I said correct?"  
Wendy wanted to know \_\_\_\_\_.
2. "Is what I've heard true?"  
I wondered \_\_\_\_\_.
3. "Does Tony know what he's talking about?"  
I wondered \_\_\_\_\_.
4. "Is there anything I can do to help?"  
Sally wanted to know \_\_\_\_\_.
5. "I think I'll go to the library to study."  
Jerry said \_\_\_\_\_.
6. "Someday we'll be in contact with beings from outer space."  
The scientist predicted \_\_\_\_\_.
7. "Have you ever met Ms. Shanty?"  
Mr. Ronald asked me \_\_\_\_\_.
8. "I'm going to postpone the examination."  
Professor Williams announced \_\_\_\_\_.

## Writing

In this section, you will learn how to:

- prepare a speech;
- write a speech.

## Activity 1

The following statements are the steps for preparing a speech, but they are not in correct order. Arrange them into a good order.

1. Write the conclusion
2. Rearrange the speech (introduction, body, and conclusion)
3. Write the introduction
4. Choose a plan for organisation
5. State the main idea (thesis) of the speech
6. Develop an outline using the main points
7. Add supporting details to the outline

## Activity 2

Complete the speech using the words given in the box. Check your answers with your friend's.

### Your Project

Pretend you are given a task by your headmaster to give a speech at your graduation day. You can ask your big brother/sister to help you write the script.

- accompanied
- configurations
- fascinating
- education
- friendships
- almamater
- diplomas
- reality
- witnessed
- cheerleader
- wearing
- graduation
- daydreamed
- lectures
- eternal

I've attended this school for thirteen years now, and I've<sup>1</sup>\_\_\_\_\_ you, my classmates, in quite a variety of clothing—football jerseys, <sup>2</sup>\_\_\_\_\_ outfits, and during spirit week—football players<sup>3</sup>\_\_\_\_\_ cheerleader outfits. But now, we've all come together for the last time as a class, sporting gowns and mortarboards for<sup>4</sup>\_\_\_\_\_.

Remember how many times we've<sup>5</sup>\_\_\_\_\_ about this moment in the middle of class? We sometimes drift off during <sup>6</sup>\_\_\_\_\_, fantasizing about how we would spend our days if life were an<sup>7</sup>\_\_\_\_\_ summer weekend... and that's usually when the teacher brings us back to <sup>8</sup>\_\_\_\_\_ with an authoritative—'ahem'—clearing of the throat <sup>9</sup>\_\_\_\_\_ by a

smug inquiry about the electron<sup>10</sup>\_\_\_\_\_ of the noble gasses. Thanks, Mr Gunawan.

Well, everyone, this daydream is just now becoming a new and<sup>11</sup>\_\_\_\_\_ reality. For in addition to our quality <sup>12</sup>\_\_\_\_\_ from the classroom, we've received an education in life from each other. Solid, irreplaceable <sup>13</sup>\_\_\_\_\_ with our peers and, yes, even with our teachers and coaches have been forged through hard work, devotion, good times and bad, and most importantly, pride for a school that we should all be grateful to call our<sup>14</sup>\_\_\_\_\_. We may be receiving<sup>15</sup>\_\_\_\_\_ tonight, fellow classmates, but look around you at your teachers, coaches and friends, and realize what you've truly<sup>16</sup>\_\_\_\_\_ for four years at Fairmont.

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

## Activity 3

With a partner, develop a speech about a new regulation at your school. Pay attention to the following steps of making a speech until delivering it to the audience.

Start →

1. **Get the topic**
2. **Introduction**  
Write a 3-sentence introduction. Tell your audience what you're about to say. If your speech is persuasive, take side whether you are for or against the regulation.
3. **Body**  
Expand on your introduction. What is the first argument, the second, and the third? Make each section about one or two paragraphs long.
4. **Conclusion**  
If your speech is informative, make a summary of the main idea and specific purpose. If it is persuasive, combine a summary with a final appeal to the audience to accept the arguments offered.
5. **Practising**  
To give a good speech you must sound familiar with the material; to become familiar with the material requires repetition. Repetition means reading the material aloud up to 50 times if necessary until you are totally familiar with it.
6. **Feedback**  
During the practice sessions, ask your partner to listen to your speech. Ask their comments.
7. **Get prepared for the show** → **Finish**

## Activity 4

For the preparation prior to the presentation, with your partner make the outline of your speech in the following “speech recipe”.

### Ingredients:

- one headline
- one expandable thesis or plan
- three points to support your thesis or plan
- one conclusion

Fill in the blanks in the following order and serve it to your audience with a feeling of confidence and an eye on clarity.

<b>Introduction:</b>
Hook:
Preview:
<b>Body:</b>
<b>Point One:</b>
1.
2.
<b>Point Two:</b>
1.
2.
<b>Point Three:</b>
1.
2.
<b>Conclusion:</b>
1. Summary
2. (Final appeal)

## Activity 5

Ask the audience to make an individual assessment of your friends’ performance.

Group	Names of Students	Topic	Voice Clarity	Pronunciation	Teamwork	Entire Performance
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—

## Chapter Summary

### 1. Language Functions

#### Opening Speech

"Good evening Ladies and Gentlemen, ...."

#### Introducing the Event

"Ladies and Gentlemen, this is a big moment for the event ...."

#### Useful Expressions for a Process of Speech

"I'm going to tell you how to ...."

#### Closing Speech

"Ladies and Gentlemen, I would like to thank ...."

### 2. Public Speaking

#### Delivering Speech

A speech is as much about the delivery as it is about the words. Want to know the best way to improve your delivery? Practise, practise, and practise.

Public speaking requires:

- more planning
- more formality (correct grammar, less slang)
- more defined speaker role (listeners seldom interrupt)

## Learning Reflection

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

1. respond to various types of speech;
2. learn how to deliver a speech;
3. practise and deliver a speech;
4. read a speech;
5. identify meanings in speech;
6. prepare a speech;
7. write a speech.

**Now, answer the questions:**

1. What do you know about speech?
2. What should we do before delivering a speech?
3. What should we consider when delivering a speech?
4. What do we need to become a good public speaker?

**If you find some difficulties, consult your teacher or discuss with your friend.**

# Chapter 5



Source: [www.scottish.parliament.uk](http://www.scottish.parliament.uk)

## Let's Have a Debate

### *In This Chapter*

#### **Listening:**

- Listening to debates and presentations
- Responding to various meanings of debates and presentations

#### **Speaking:**

- Expressing and practising a debate
- Expressing and practising a presentation

#### **Reading:**

- Reading texts and information related to debates and presentations
- Reading some debate topics and presentations
- Identifying meanings in debates and presentations

#### **Writing:**

- Learning how to write debate outlines
- Writing an opinion letter
- Writing a paper for presentations

## Listening

In this section, you will learn how to:

- listen to debates and presentations;
- respond to various meanings of debates and presentations.

### Activity 1

Answer the following questions.

1. Have you been involved in a debate?
2. With whom do you usually debate?
3. Why do you debate?
4. What are the advantages you feel of having a debate?

### Activity 2

Listen to the dialogue read by your teacher and fill in the blanks.

Wawan : So, why are you doing this, Susan?

Susan : I told you, it's for charity.

Wawan : I know - it's a 'Save the dolphin' <sup>1</sup>\_\_\_\_\_, isn't it?

Ratna : No, it isn't. Look, Wawan, it's all written here.

Susan : It's to raise money for a really old temple in South America which was damaged by an <sup>2</sup>\_\_\_\_\_ last year.

Joko : You're collecting money for an old building!

Wawan : What about collecting money for people or animals?

Joko : If you fasted for people I would sponsor you, but an old place ...

Wawan : <sup>3</sup>\_\_\_\_\_, anyway, there are many people here in this country that need help. Why South America?

Joko : Or what about the animals which were threatened by the drought in Africa last month?

Wawan : <sup>4</sup>\_\_\_\_\_ if we give to charity we should help people or animals.

Susan : I can see that, but the point is ...

### Activity 3

Answer the questions based on the dialogue.

1. What is the dialogue about?
2. Where does it probably take place?
3. Who is involved in the dialogue?
4. Who is collecting for charity?
5. What is the charity for?
6. Where is the old temple located?
7. Why don't Joko and Wawan support the charity?
8. According to Wawan, who deserves the money?

### Activity 4

Listen to the tape and complete the following text.

Proponents of animal \_\_\_\_\_ point to hundreds of years of medical advances made possible by research on animals. <sup>2</sup>\_\_\_\_\_ for heart disease provide just one example, including open-heart <sup>3</sup>\_\_\_\_\_, in which circulatory functions are temporarily controlled by a heart-lung machine; <sup>4</sup>\_\_\_\_\_ bypass to improve blood flow to the heart <sup>5</sup>\_\_\_\_\_; and valve replacement of a defective heart valve. Techniques and <sup>6</sup>\_\_\_\_\_ for kidney dialysis were also developed through animal experimentation.

More than 30 <sup>7</sup>\_\_\_\_\_ for treating cancer, as well as anticancer radiation

<sup>8</sup>\_\_\_\_\_, were first tested on rats and <sup>9</sup>\_\_\_\_\_. Vaccines for diphtheria, measles, smallpox, and many other previously feared <sup>10</sup>\_\_\_\_\_ were developed through animal <sup>11</sup>\_\_\_\_\_. Organ transplants, blood transfusions, microsurgery to <sup>12</sup>\_\_\_\_\_ severed limbs – these and other procedures that save thousands of lives annually – were made possible by work on animals. And not just <sup>13</sup>\_\_\_\_\_, but dogs, cats, and other domestic and <sup>14</sup>\_\_\_\_\_ animals have benefited from such research, with the development of treatments for <sup>15</sup>\_\_\_\_\_, rabies, anthrax, and other diseases of animals.

*Taken from Microsoft Encarta Premium, 2008*

### Activity 5

Listen to the tape and then answer the question.

1. Which of the arguments is more convincing – the case for or the case against the use of animals in medical research?
2. What is your opinion on using animals for research?



## Activity 6

Listen to people having a debate about a current issue in the news. Take notes for the opinions you hear for and against the issue. Compare your answers with your friend's.

Pros/For Opinions	Cons/Against
_____	_____
_____	_____
_____	_____

## Activity 7

Listen to a text from the tape. It is the information about presentation. Then, fill in the blanks.

### What Makes a Great Presentation?

There are three <sup>1</sup>\_\_\_\_\_ to make a great presentation: content, design and <sup>2</sup>\_\_\_\_\_. Content includes the research and organization of <sup>3</sup>\_\_\_\_\_. Design is the architecture of the slides and the graphical <sup>4</sup>\_\_\_\_\_. Delivery is how you voice your <sup>5</sup>\_\_\_\_\_. To make the presentation great, there must be <sup>6</sup>\_\_\_\_\_ of these three elements. Each of these elements carries equal weight and <sup>7</sup>\_\_\_\_\_. Your presentation will not be great unless you have all three of these elements.

There is a process to creating a great presentation. First, you must <sup>8</sup>\_\_\_\_\_ your content, then design for

that content, then create your delivery <sup>9</sup>\_\_\_\_\_ and style. And finally, there's the delivery. You need to know the <sup>10</sup>\_\_\_\_\_ of your meeting and how to make the <sup>11</sup>\_\_\_\_\_ retain your message. You need to set clear <sup>12</sup>\_\_\_\_\_ in the presentation as well as your <sup>13</sup>\_\_\_\_\_ of your audience. They need to find value in being in this presentation. Your presentation needs to be such that what you <sup>14</sup>\_\_\_\_\_ and how you present it causes a change in <sup>15</sup>\_\_\_\_\_ of your audience.

Adapted from [www.presentersuniversity.com](http://www.presentersuniversity.com).

## Activity 8

Listen to the sample of a presentation and answer the following questions.

1. Who do you think is speaking?
2. What is the occasion?
3. What is the topic?
4. How does the speaker open the presentation?
5. What do you think of the content of the presentation?

## Speaking

In this section, you will learn how to:

- express and practise a debate;
- express and practise a presentation.

### Activity 1

Answer the following questions orally.

1. What do you know about debates?
2. Where can you find people debating?
3. What should the people debate?
4. What can you find in a debate?
5. What do you know about pros and cons group?

### Activity 2

Read the dialogue and answer the following questions.

*Hasan and Mira are watching news about animal cloning on TV.*

Hasan : Cloning is the best ever.

Mira : Why do you think so?

Hasan : Cloning can be very beneficial to the medical world.

Mira : Yes, but the other hand, I think cloning is not ethically correct.

Hasan : How can it be? Cloning can save a human's life. Furthermore, it can create life.

Mira : No, we can't play God. Life is natural. We can never change that.

Hasan : But I think it would be good if we can create a brother or sister by cloning.

Mira : I don't see it that way. I think it's not that simple. Life needs natural processes.

1. What are Hasan and Mira talking about?
2. How can cloning be beneficial to the medical world according to Hasan?
3. How does Mira feel about cloning? What does she think about it?
4. What is your view about cloning?

### UN Shot

Hamdi : Do you agree with the system of direct presidential election?

Burhan : Members of the parliament object to the system, and I do, too.

From the dialogue we can conclude that Burhan ... with the system.

- a. supports
- b. disargrees
- c. approves
- d. accepts
- e. denies

(UAN 2002/2003)

## Activity 3

Read these expressions carefully. Identify what kind of expressions they are. Pay attention to your pronunciation and intonation.

---

1. "I think that's not true."
2. "I don't think you're right."
3. "Oh, do you think so?"
4. "There are two reasons why we take our position."
5. "Why do you say that?"
6. "I don't completely agree with you."
7. "I can't go along with that idea."
8. "What you've said isn't accurate because ...."
9. "I guess we just have different opinions."
10. "I guess we can't agree on this."

## Activity 4

Read and study the dialogue, then do the tasks that follow.

---

*Rudy and Wina are discussing a recent issue about cloning.*

Rudy : Cloning has been a controversial issue since it affects moral values of human beings and other living things alike. What do you think about it?

Wina : Well I think cloning is unnatural and not ethically correct. It is against human nature.

Rudy : I don't think so. I don't agree with you. I think cloning could be used in various ways to benefit the lives of humans. For example cloning can be used to produce livestock with ideal characteristics for the agricultural industry.

Wina : Well, I think it is a matter of opinion. Cloning has its pros and cons.

1. What do you think about cloning? Do you think cloning should be banned or do you think it should be developed and allowed. Give your opinion with reasons.
2. Work in pairs and have a conversation like the one above with your partner. One person is for developing and allowing cloning and other against it.

## New Horizon

Debate is about change. It is a discussion about an issue which will determine whether the change is good or bad. The procedures for debates may differ but the process is the same. Why Debate?

- Debating is fun.
- Debating is a sport of the mind and voice.
- Debating creates the skills you need for success.

Taken from *www.englishclub.com*

## Pronunciation *Practice*

Pronounce these words taken from the text.

1. controversial / ,kɒntrə'vɜːʃl/
2. human / 'juːmən/
3. characteristic / ,kærəkt'rɪstɪk/
4. agricultural / 'ægrɪ'kʌltʃərəl/
5. issue / 'ɪʃu/

## What to Say

### Expressions for Having a Debate

1. Yes, but another way of looking at it would be to say that ...
2. Surely not, I mean ...
3. Well, think of it this way ...
4. But look at it like this ...
5. I can't go along with that idea.
6. I don't see it that way.
7. What you've said isn't accurate because ...
8. Yes, but on the other hand, ...
9. Let me repeat our position

**Note :** the expressions are generally used in formal situation.

## Activity 5

Work in groups of four and take turn discussing the topics below. Study the examples and the expressions.

Example:

- A : What do you think about ....?  
B : Oh, I think that's a good idea because ....  
C : Yeah, I completely agree with you. We should ....  
D : Well I don't think it's true because ....

The topics/issues to discuss :

1. Implementing capital punishment for bad criminals
2. Banning smoking in public places.
3. Being a career women.
4. Eliminating school fees.
5. Using animals in research.

## Activity 6

Read and study the following outlines of debate process. Pay attention to the information carefully.

### The Debate Process

The two sides in a debate are the *Affirmative* and *Negative*. In general, the Affirmative team supports the statement of the resolution, while Negative opposes the Affirmative arguments in a number of ways.

#### Affirmative Team

##### First Speaker: Constructive Speech

- Define the topic
- Present the affirmative team line
- Present the first half of affirmative case

##### Second Speaker

- Reaffirm the affirmative team line
- Rebut the main points presented by the first speaker
- Present the second half of affirmative case

##### Third Speaker

- Reaffirm the affirmative team line
- Rebut all the remaining points of the negative case
- Present summary of the affirmative case

#### Negative Team

##### First Speaker: Cross Examines

- Accept or reject the definition
- Present the negative team line
- Rebut a few of the main point of affirmative speaker
- Present the first half of negative team's case

##### Second Speaker

- Reaffirm the negative team line
- Rebut some of the main points of the affirmative case
- Present the second half of negative case

##### Third Speaker

- Reaffirm the negative team line
- Rebut all the remaining points of the affirmative case
- Present summary of the negative case
- Round of the debate for this negative

#### Note:

- Rebuttal is criticising the argument presented by other team. The rebuttal should:
  1. **Be logical:** Showing why other side is wrong and does not make sense.
  2. **Pick the important point:** Rebut the most important points of the other side's case.
  3. **Not criticise the individual speakers, like:** fat, ugly, etc.
- The teacher will be the adjudicator judge of the debate.

## Activity 7

Now, you are going to have a debate. Work in groups and do the following tasks.

---

### Have a Debate

Pick an issue which interests you and other students. You can select an issue you want to be the topic, but we have given you an example. It is always good to select something which interests and concerns the students.

Topic: Global Warming - What we can do about it

- a. Form two a two-person teams, one affirmative and one negative.
- b. Take 10-15 minutes to have a general discussion about the issue on both sides, write them on the board. During this time the two teams can be formulating their ideas and strategies.
- c. After the discussion, give them 5 minutes to think of what arguments they will be using.
- d. Each debate takes about 30 minutes. After you have had one debate and discussed it, in the next class period you can have two other debates by different students on the same topic.

## Activity 8

Look at the picture and answer the following questions briefly.

---



Source: CD Image

1. Have you ever given a presentation to your class?
2. What did you present?
3. Did your presentation succeed?
4. How did you feel when you gave presentation?
5. Do you know how to give a good presentation?

## Activity 9

Read and study the following text about effective presentation techniques. Scan the text, and then identify some characteristics of good presentation techniques.

### Presentation Skills

Presentations and reports are ways of communicating ideas and information to a group. But unlike a report, a presentation carries the speaker's personality better and allows immediate interaction between all the participants. A good presentation has:

- **Content.** It contains information that people need. But unlike reports, which are read at the reader's own pace, presentations must account for how much information the audience can absorb in one sitting.
- **Structure.** It has a logical beginning, middle, and end. It must be sequenced and paced so that the audience can understand it. Where as reports have appendices and footnotes to

guide the reader, the speaker must be careful not to loose the audience when wandering from the main point of the presentation.

- **Packaging.** It must be well prepared. A report can be reread and portions skipped over, but with a presentation, the audience is at the mercy of a presenter.
- **Human Element.** A good presentation will be remembered much more than a good report because it has a person attached to it. But you still need to analyse if the audience's needs would not be better met if a report was sent instead.

Adapted from [www.presentersuniversity.com](http://www.presentersuniversity.com)

## What to Say

### Useful Expressions for Giving Presentations

#### 1. Greeting

- "Good morning, Ladies and Gentlemen, ..."
- "Ladies and Gentlemen, it's a great honour for me to ..."
- "Good evening, every body. It's very nice to be here."

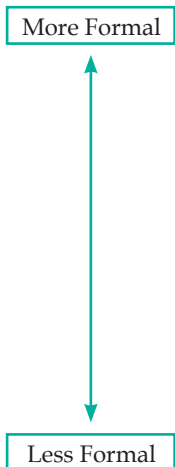
#### 2. Introducing Subject

- "I plan to say a few words about ..."
- "I'm going to talk about ..."
- "The subject of my talk is ..."

More Formal



Less Formal



3. **Describing the Structure of Your Talk**
  - a. "I've divided my talk into (three) parts ...."
  - b. "My talk will be in three parts ...."
  - c. "First ..., Second ..., Third ...."
4. **Timing**
  - a. "My talk will take about ten minutes."
  - b. "The presentation will take about twenty minutes ...."
  - c. "In the middle, we will have ten minute break."
5. **Closing**
  - a. "That's all my presentation. Thank you for your kind attention."
  - b. "That's all. Please, if you have any questions ...."

## Activity 10

Read this short presentation and practise it. Pay attention to your intonation and pronunciation. Then answer the questions that follow.

### Your Project

Make a short debate and give short presentation to the class. You may choose any topic you like. Pay attention to your expressions.

Good afternoon everyone. My name's Andy Agustian. I'm a geophysicist with special responsibility for analysing new fields in the North Sea. On this occasion I'm going to talk about some recent research into new methods of detecting oil in shallow waters.

I've divided my talk into three parts. First, research that we have done. Then I'll report on some published research from other companies and finally I'll talk about what this may mean for our exploration activities.

Please interrupt if at any time you have any questions or if something is not clear. My talk will last about an hour. Later my colleague will show a video.

1. Who is the speaker?
2. What is the presentation talking about?
4. What is the occasion of the presentation?
5. Do you think it is the introduction, body, or the conclusion of the presentation?
6. What does the speaker say to greet the audience?
7. What does he say to give the title of his talk?
8. Is it a good introduction? Why?



## Reading

In this section, you will learn how to:

- read texts and information related to debates and presentations;
- read some debate topics and presentations;
- identify meanings in debates and presentations.

### Activity 1

Answer these questions.

1. Have you ever read an article about animal experimentation?
2. What do you know about it?
3. What is your opinion on the matter?
4. Have you ever talked over the issue with others?
5. What are their views on that matter?

### Activity 2

Now, read the following text and then answer the questions that follow.

#### Animal Rights

Every year about seventeen million animals are used in laboratory experiment. But in many countries today, a difficult question is being asked: Do we have the right to use animal this way?

##### The case for using animals in research

The use of animals in medical research has many practical benefits. Animal research has enabled researcher to develop treatments for many diseases, such as heart diseases and depression. It would not have been possible to develop vaccines for diseases like smallpox and polio without animal research. Every drug anyone takes today was tried first on animals. Drugs for treating cancer, as well as anticancer radiation therapies, were first tested on animals.



Source: <http://www.freeewebs.com/animalrights>

Future medical research is dependent on the use of animals. Which is more important: the life of a rat or that of a three-year-old child? Medical research is also an excellent way of using unwanted animals. Last year, over twelve million animals had to be killed in animal shelters because nobody wanted them as pets.

### The case against using animals in research

The fact that humans benefit cannot be used to justify using animals in research any more than it can be used to justify experimenting on other humans. Animals suffer a lot during these experiments. They are forced to live in small cages, and they may be unable to move.

Much of the research that is carried out is unnecessary anyway. Animals have the same rights as humans do to be able to move freely and not to have pain or fear forced on them. Researchers must find other ways of doing their research, using cell culture and computer modelling. There should be no animals in research laboratories at all.

Taken from *Interchange*, 2004

#### Questions:

1. Which of the argument is more convincing, the case for or against the use animals in medical research?
2. What is your opinion on using animals for research? Give your reasons.

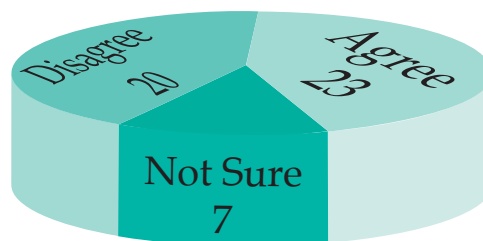
### Activity 3

Read the text again and note the different arguments in the following table.

Affirmative Argument	Negative Argument
_____	_____
_____	_____

### Activity 4

Work in pairs and study the following chart. Then answer the questions that follow. The following is the result of a survey on the case of using animals for medical research or experimentation.



Total 100%=50 respondents

1. How many people are involved in the survey?
2. How many people agree with animal experimentation?
3. What is the percentage of people who do not agree with animal experimentation?
4. Conduct a survey in your class about this and present the results in a chart.

### Englishclub.com

Are you concerned about animal exploitation? Just visit the People for the Ethical Treatment of Animals'. For further informations, browse at [www.peta.org](http://www.peta.org).

## Activity 5

Read the following words. It is a list of topics commonly used in a debate. Choose three topics and put forward your opinions.

---

1. pollution /pə'lu:ʃn/
2. corruption /kə'rʌpʃn/
3. abortion /ə'bo:ʃn/
4. global warming /'gləʊbl wɔ:mɪŋ/
5. cloning /kləʊnɪŋ/
6. euthanasia /ju:əə'neɪzɪə/
7. poverty /pɒvəti/
8. inflation /ɪn'fleɪʃn/
9. unemployment /ʌnɪm'plɔ:ɪmənt/
10. housing /haʊsɪŋ/

## Activity 6

Work in groups. Two teams will choose a controversial topic and then have a debate.

---

1. Form two teams of 4 or 5 students. Each team chooses a team leader. Use one of the following topics below or another of your own.
  - The case for organ donation
  - Avoiding junk food
  - Why the death penalty should be abolished
2. Decide which position your team will take to be either for or against the topic.
3. Now the two team work separately to prepare for the debate. One team prepares its arguments against it. During the debate, each student of the team has to present one of the team's arguments and give reasons that support the team's position.
4. A debate. After both team present their arguments, the rest of the class decides which team has won (has the best arguments).

## Activity 7

Read the following situation and answer the questions.

Imagine you have to give a brief presentation in a student meeting to discuss the annual school day. Answer and take notes on the following questions.

1. Will your talk be formal or informal?
2. How long will your talk be?
3. Who is the audience?
4. What are audience's expectations?
5. Will there be any discussion?
6. How will you help the audience to remember what you tell them? Will you use tools or visual aids?

## Activity 8

Read the text carefully about using visual aids in a presentation. Then find eight advantages of using visual aids and three warnings about using visual aids.

### Using Visual Aids in Presentations

Dinckel and Parnham (1985) say that "The great danger (in using visual aids) is that presenter place major emphasis on it and relegate themselves to the minor role of narrator or technician, your explanation, your conviction and your justification". Visual aids can make information more memorable and they help the speaker. However, they must literally support what the speaker says and not simply replace the spoken information. It is also not enough to just read text from a visual aid.

There are many advantages to the correct use of visual aids. They can show information. Which is not easily expressed in words or they can highlight information. They cause the audience to employ another sense to receive information, they bring variety and therefore increase the audience's attention. They save time and they clarify complex information.

*Adapted from The Handbook of Communication Skills, 2003*

## Writing

In this section, you will learn how to:

- write debate outlines;
- write an opinion letter;
- write a paper for presentations.

### Activity 1

Study the following statements and answer the questions that follow.

- It is against the law not to flush a public toilet in Singapore.
- It is illegal to own a dog in Rekavik, Iceland.
- It is against the law to hunt camels in Arizona, USA.
- In Kentucky, USA, it is required by law to take a shower once a year.

1. Can you think of reasons for any of these laws?
2. Do you know of any other strange laws?
3. Can you mention some laws or rules in your country that are controversial?

### Activity 2

Read the following sentences and choose the word in parentheses that you think best express your opinion.

1. Smoking \_\_\_\_\_ be banned in restaurants. (should/should not)
2. Nuclear energy \_\_\_\_\_ the best way to meet our energy needs. (is/is not)
3. Women \_\_\_\_\_ be required to serve in the army. (should/should not)
4. Prayer \_\_\_\_\_ be allowed in the public schools. (should/should not)
5. It \_\_\_\_\_ acceptable to use animals for laboratory experiments. (is/is not)
6. The drinking age \_\_\_\_\_ be lowered to age 18. (should/should not)
7. Governments \_\_\_\_\_ use the death penalty to punish criminals. (should/should not)

### Activity 3

Write a statement giving your opinion on a current issue. Compare your writing with your friend's and give your reasons whether you agree or disagree.

You may use the following topics to develop your statement.

1. Everyone should have free health care.
2. There should be no restriction on travel anywhere in the world.
3. All nuclear power plants should be banned.
4. All public transportation should be free.
5. Smoking should be banned in all public places.

### Activity 4

Study the texts below. Then write the answer to the questions that follow.

1. In my opinion, children of immigrants should be taught in their native language. First of all, these children will feel more comfortable in a strange school if they hear and speak their native language and science more easily are taught in their native language and do not have to struggle with the new language. Finally, students who use their native language in school are better able to keep their cultural identity.

a. What is the author's opinion?

---

---

b. What three reasons does the author give to support his or opinion?

---

---

---

2. In my opinion, children of immigrants should be taught in English. First, they will learn the new language more quickly if all their subjects are taught in the same language as the rest of the children. Finally, they will be able to perform better on standardized tests if they have learned the material in their classes in English.

a. What is the author's opinion?

---

---

b. What three reasons does the author give to support his her opinion?

---

---

## Activity 5

Read and study the following sentences. Pay attention to the italicised words and its information.

1. Parking is difficult here, *isn't it?* Yes it is.
  2. Taxis here are expensive, *aren't they?* Yes, they are.
  3. Houses aren't cheap these days, *are they?* No, they aren't.
  4. This town has terrible traffic, *doesn't it?* Yes, it does.
  5. They should make gambling illegal, *shouldn't they?* Yes they should.
- The sentences above are the sentences with tag question. *Isn't it? are they? and doesn't it?* are tag questions (mini questions which we put at the end of sentences).
  - In tag questions we use auxiliary verbs.

### Grammar *Review*

#### Tag Questions

A tag question is a question added at the end of a sentence. Speakers use tag question primarily to make sure their idea, belief, or opinion is correct or to seek agreement.

#### A. Affirmative Sentences + Negative Tags

Statements	Responses
1. The traffic is really bad, <i>isn't it?</i>	1. Yes, it is.
2. You can speak in a public, <i>can't you?</i>	2. Yes, I can.
3. They are really good presenter, <i>aren't they?</i>	3. Yes, they are.

#### B. Negative Sentences + Affirmative Tags

Statements	Responses
1. She doesn't agree with your opinion, <i>does she?</i>	1. No, she doesn't.
2. They shouldn't be smoking in public places, <i>should they?</i>	2. No, they shouldn't.
3. They don't speak very clear, <i>do they?</i>	3. No, they don't.

## Activity 6

Add tag questions to the following sentences.

1. Prices these days keep going up, \_\_\_\_\_?
2. Education should not be expensive, \_\_\_\_\_?
3. The traffic is really getting, \_\_\_\_\_?
4. Everyone can learn how to be a good presenter, \_\_\_\_\_?
5. It isn't easy to speak in public, \_\_\_\_\_?
6. Something is wrong with this paper, \_\_\_\_\_?
7. They are really good and powerful public speakers, \_\_\_\_\_?
8. You can drive a car on a free way, \_\_\_\_\_?
9. Let's have breakfast at my apartment today, \_\_\_\_\_?
10. There's something wrong with his speech, \_\_\_\_\_?

## Activity 7

Make a list of some controversial issues in your school or city. Write eight statements using tag questions. Then take turns reading your statements while others respond.

Example:

- A : Today's pollution is really terrible, isn't it?  
B : Yes it is. I think we should reduce it, shouldn't we?  
A : Yes, we should do something to reduce it.  
B : ...

## Activity 8

Work in pairs and discuss the following sentences about television and children. Some of the sentences support the opinion that TV is good for children. Other sentences support the opinion that TV is bad for children.

1. There is too much violence on TV.
2. Children want to buy everything they see on commercials.
3. Television can be harmful to children's eyes.
4. TV exposes children to different countries, cultures, and ideas.
5. Children see a false picture of human relationships.
6. Children can learn about science, history, and the arts.
7. Educational programmes teach children basic skills such as reading and writing.
8. TV gives children free and interesting entertainment.



## Activity 9

Now, write about children and television for the school newsletter. What is your opinion? Is TV good or bad for children? Give clear reasons to support your opinion.

---

## Activity 10

Study the following information and answer the questions.

---

A class seminar is a student discussion in which they exchange ideas and information. The participants of the seminar are divided into groups. Each group presents a different topic. The speaker of each group guides the question and answer session after the presentation.

Questions:

1. Have you ever conducted a presentation in a class seminar?
2. What should you prepare before the presentation?
3. Have you ever written a paper for a seminar or presentation?
4. Do you know how to write a good paper for presentation?

## Activity 11

Read and study the following steps to write a paper. Pay attention to the information. Then rewrite it using your own words.

---

A paper consists of three parts:

1. Introduction  
It consists of general statements and thesis statements. The general statement introduces the topic of the paper and gives background information of the topic. Meanwhile, the thesis statement states the main topic, lists the subdivision of the topic, and often indicates the organisation of the paper.
2. Body  
It elaborates the main topic into subtopic in each paragraph. The body should be presented in an order so that the paper will be easily understood.
3. Conclusion  
It is a summary of the points of the paper. It also contains your final statement about the issues concerned in the paper.

## Activity 12

Now, write a short paper for presentation. Use the following steps for your guideline.

### New Horizon

Presentation aids are an excellent way to enhance a speech. They can assist in keeping the audience engaged, explaining complex ideas, and adding some variety to the speech.

These are some of presentation aids:

1. OHP
2. LCD Projector
3. Screen
4. Board
5. Television or Video

### Steps to Write a Good Paper

1. Choose the topic of your paper  
Choose a topic you are interested in and you have adequate information of. The more you know about the topic you choose, the better.
2. Identify the information sources  
There are many reference sources available now. They are encyclopedias, books, journals, magazines and newspaper. Find the sources in printed form from CD-ROMS programmes or from the Internet.
3. Create an outline  
Provide an outline for your paper by organizing the information from the sources you have into topics, subtopics, details, and sub details. Use such as organization, such as:  
I. (topic)  
    A. (subtopic)  
        1. (detail)  
            a. (sub detail)
4. Write a rough draft  
Write a rough draft of your paper using your outline. Use numbered footnotes to acknowledge sources from which you take quotations or major ideas.
5. Revise the Rough Draft  
Make any changes to assure that your ideas are clearly conveyed. Be sure that you have written the paper using spelling and grammar accurately.
6. Preparing Bibliography  
Make a list of all sources you have used in gathering information for the paper. The bibliography cards will help you in providing the list of the sources.

## Chapter Summary

### 1. Language Functions

#### Expressions used in a debate

1. Surely not, I mean ....
2. Well, think of it this way ....
3. But look at it like this ....
4. I can't go along with that idea.

#### Expressions used in a presentation

1. To illustrate my point ....
2. Today I'd like to say, ....
3. "The subject of my talk is ...."
4. In conclusion, ...

### 2. Public Speaking

#### Debating

Debate is that process which determines how change should come about. Debate attempts to justify changing the way we think and live. In the real world, debate occurs everyday at faculty meetings at your school, and at your dinner table. The procedures for these debates may differ, but the process is the same - discussion that resolves an issue which will determine whether change is good or bad.

#### Presentation

Presentations should always be tailored to your audience. Your knowledge of the audience to which you will speak is an important factor in the success of your presentations. When you understand your audience, their existing knowledge of your topic, and their desires, you can present from their point of view and give examples that relate to their interests. Audiences respond more favourably to presentations they believe are designed for them.

## Learning Reflection

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

1. identify information in a paper;
2. explore the rules and techniques of a debate;
3. perform a debate;
4. understand two contrasting arguments;
5. identify the information in papers containing two contrasting arguments;
6. write a short paper for a presentation.

**Now, answer the questions:**

1. What do you know about debates and presentations?
2. What are the common rules of a debate?
3. What should we consider when giving a presentation?
4. What do we need to become a good debater and presenter?

**If you find some difficulties, consult your teacher or discuss with your friend.**

# Review 1

## A. Listening

Listen carefully to the tape to answer the questions.

**You are going to listen to some short dialogues. Questions 1-5 are based on the dialogues. Choose the best response to the expression you hear.**

1. a. How are you doing?  
b. Why didn't I think of that?  
c. Why don't you lie down for a while?  
d. Why not?
2. a. That's a good idea.  
b. Certainly.  
c. Sure.  
d. No problem.
3. a. It sounds great.  
b. Are you sure?  
c. I wouldn't do that if I were you.  
d. You're welcome.
4. a. What's on your mind?  
b. Really?  
c. Alright.  
d. That's one possibility.
5. a. No, I'm afraid I can't.  
b. Sure, I will.  
c. Here you are.  
d. OK, what's the question?

**Questions 6-8 are based on the speech you are going to hear.**

6. What kind of speech is it?
  - a. Persuasive speech.
  - b. Graduation speech.

- c. Political speech.
- d. Argumentative speech.

7. What is the theme or topic of the speech?
  - a. Economy.
  - b. Politic.
  - c. Education.
  - d. Human rights.
8. What is the title of the speech?
  - a. I have a day.
  - b. I have a dream.
  - c. I have American dream.
  - d. I have friends.

**Questions 9-10 are based on the short debate you are going to hear.**

9. What is the common issue of the debate?
  - a. Abortion
  - b. Pollution
  - c. Political issue
  - d. Environmental problems
10. What is the current law on the issue?
  - a. Legalise abortion banning.
  - b. Legalise abortion warning.
  - c. Legalise abortion for some reasons.
  - d. Legalise abortion for medical reasons.

## B. Reading

Answer the questions by choosing the best answer.

Questions 11–15 are based on this text.

In the beginning there lived one man and one woman, Toglai and Toglison. Their first children were a boy and a girl. When they were old enough, the boy and the girl went far away across the waters seeking nice place to live in. Nothing more was heard of them until their children, the Spaniards and Americans, came back. After the first boy and girl left, other children were born to the couple; but they all remained at Cibolan on Mount Apo with their parents, until Toglai and Toglison died and became spirits. Soon after that there came a great drought which lasted for three years. All the waters dried up, so that there were no rivers, and no plants could live.

“Surely,” said the people, “Manama is punishing us, and we must go elsewhere to find food and a place to dwell in.”

So they started out. Two went in the direction of the sunset, carrying with them stones from Cibolan River. After a long journey they reached a place with broad fields of cogon grass and an abundance of water, and there they made their home. Their children still live in that place and are called Magindanau, because of the stones which the couple carried when they left Cibolan.

Two children of Toglai and Toglison went to the south, seeking a home, and they carried with them a women’s baskets (baraan). When they found a good spot, they settled down. Their descendants, still dwelling at that place, are called Baraan or Bilaan, because of the women’s baskets.

So two by two the children of the first couple left the land of their birth. In the place where each settled a new people developed, and thus it came about that all the tribes in the world received their names from things that the people carried out of Cibolan, or from the places where they settled.

All the children left Mount Apo except two (a boy and a girl). Hunger and thirst had made them too weak to travel. One day when they were about to die the boy crawled out to the field to see if there was one living thing, and to his surprise he found a stalk of sugarcane growing lustily. He eagerly cut it, and enough water came out to refresh him and his sister until the rains came. Because of this, their children are called Bagobo.

Taken from <http://www.pitt.edu/>

11. How many children did Toglai and Toglison have?
  - a. Two.
  - b. Four.
  - c. Six.
  - d. It is not stated in the text.
12. Who descended are the Spaniards and Americans?
  - a. Toglai and Toglison's first children.
  - b. The children who were born after the first children left.
  - c. The children who were called Magindanao.
  - d. The children who remained at Cibolan.
13. Why did the children of Toglai and Toglison leave Cibolan?
  - a. Because the Spaniards and came to the Philippines.
  - b. Because there came a great drought which lasted for three years.
  - c. Because the region where they lived was in undated with water.
  - d. Because their parents passed away.
14. "Surely," said the people, "Manama is punishing us, and we must go elsewhere to find food and place to dwell in."
 

What does Manama probably mean?

  - a. Father.
  - b. Mother.
  - c. God.
  - d. Spirit.
15. Why didn't the last two children leave Mount Apo?
  - a. They were too weak to travel.
  - b. They loved their land very much.
  - c. They waited for rain falling.
  - d. They found a stalk of sugarcane.

**Questions 16–20 are based on this text.**

### **Greenhouse Effect**

When fossil fuels, or other fuels, such as wood or peat, which contain carbon are burned, carbon dioxide is released into the atmosphere. Vehicles also give out, and so add, carbon dioxide to the atmosphere.

The Earth's atmosphere allows most of the Sun's rays to pass through it to heat the Earth's surface. The Earth

reflects much of the heat energy back into the atmosphere, but much of this reflected radiation cannot escape because gases such as carbon dioxide absorb it. They grow warm and send heat radiation back to Earth. This is the greenhouse effect. Many scientists think that the greenhouse effect may change the climate, over the next

100 years or so. One consequence of so-called “global warming” resulting from the greenhouse effect could be melting of the polar ice. This in turn, could lead to a rise in sea level which could flood large areas of highly populated coastal land.

If carbon dioxide proves to be harmful as thought in order to reduce carbon dioxide levels we need to reduce the amounts of carbon-rich fuels burned.

Taken from *Kingfisher Science Encyclopedia*, 1997

16. What is flown out when fuels which contain carbon are burned?
- Carbon dioxide.
  - Wood.
  - Peat.
  - Radiation.
17. What effect does carbon dioxide have on the atmosphere?
- It makes the atmosphere darker to long-wave radiation.
  - It makes the atmosphere allows most of the Sun’s rays to pass through.
  - It makes the atmosphere allow most of the Sun’s rays to pass through it to heat the Earth’s surface.
  - It makes the atmosphere become warmer.
18. The Earth *reflects* much of the heat energy back into the atmosphere .... What does the Indonesian equivalent of the italicised word?
- Menyerap*.
  - Memancarkan*.
  - Mencerminkan*.
  - Memantulkan*.
19. What causes the Earth to become warmer?
- The Sun’s rays reflected by the Earth into the atmosphere.
  - The heat radiation sent back to Earth by gases that grow warm.
  - Reflected radiation that escape the atmosphere.
  - The burning of wood or peat.
20. What will happen if the sea level rises?
- The polar ice will melt and make the sea get cooler.
  - Some large areas of coastal land will be inundated.
  - Some large areas of coastal land will be dried up.
  - The surface of Earth will be flooded with water.

Questions 21–25 are based on this text.

Genetic engineering of the human food supply is a highly contentious issue, with credentialed scientists arguing on each side. Most likely the controversy will continue. The effort by biotech companies to genetically modify food will continue to increase and resistance by consumers to genetically modified food will continue to grow.

**PRO:** Genetic engineering is a valuable new technology that can develop more plentiful and nutritious foods, with great potential benefits for humanity and the environment, and this new scientific discovery needs to be implemented as quickly as possible for humanitarian reasons.

**CON:** As with every new scientific technology, harmful side effects of genetic engineering are inevitable and great care should be taken in its implementation, including carefully

controlled long-term tests on human health and environmental impacts.

**PRO:** Genetic engineering is a natural extension of traditional breeding; just as conventional breeding allows us to combine valuable traits within closely related species, genetic engineering allows scientists to access genes from a broader range of organisms to produce more valuable and productive crops and livestock.

**CON:** Genetic engineering uses artificial laboratory techniques, rather than natural reproductive mechanisms, techniques which breach natural reproductive barriers and combine genes from distant species in ways that could never occur in nature suddenly altering genetic patterns that have developed over millions of years, and greatly increasing the likelihood of unanticipated side effects.

Taken from [www.rag.org.au](http://www.rag.org.au)

21. The most suitable title for the text is \_\_\_\_\_.
- Genetic Engineering
  - Genetic Engineering: the Controversy
  - The Benefits of Genetic Engineering
  - The Dangers of Genetic Engineering
22. Genetic engineering of the human food supply is a highly *contentious* issue ....  
The synonym of the word in italics is \_\_\_\_\_.
- agreeable
  - cooperative
  - understanding
  - controversial
23. Which paragraphs are for genetic engineering?
- Paragraphs 1 and 2.
  - Paragraphs 2 and 4.
  - Paragraphs 3 and 5.
  - Paragraphs 2 and 3.
24. Which statement is true according to the text?



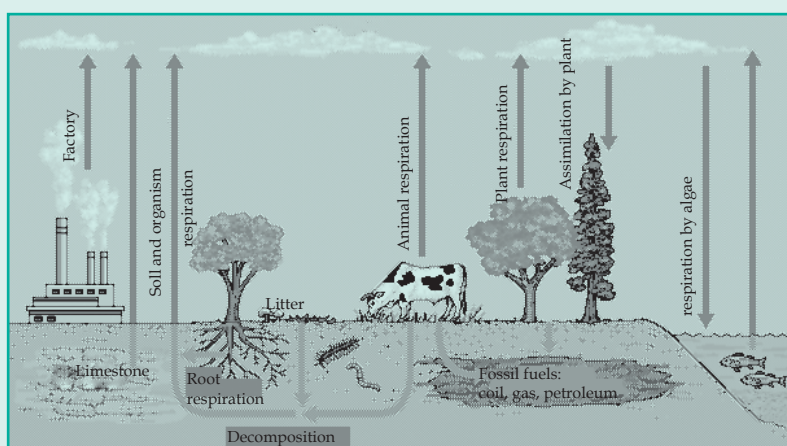
- a. Proponents of genetic engineering say it enables the production of more abundant and nourishing foods.
- b. Proponents of genetic engineering say it is different from traditional breeding.
- c. Opponents of genetic engineering say the implementation of the technology should be ignored.
- d. Opponents of genetic engineering say it has no side effects.
25. Genetic engineering uses *artificial* laboratory techniques, ....  
The antonym of the word in italics is \_\_\_\_\_.
- a. synthetic      c. spontaneous  
b. natural      d. genuine
26. Ari : My father gave two choices, I can continue my study at South Wales University or International University. Can you tell me where can I continue my study?
- Adi: Wow, that's sound great for you. Well, \_\_\_\_\_ you'd better to find information on both of the universities and choose the better one.
- a. Sorry to say that  
b. I'd like to suggest that  
c. If I were you  
d. I have no objection
27. Dadi : Would you mind to accompanying me to go to my grandmother's house tomorrow?
- Reni : Oh, \_\_\_\_\_.
- a. I have no objection  
b. sure  
c. I suggest  
d. I'm sorry to say that
28. Nadia : Hey, Adi. Do you have any plans for tomorrow.
- Adi : No. \_\_\_\_\_. Why?
- a. I'm planning on maybe mountain climbing  
b. Nothing's come up yet  
c. I'm thinking of going to Mount Salak  
d. Maybe you can go camping
29. Hamka : Hi, \_\_\_\_\_ you would answer a question for me.
- Hatta : It depends. What's it for?
- a. I think  
b. I wonder if  
c. I feel  
d. I have to say
30. Ari : Hi, Ari. Do you know how's the weather for tomorrow?
- Adi: \_\_\_\_\_ it's going to be hot and sunny.
- a. I predict  
b. The plan is  
c. I'm planning  
d. What I'm saying is
31. \_\_\_\_\_ birth control gaining acceptance, opposition to the practice continues.
- a. Despite  
b. For  
c. Although  
d. Since
32. Most people agree with family limitation. \_\_\_\_\_, many religious groups consider birth control immoral.

- a. Nevertheless  
b. Moreover  
c. Therefore  
d. Hence
33. We went out \_\_\_\_\_ the rain.  
a. although  
b. because  
c. in spite of  
d. because of
34. \_\_\_\_\_ I'd like to say that everyone should read the book.  
a. As a conclusion  
b. To come to the conclusion  
c. Concluding  
d. To conclude
35. Ultimately, all the carbon compounds \_\_\_\_\_ by decomposition, and the carbon is released as CO<sub>2</sub> to be used again by plants.  
a. break down  
b. broke down  
c. is broken down  
d. are broken down
36. Water \_\_\_\_\_ into the atmosphere by plants through photosynthesis.  
a. is also released  
b. is releasing  
c. releases  
d. has released
37. DDT \_\_\_\_\_ in the 1940s, and thought to be the perfect insecticide because it killed almost all insects and yet seemed harmless to people and other animals.  
a. has been used  
b. had been used  
c. could be used  
d. was first used
38. A nucleus \_\_\_\_\_ of protons and neutrons.  
a. is made up  
b. makes up  
c. made up  
d. was made up
39. Rani : How often do you wash your hair, Dani?  
Dani : I like \_\_\_\_\_ my hair twice a week.  
a. washing  
b. to wash  
c. to be washed  
d. being washed
40. \_\_\_\_\_ a university professor returns from a sabbatical leave, he should be better qualified.  
a. Until  
b. When  
c. Even though  
d. Unless
41. It was a windy and rainy night. \_\_\_\_\_, I decided to go out.  
a. Nevertheless  
b. Otherwise  
c. Hence  
d. Though
42. The boy and his father saw the accident, \_\_\_\_\_?  
a. do they?  
b. don't they?  
c. did they?  
d. didn't they?
43. His youngest brother has graduated from junior high school, \_\_\_\_\_?  
a. has he?  
b. hasn't he?  
c. had he?  
d. hadn't he?

44. The prince asked Cinderella, "Will you marry me?".  
The prince asked Cinderella \_\_\_\_\_.
- if she will marry him
  - if he will marry her
  - if she would marry him
  - if he would marry him
45. Tomb Raiders \_\_\_\_\_ by Steven Spielberg.
- is not directed
  - was directed
  - was not directed
  - is being directed

### C. Writing

Finish the following text based on the diagram.



Source: Microsoft Encarta Premium, 2008

### Carbon Cycle

Carbon Cycle is the cycle of carbon usage by which energy flows through the earth's ecosystem. The basic cycle begins when photosynthesizing plants use carbon dioxide ( $\text{CO}_2$ ) found in the atmosphere or dissolved in water ....

.... Ultimately, all the carbon compounds are broken down by decomposition, and the carbon is released as  $\text{CO}_2$  to be used again by plants.

# Chapter 6

## It's a Great Story



Source: <http://www.scan.tucso.com>

### *In This Chapter*

#### **Listening:**

- Responding to expressions for persuading, encouraging and hoping
- Responding to expressions for criticising and deterring
- Responding to monologues of narrative texts

#### **Speaking:**

- Persuading, encouraging and hoping
- Using expressions for criticising and deterring
- Performing monologues of narrative texts

#### **Reading:**

- Reading a narrative text
- Reading a short functional text: an announcement

#### **Writing:**

- Writing a narrative text
- Writing a short functional text: an announcement

## Listening

**In this section, you will learn how to:**

- respond to persuasion, encouragement and hope;
- respond to criticism and deterrence;
- respond to monologues of narrative text.

### Activity 1

**Answer these questions.**

If you are in the following situations, what will you say?

1. Your sister tells you to enter a short story contest. You are unenthusiastic about it. Your sister persuaded you to join the contest. What do you say to respond to her?
2. Your sister encourages you not to give up. What do you say to respond to her encouragement?
3. Your sister criticised you for being pessimistic. What do you say to respond to her?
4. You say you intend to stop writing short stories. Your sister advised you not to do that. What do you say to respond to her?
5. Your sister hopes you will win the contest. What do you say to respond to her?

### Activity 2

**Listen and repeat the expressions. Try to give a response to each expression.**

1. "Come on you can do it. Just this once."
2. "How can I persuade you to participate in the story writing contest?"
3. "Just believe in yourself. I know you can do your best."
4. "You're not going to let me down, are you?"
5. "Don't worry, I'm sure you'll do better this time."
6. "I don't think it was a good idea."
7. "I don't (particularly) like your story."
8. "I hope you will do it better next time."
9. "I don't think you should do that."
10. "I wish all the best for you."

## Activity 3

Listen and complete the dialogue while you are listening. Compare your answers with your friends's.

### Englishclub.com

Seeking opportunities to actively use language is very important to reach the goal of fluency. There are plenty of opportunities to use language. You will find what they are at *www.englishclub.com*.

- Doni : Hi, Andra. How are you?  
Andra : Doni! What a surprise! I'm fine, thanks. How about you?  
Doni : I'm OK and you know...? I won the short story contest.  
Andra : <sup>1</sup>\_\_\_\_\_. Congratulations.  
Doni : Thank you.  
Andra : Actually I also sent my short story for the contest. But <sup>2</sup>\_\_\_\_\_.  
Doni : <sup>3</sup>\_\_\_\_\_. But don't worry about it. All you need is a little more practise. <sup>4</sup>\_\_\_\_\_ send your short stories to a newspaper or magazine?  
Andra : Yeah, <sup>5</sup>\_\_\_\_\_. But, as a matter of fact, I'm pessimistic that my story will be accepted by the newspaper or magazine.  
Doni : Come on. <sup>6</sup>\_\_\_\_\_.  
Andra : OK. <sup>7</sup>\_\_\_\_\_ to send my short stories to the newspaper. Anyway, I'm thinking of maybe stopping writing short stories.  
Doni : <sup>8</sup>\_\_\_\_\_ do it.  
Andra : Thank you for telling me.  
Doni : <sup>9</sup>\_\_\_\_\_ that your story will be published in a newspaper or magazine.  
Andra : <sup>10</sup>\_\_\_\_\_ that so.

## Activity 4

Work in pairs. Find the following responses in the dialogue you have just listened to.

1. A response to expressions for persuading
2. A response to expressions for encouraging
3. A response to expressions for criticising
4. A response to expressions for advising someone not to do something
5. A response to someone saying what they hope will happen

## Activity 5

You are going to listen to some short dialogues. Choose the most appropriate responses to the expressions in the dialogue.

- Ryan : \_\_\_\_\_
  - I'll consider that.
  - If I were you, I wouldn't do that.
- Sandy : \_\_\_\_\_
  - Well, I'll try.
  - Come on.
- Cindy : \_\_\_\_\_
  - Come on ... Don't give up.
  - Sure!
- Desi : \_\_\_\_\_
  - Thanks for your support.
  - Certainly. I hope so.
- Ferdy : \_\_\_\_\_
  - OK. I won't give up.
  - All right then. I won't do that.

## Activity 6

Answer the following questions.

- Do your parents teach you to work hard?
- How do they teach you to work hard?
- Do you think hard work brings its own rewards?

## Activity 7

Listen to the story and fill in the missing words.

### The Farmer and His Sons

There was once an old, <sup>1</sup>\_\_\_\_\_ farmer who had worked hard <sup>2</sup>\_\_\_\_\_ all his life. Before he died, he wanted to teach his <sup>3</sup>\_\_\_\_\_ sons how to be good farmers. So he called them to him and said, "My boys, before I die I want you to know that there is a great treasure <sup>4</sup>\_\_\_\_\_ in the

vineyard. Promise me that you will <sup>5</sup>\_\_\_\_\_ for it when I am dead."

The sons promised and as soon as their father died, they began looking for the <sup>6</sup>\_\_\_\_\_. They worked very hard in the hot sun and all the time as they were working they <sup>7</sup>\_\_\_\_\_ what their father had left for them.

In their minds they pictured boxes of gold coins, <sup>8</sup>\_\_\_\_\_ necklaces and other such things. Soon they had <sup>9</sup>\_\_\_\_\_ up every inch of the vineyard. But they found not a single <sup>10</sup>\_\_\_\_\_. They were very upset. They felt that their hard work had been for <sup>11</sup>\_\_\_\_\_. But then

the grapes started to appear on the <sup>12</sup>\_\_\_\_\_ and their grapes were the biggest and best in the <sup>13</sup>\_\_\_\_\_, and they sold them for a lot of money.

Now they <sup>14</sup>\_\_\_\_\_ what their father had meant by the great treasure, and they lived happily and <sup>15</sup>\_\_\_\_\_ ever after.

*Taken from New Headway English Course: Intermediate Student's Book, 2005*

## Activity 8

Listen to the story again. Then fill in the table based on the story. Discuss the answers with a friend.

Title	:	_____
Characters	:	_____
Setting	:	_____
Events	:	_____
_____		
_____		
Outcome	:	_____
_____		
_____		

## Activity 9

Listen to your teacher reading the following radio ad and answer the questions from the tape.

### Short Story Contest

Prizes worth over £350 (over \$500)

Welcome to firstwriter.com's Fourth International Short Story Contest. This competition is open to fiction in any style and on any subject under 3,000 words long.



## Speaking

### In this section, you will learn how to:

- use expressions for persuading, encouraging and hoping;
- use expressions for criticising and advising someone not to do something;
- perform a monologue of a narrative text.

### Activity 1

#### Answer the questions.

If you are in the following situations, what will you say?

1. You read a notice about a short story contest. You want your brother to enter the competition but he refuses to take part. Persuade him to join the contest.
2. Your brother says he is pessimistic about the contest. You encourage him to be confident.
3. You criticise your brother for underestimating his own talent for writing.
4. You hope your brother will win the contest.
5. Your brother says he will quit writing short stories if he doesn't win the contest. You deter him from doing so.

### Activity 2

Read and study these expressions. Can you identify the expressions of persuasion, encouragement, hope, criticism, and deterrence?

1. "Come on. Don't give up."
2. "Why don't you try once again. I know you can do it."
3. "Don't worry, you can do better next time."
4. "This story is awful. Sorry, I don't like it."
5. "I don't think this is good writing. It's confusing"
6. "I hope you will do it better next time."
7. "I don't think you should do that."
8. "I wish all the best for you."

## Activity 3

Work in pairs. Read the dialogue aloud. Then answer the questions.



Source: Publisher's Documentation

### New Horizon

We speak for about 35% of the time. Approximately 16% of communication comes from reading, and about 9% from writing. These statistics are for an average communicator in English.

Taken from *Microsoft Encarta Premium, 2008*

- Cindy : Hi, Sandi. How are you?  
Sandi : Great. And you?  
Cindy : Ahaha, it's a bit ridiculous!  
Sandi : What's the matter, Cindy?  
Cindy : The results of the short story contest were announced this morning. And I didn't win any prizes because I forgot to send it and I just knew it this morning when I found the envelope inside my drawer.  
Sandi : That's too bad. But, don't worry about it. You'll win another contest and you will not forget next time. Will you?  
Cindy : Yes, that's for sure. But I think I'll never win a writing contest because I think I wrote it badly.  
Sandi : Huh, look at this short story. It's written by Marcia an eleven years old. I think you can write better. Would it be possible for you to send your short story to the newspaper?  
Cindy : OK, I'll consider that. Anyway, I'm not sure the newspaper will publish my short story.  
Sandi : Come on. Don't give up.  
Cindy : Well, I'll try. If I fail, I'll quit writing short stories. I must admit I'm not a talented writer.  
Sandi : Oh, no. I wouldn't do that if I were you. I don't think it is a good idea.  
Cindy : Thanks for telling me.  
Sandi : Let's just hope that someday your short stories will be published in a newspaper or magazine.

1. What does Sandi say to persuade Cindy to send her short stories to a newspaper?
2. What does Cindy say to respond?
3. What does Sandi say to encourage Cindy?
4. What does Cindy say to respond?
5. Cindy thinks of quitting writing short stories. What does Sandi say to tell her not to do that?
6. What does Sandi say to criticise Cindy's idea?
7. What does Sandi say to express his hope?

## Activity 4

Practise the following short dialogue with a partner. Pay attention to your intonation and expression.

1. A : This room is a mess ! Why can't you be more tidy?  
B : Sorry. I'll clear it up right away.
2. A : I hate to mention this, but you seem to be rather careless.  
B : I'm sorry. I'll try to be more careful in the future.
3. A : Your story is great. Why don't you try to publish it? It can be a best seller.  
B : Thanks for your support and complement.
4. A : Don't give up. Try and try again. Come on.  
B : All right then. I'll try my best.
5. A : If I were in your position, I wouldn't do that.  
B : I'll consider your suggestion.
6. A : How can I persuade you to join the club?  
B : Well, thanks for asking me. I really appreciate your concern.
7. A : I don't think you ought to buy that book. I think the story is awful.  
B : Oh really? Thanks for your advice. I'll consider that.
8. A : Go on! I'm sure you can do it.  
B : OK. Thanks for your encouragement.

## Your Project

It's a group project. Make some dialogue using the expressions for persuading, encouraging and hoping. You may also use expressions for criticising and advising someone not to do something. Choose any topics you like. Then perform the dialogue to the class. You can make a role play.

## What to Say

Study the following expressions for persuading, encouraging and advising.

More Formal



Less Formal

### Expressions for Persuading

- Would it be possible for you to ...?
- Won't you ..., please?
- Why don't you ...?
- Please!
- Not even for me/for my sake?
- Just this once!
- You're not going to let me down, are you?
- How I can persuade you to ...?
- Could you/Couldn't you be persuaded ...?

More Formal



Less Formal

### Expressions for Encouraging

- Come on ....
- Don't give up.
- Go on!
- Keep at it!
- Keep it up!
- You can do it!
- Stick to it!
- Don't worry, I'm sure you'll do better this time.

More Formal



Less Formal

### Expressions for Advising Someone Not to Do Something (Deterring)

- I wouldn't do that if I were you.
- If I were in your position, I wouldn't ....
- I wouldn't ... if I were in your shoes.
- You would be well advised to/not to ....
- If I were you I wouldn't ....
- The way I see it, you should/shouldn't '....
- I wouldn't recommend ....
- I wouldn't advise ....
- I don't think you ought to ....
- I don't think you should ....

## Activity 5

Create dialogues that contain the expressions you have studied in the previous activities. Then act them out.

Pretend you share an apartment. Criticise your partner for being

- |             |                  |              |
|-------------|------------------|--------------|
| a. lazy     | d. noisy         | g. selfish   |
| b. clumsy   | e. rude          | h. untidy    |
| c. careless | f. inconsiderate | i. forgetful |

## Activity 6

Look at the picture. Then answer the questions.

### UN Shot

Fajar : Dad, may I come along to grandma's house?

Father: I'm afraid not, you are going to have an examination soon.

Fajar : *Come on, Dad. Please. Just this once.*

The underlined expression shows ....

- refusing permission
- expressing an apology
- offering something
- giving permission
- wondering

(UN 2004/2005)



Source: [www.britishcouncil.org](http://www.britishcouncil.org)

- What do you see in the picture?
- What is the woman doing?
- What do you think the children are doing?
- Have you ever told a story in English?
- How did you do it?

## Activity 7

You will read a story. Answer these questions first.

What would you do if:

- You had a lot of money?
- You had no money but your father had a lot?

## Activity 8

Pay attention while your friend retell the following story in her/his words. The following questions will help your friend retell the story.

### A Good Lesson

Cheung Tsai was a good-for-nothing fellow. He knew that his father, old Mr Cheung was a rich man. So Cheung Tsai was very careless with his father's money and spent as much as he pleased.

When old Mr Cheung found out, he did not give his son any more money. Cheung Tsai began to think of a plan. He went to his friends and borrowed money from each of them, saying, "Don't worry. My father is so rich that I can easily pay back all the money I have borrowed from you."

Soon, he owed all his friends so much money that they refused to lend him any more. At last they began to ask

him for their money back. Cheung Tsai did not know what to do, so his friends all went to old Mr Cheung and asked him for their money back.

Mr Cheung was very angry. He gave his son two huge sacks full of dollar coins and ordered him to go to the home of each of his friends to repay the money he owed them.

Cheung Tsai walked from house to house, carrying the heavy sacks of money. At last he thought to himself, "If giving money away to people is such hard work, how much harder must it be to earn the money."

From that day onwards, he was very careful with money.

*Taken from More Favourite Chinese Stories, 2004*

1. Who was Cheung Tsai?
2. What did Cheung Tsai do when his father did not give him money any more?
3. What type of person is Cheung Tsai?
4. Why did Mr Cheung get angry?
5. What does this story teach us?

## Activity 9

Fill in the table with the events of the story for each paragraph.

Paragraph	Event
Paragraph 1	_____
Paragraph 2	_____
Paragraph 3	_____

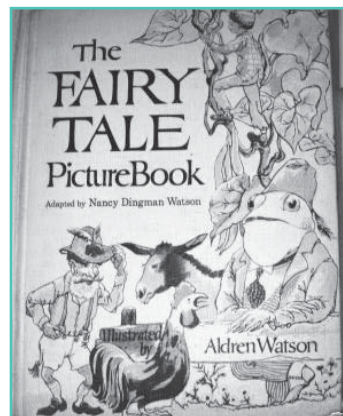
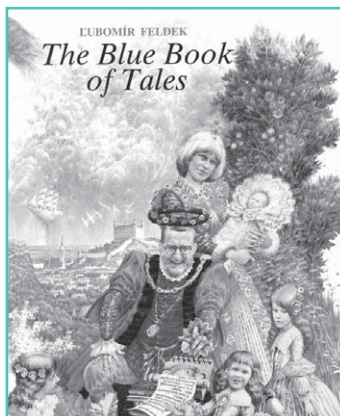
## Reading

In this section, you will learn how to:

- read narrative texts;
- read a short functional text: an announcement.

### Activity 1

Answer the questions orally.



Source: [www.geocities.com](http://www.geocities.com); [www.ebayimg.com](http://www.ebayimg.com)

1. Have you ever read a story that tells a good lesson?
2. What was it?
3. Can you tell the class what it was about?

### Activity 2

You will find these terms in a story. Match the terms to their meanings.

No	Terms	Meanings
1.	plot	a. describes scene and introduces the participants of the story
2.	setting	b. part of the story in which a problem encountered by the characters
3.	character	c. the part in which the characters find the resolution.
4.	orientation	d. a person in a book, story, etc.
5.	complication	e. the events in a story and how they develop
6.	resolution	f. one part of the story in which the events happen in one place

## Activity 3

Read the story aloud.

### The Lazybones

When someone is very lazy, we often call him "lazybones". Young Tom was a real lazybones indeed. Why, right now his father was complaining about him!

"That boy!" said Mr Jones. "He's really lazy. He does nothing but laze about all day."

It was true. Tom didn't care to go out and play with his friends. He didn't like to do his homework or any odd jobs round the house either. After school he went straight to his room and lay down. After dinner he lazed about again till it was time for bed. And in the morning his mother had a hard time getting him out of bed. Poor Mr and Mrs Jones didn't know what to do with their lazy son.

Mr Jones owned a small bakery in town. He had only one helper, Bob; so he had to work very hard. He baked a hundred loaves each morning and Bob went round on a horse-cart to deliver them. Then Mr Jones baked biscuits and cakes to put in his shop-window. His cakes were delicious and many people came to buy from him. He was busy all day, but Tom did nothing to help.

One day Mr Jones told Tom to watch some cakes in the oven. Instead of watching the cakes, Tom fell asleep

and the cakes were burnt. Mr Jones was furious! "Can't you do anything properly?" he scolded. "Why, you slept all day yesterday. I don't know how you can sleep any more!"

"Maybe Tom's just used to being lazy," Mrs Jones said. "Everyone says he's lazy, so he just stays that way."

Perhaps Mrs Jones was right. A few days later Mr Jones had a bad cold. The doctor said he had to stay in bed for a week. "My goodness, I can't!" said Mr Jones. "What will happen to my shop?"

"Don't worry about the shop," said Mrs Jones. "Bob, Tom and I will look after it."

"Tom?" said Mr Jones. "As if he would do anything to help!"

Although Mrs Jones looked cheerful, she felt worried about how she would manage. She could do the baking and tidy the house. Bob could still deliver the bread. But who could cook the meals and look after Mr Jones?

"I know how to bake," said Bob. "I've often watch Mr Jones baking. I can do that job. Then you'll be free to cook the meals and look after Mr Jones."

"But who will deliver the bread?" asked Mrs Jones.

"Leave that to Tom," said Bob cheerfully.



"Tom stared at Bob. "That's hard work," he said.

"And I'll have to get up very early each morning."

"Well, somebody has to do it," said Mrs Jones firmly.

So, whether Tom liked it or not, Bob woke him up at five every morning. Together the boys loaded the horse-cart with freshly-baked loaves. Then Tom went round to deliver the bread.

Of course the customers were very surprised to see him. You see, they all knew he was a lazybones. "What happened to Bob?" they asked.

So Tom explained how Bob was baking because Mr Jones was ill. "And you're helping too by delivering the bread," the customers said. "Well done, Tom. I'm sure your parents must be very proud of you."

As the day passed, more and more people praised Tom. After a while Tom began to feel proud of himself too. Working wasn't so bad after all. In fact, it was quite pleasant to help one's parents and be praised for it. Can you guess what happened? Yes, from that day on, Tom stopped being a lazybones.

Taken from *Linguistic Readers*, 2006

## Activity 4

Answer the questions based on the story in Activity 3.

1. Who was Tom? What did he look like?
2. What did he do after school?
3. What did Mr Jones own?
4. Why did he have to work very hard?
5. How many loaves did he bake each morning? Who delivered them?
6. Where did Mr Jones put the biscuits and cakes?
7. What did Mr Jones tell Tom to do one day?
8. How did the cakes get burnt?
9. Why did Mr Jones have to stay in bed?
10. How did Bob know how to bake?
11. Who would cook the meals and look after Mr Jones?
12. What happened to Tom at the end of the story?
13. Did the story entertain you? Why or why not.

## Activity 5

Match the words to their synonyms.

No	Words	Synonyms
1.	lazy	a. enjoyable
2.	care	b. take care of
3.	helper	c. assistant
4.	deliver	d. send
5.	delicious	e. full of activity
6.	busy	f. tasty
7.	worry	g. be anxious
8.	look after	h. mind
9.	cheerful	i. happy
10.	pleasant	j. idle

## Activity 6

Complete the sentences with the words in Activity 5. Make changes if necessary.

1. I don't \_\_\_\_\_ whether we win or lose.
2. It must be \_\_\_\_\_ to live in such a peaceful place.
3. Ian seems very \_\_\_\_\_ despite his illness.
4. Don't worry. I'll \_\_\_\_\_ the kids tomorrow.
5. Mom \_\_\_\_\_ if I don't call every weekend.
6. What are you cooking? It smells \_\_\_\_\_.
7. Don't be \_\_\_\_\_. Come and give me a hand.
8. We need several \_\_\_\_\_ for this job.
9. Your order will be \_\_\_\_\_ in five days.
10. We're \_\_\_\_\_ decorating the guest room before our visitors arrive.

## Grammar *Review*

### Noun Phrases

Study the following phrases. They are taken from the text you have read in the previous activity.

- *an old grandmother*
- *a gold snail*
- *the eldest daughter*
- *the fence hole*
- *an awful beggar*
- *a handsome man*
- *delicious food on the table*

These phrases are called *noun phrases*. A phrase is a *noun* and its *modifiers*. A noun can be modified by *adjectives*, *articles*, *determiners*, *participles* and *infinitives*.

The word that is modified is often called the *head word*. Words that come before the head word are called *premodifiers*.

Words that come after it are called *postmodifiers*.

## Activity 7

Read the story and find the noun phrase.

### The Man and the Serpent

A Countryman's son by accident trod upon a Serpent's tail, which turned and bit him so that he died. The father in a rage got his axe, and pursuing the Serpent, cut off part of its tail. So the Serpent in revenge began stinging several of the Farmer's cattle and caused him severe loss. Well, the Farmer thought it best to make it up with the Serpent, and brought food and honey to the mouth of its lair, and said

to it: "Let's forget and forgive; perhaps you were right to punish my son, and take vengeance on my cattle, but surely I was right in trying to revenge him; now that we are both satisfied why should not we be friends again?"

"No, no," said the Serpent; "take away your gifts; you can never forget the death of your son, nor I forget the loss of my tail."

Taken from <http://www.bartleby.com/>

## Activity 8

Complete the following story using appropriate noun phrase in the box.

- the big Crane
- terrible pain
- a small bone
- his teeth
- the reward
- a Wolf's mouth

### The Wolf and the Crane

A wolf had been gorging on an animal he had killed, when suddenly <sup>1</sup>\_\_\_\_\_ in the meat stuck in his throat and he could not swallow it. He soon felt <sup>2</sup>\_\_\_\_\_ in his throat, and he ran up and down groaning and groaning and searching for something to relieve the pain. He tried to induce every one he met to remove the bone. "I would give anything," said he, "if you would take it out." At last <sup>3</sup>\_\_\_\_\_ agreed to try, and told the Wolf to lie on his side and open his jaws as wide as he could. Then the Crane put its long neck

down the Wolf's throat, and with its beak loosened the bone, till at last got it out.

"Will you kindly give me <sup>4</sup>\_\_\_\_\_ you promised?" said the Crane.

The Wolf grinned and showed <sup>5</sup>\_\_\_\_\_ and said: "Be content. You have put your head inside <sup>6</sup>\_\_\_\_\_ and taken it out again in safety; that ought to be reward enough for you."

"Gratitude and greed do not together."

Taken from <http://www.bartleby.com/>

## Activity 9

Read the announcement and tell to the class what it is about.

### New Horizon

You will usually encounter new words when you read. If there are too many new words for you, then the level is too high and you should read something simpler.

([www.englishclub.com](http://www.englishclub.com))

**6th Annual Saturday Writers Short Story Contest 2007. Awards: \$100, \$50, \$25. Entry fee: \$5, maximum of three entries.**

**Deadline: Postmarked by September 15, 2007**

**Info:**

**Amy Burle, 708 W. Bridge Street, Keytesville MO 65261; <http://www.saturdaywriters.org/>**

## Writing

In this section, you will learn how to:

- write a narrative text;
- write a short functional text: an announcement.

### Activity 1

Answer these questions.

1. Have you ever written a short story in English?
2. If yes, what kind of story was it? What was the story about?
3. Did you find any difficulties in writing?
4. Do you know the stages for writing short stories?
5. Do you always go through stages when you write a short story?

### Activity 2

Before you learn how to write a story, give the correct punctuation and capitalisation to the following story.

#### the Cock and the Pearl

a cock was once strutting up and down the farmyard among the hens when suddenly he espied something shining amid the straw. Ho! ho! said he, "that's for me." and soon rooted it out from beneath the straw. What did it turn out to be but a Pearl that by some chance had been lost in the yard? you may be a treasure," said Master Cock, to men that prize you, but for me I would rather have a single barley-corn than a peck of pearls. "precious things are for those that can prize them."

Taken from <http://www.aesopfables.com/>

## Activity 3

Read the following story carefully.

### The Princess and the Pea

Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, for he would have liked very much to have a real princess.

One evening a terrible storm started; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it.

It was a princess standing out there in front of the gate. But, good gracious! what a sight the rain and the wind had made her look. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess.

Well, we'll soon find that out, thought the old queen. But she said nothing, went into the bed-room, took

all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses.

On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!" said she. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!"

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds.

Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, for now he knew that he had a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it.

There, that is a true story.

Taken from [www.short-stories.co.uk](http://www.short-stories.co.uk)

## Activity 4

Fill in the story map based on the story in Activity 3.

Narrative Text Pattern  
Name \_\_\_\_\_ Date \_\_\_\_\_  
Story Map  
Use this handout as you read the story.

Setting:  
Where:  
When:

↓

Major Character:  
Minor Character:

↓

Plot/Problem

↓ ↓ ↓

Event 1:                      Event 2:                      Event 3:

↓ ↓

Outcome/Resolution:

## Activity 5

Study the following stages of writing. Go through the stages when you write your story.

- **Stage 1: Planning**  
Get ideas, think about topic, discuss it with others, read about it. Then sequence your ideas.
- **Stage 2: Drafting**  
Write your first version. You can make changes as you write.
- **Stage 3: Revising**  
Read through to see if your writing makes sense and that the main purpose of your story is clear. Delete unnecessary words, details or events. Read your story aloud to yourself and decide whether it sounds good or not.
- **Stage 4: Proof-reading**  
Check your spelling and punctuation. You can do this yourself or ask someone else.
- **Stage 5: Presentation**  
Write the final version neatly. Present it attractively for your reader.

## Activity 6

Write a short story. Get ideas from the following.

1. Do you recall a time in your own childhood when one or several events occurred that made you extremely happy?
2. Did you ever do something bad because it was terribly tempting, and then were punished for doing that?

## Activity 7

Read the announcement. Then fill in the table.

### Omaha Chapter of the NFB - Writing Contest for Short Stories

**Awards:** \$100, \$50, \$25, \$10 honorable mentions

**Entry fee:** \$5

**Deadline:** September 15, 2007

The competition is a fund raiser for the Omaha Chapter of the National Federation of the Blind. Enter the contest and win some cash while supporting a worthy cause at the same time.

**Info:** <http://www.midwestfictionwriters.com/> or [www.midwestfictionwriters.com/node/2](http://www.midwestfictionwriters.com/node/2)

## Your Project

You can make your own book. You have written a short story in the Writing section. Collect your story and your classmates' in a file. Give an illustration to each story. Design the cover and layout of the book. You can use some computer programs for design and layout. Then copy and bind your works. Now you and your class have your own anthology of short stories.

Event:

Prizes:

Fee:

Deadline:

Purpose of the event:

Websites of the organizer:

## Activity 8

Write an announcement about a writing contest. Include the points you have just learned in the previous activity.



## Chapter Summary

### 1. Language Functions

#### a. Persuading, Encouraging and Hoping

Persuading

- Why don't you try it once more?

Encouraging and hoping

- I hope you will pass the test.

#### b. Using Expression for Criticising and Deterring

- I don't think it was a good idea.
- If I were you I didn't do that.

### 2. Genre

Narrative

Social function: to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic structure:

- Orientation : sets the scene and introduces the participants
- Complication: a crisis arises
- Resolution : the crisis is resolved, for better or for worse

## Learning Reflection

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

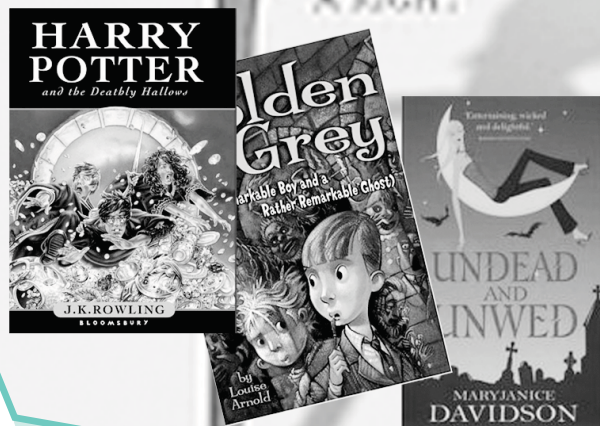
1. respond to expressions for persuading, encouraging and hoping;
2. respond to narrative text;
3. persuading, encouraging and hoping;
4. perform a monologue of narrative text;
5. read narrative texts;
6. write a narrative text;
7. identify an advertisement, poster, and pamphlet.;

**Now, answer the questions:**

1. What expressions do you use for persuading, encouraging and hoping?
2. What do you say if you want to criticise or deter someone?
3. What are the elements of the story? Explain them.

**If you find some difficulties, consult your teacher or discuss with your friend.**

# Chapter 7



Source: <http://www.moviegoods.com>

## The Book Is Amazing

### *In This Chapter*

#### **Listening:**

- Responding to expressions of regret
- Responding to expressions of giving or asking plans, purposes and intentions
- Responding to expressions for predicting, speculating and judging
- Responding to monologues of review texts

#### **Speaking:**

- Using expressions of regret
- Giving or asking plans, purposes and intentions
- Predicting, speculating and judging
- Performing a monologue of review text

#### **Reading:**

- Reading review texts
- Reading short functional texts pamphlets and advertisements

#### **Writing:**

- Writing a review text

## Listening

In this section, you will learn how to:

- respond to expressions of regret;
- respond to expressions of giving or asking plans, purpose and intention;
- respond to expressions of predicting, speculating and judging;
- listen and respond to oral review texts.

### Activity 1

Answer the questions.

If you are in the following situations, what will you say?

1. Your friend tell you that he is late to submit the review his teacher had assign. He regret going camping so he can't finish it at the weekend.
2. Your friend want to know what you will do after leaving high school.
3. Your friend told you that he has a plan to study Indonesian literature after leaving high school. You want to know what it was that he want by studying Indonesian literature.
4. Your friend predict the admission test to the university will be very much like the test of last year.
5. Your friend is reading a novel. He says it is an inspiring book.

### Activity 2

You are going to listen to the dialogues. Fill in the blanks with the expressions you hear.

#### Dialogue 1

Dudi : Hi, Adi. You look awful. What's wrong with you?

Adi : I didn't get much sleep last night. I finished writing the book review. Today is the deadline for the submission of the assignment.

Dudi : Why didn't you finish it last week? You had a plenty of time.

## Englishclub.com

The way a language is spoken in a classroom is often different than the more informal style of speaking used in everyday life. There are many idioms and slang terms to become familiar with. Find out more about idioms and slang terms at [www.englishclub.com](http://www.englishclub.com).

Adi : Actually, I went camping last weekend.  
1 \_\_\_\_\_ . I wish I hadn't gone camping.  
2 \_\_\_\_\_ , I had finished writing the book review.

Dudi : 3 \_\_\_\_\_ .

### Dialogue 2

Dudi : 4 \_\_\_\_\_ after leaving high school, Adi?

Adi : 5 \_\_\_\_\_ studying Indonesian literature.  
How about you, Dudi?

Dudi : 6 \_\_\_\_\_ going teaching. After leaving the college, I'm going to go to Papua. I want to teach the children of this remote spot.

Adi : Really? It's so far away, Dudi. 7 \_\_\_\_\_

Dudi : Well, 8 \_\_\_\_\_ to make myself useful.

Adi : What makes you want to go to Papua? You don't have a relative there, do you?

Dudi : No, I don't. This book, *The City of Joy*, has inspired me to go to Papua. 9 \_\_\_\_\_

Adi : What's it about?

Dudi : The novel tells a priest who lives in a slum in Calcutta. He comes from a country in Europe. And he tries hard to adapt to the culture of the people he lives with. He helps the poor living in the slum. All people are treated the same.

Adi : 10 \_\_\_\_\_.

Dudi : That's right. It makes me feel like finishing my school as soon as I can. So I can leave for Papua.

Adi : Talking of your school, have you prepared yourself for the admission test?

Dudi : Of course, I have. 11 \_\_\_\_\_ the test will be very much like test of last year.

Adi : 12 \_\_\_\_\_ . 13 \_\_\_\_\_ the questions will follow a set pattern.

Dudi : 14 \_\_\_\_\_.

### Activity 3

Answer the questions based on the dialogue you have completed.

1. Where does the dialogue probably take place?
2. Who is involved in the dialogue?
3. What do they talk about?
4. In the dialogue 1, what has Dudi done? Did he regret something?
5. In dialogue 2, who has a plan to study Indonesian literature?
6. What is Dudi's plan?
7. What does Dudi predict?
8. How does Adi respond to Dudi's speculation?

### Activity 4

You are going to listen to some expressions. Choose the appropriate responses to the expressions you hear.

Example:

You will hear:

"I regret committing plagiarism again."

The appropriate response to the expressions is ....

- a. Sure. I predict you will do that again.
- b. That's good. You'd better not do that again.

The correct answer is (b) *That's good. You'd better not do that again.*

1. You hear: \_\_\_\_\_
  - a. That sounds great.
  - b. Certainly. I really appreciate your regret.
2. You hear: \_\_\_\_\_
  - a. Sorry to say that I don't have a plan.
  - b. What a great plan. I wish you all the best.
3. You hear: \_\_\_\_\_
  - a. I'm planing to go study abroad.
  - b. That would be lovely. I hope that will come true.
4. You hear: \_\_\_\_\_
  - a. I do not follow your judgment.
  - b. I think you are just speculating.

## Activity 5

You are going to listen to another dialogue. Answer these questions based on the dialogue you hear.

1. Where does the dialogue probably take place?
2. Who are involved in the dialogue?
3. What do they talk about?
4. What is Arif's comment on the book?
5. What does Nisa say about the book?
6. Identify the following from the dialogue:
  - a. A response to expressions of regret
  - b. A response to someone asking your plan
  - c. A response to someone asking your purpose
  - d. A response to a judgement
  - e. A response to expressions for predicting and speculating

## Activity 6

Look at the pictures. Then, answer the questions orally.



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

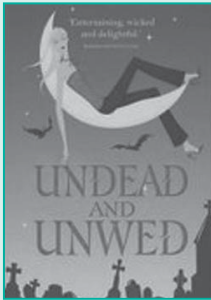
1. Have you ever read one of the books above?
2. What is the type of the books above?
3. Do you like books of such a type?
4. What book do you like best?
5. What books have you loved or hated?
6. What did you love or hate in them—the story, the characters, or the theme?
7. Are there any books you would ban? Why?

## Activity 7

You are going to listen to another review text. Fill in the gaps while listening and answer the questions.

### Undead and Unwed

Mary Janice Davidson



Undead, I also wish I could say <sup>1</sup>\_\_\_\_\_. Okay so here I think I have finally sunk to the bottom of the barrel to try to <sup>2</sup>\_\_\_\_\_ and complete my challenge. I do have a bit of a thing for vampire novels! And that said I bought three <sup>3</sup>\_\_\_\_\_ first in the series, to see if it would help me catch up and bring me back <sup>4</sup>\_\_\_\_\_.

Seriously, this was one of the <sup>5</sup>\_\_\_\_\_ novels I have ever read! It was OK and fun, but I feel like a complete <sup>6</sup>\_\_\_\_\_ and fake adding this to the list of books I've read this year! But I did nevertheless read it! So it's gonna be <sup>7</sup>\_\_\_\_\_.

Maybe one day when I've <sup>8</sup>\_\_\_\_\_ how bad this book was and just how trashy, I'll <sup>9</sup>\_\_\_\_\_ a few more in the series! But seriously guys I wouldn't <sup>10</sup>\_\_\_\_\_ it!

Taken from [dancingsifaka.typepad.com](http://dancingsifaka.typepad.com)

1. What is the title of the book?
2. Who is the author of the book?
3. What is the type of the book?
4. Does the reviewer suggest you to read the book?

## Activity 8

Listen and repeat the words taken from the text. Then find the meaning of these words.

1. bottom /'bʌtəm/
2. barrel /'bærəl/
3. challenge /'tʃæɪndʒ/
4. fraud /frɔ:d/
5. undead /ʌndəd/
6. unwed /ʌnwəd/
7. trashiest /træʃiəs/
8. serious /sɪəriəs/

## Speaking

**In this section, you will learn how to:**

- express regret;
- use expressions of giving or asking plans, purposes and intentions;
- predict, speculate and make a judgment;
- perform a monologue of review texts.

### Activity 1

Read each of the following situations. Then answer the questions that follow.

1. You tell your friend that your teacher punished you because the book review you submitted was a plagiarism from the Internet. You regret doing this. What do you say to express it?
2. Then you ask her plan for the weekend. How do you ask?
3. Your friend says she is organising a book donation next Sunday. What does she say to give her plan?
4. Ask your friend her purpose and intention in organising the event.
5. You predict the event will attract a lot of interest in the media. How do you say it?
6. You say your friend's plan is an honourable action. What do you say to express it?

### Activity 2

Read and study these expressions. What expressions are they?

1. "I regret being rude and underestimating you."
2. "I wish I hadn't made that mistake."
3. "If I had studied hard, I wouldn't have failed on my exam."
4. "What's the plan for your weekend?"
5. "Do you have any plans to study abroad?"
6. "What is it that you want?"
7. "I would say that you will win the storytelling contest."
8. "I predict that the book will be a best seller."
9. "It's a wonderful story. The story is amazing."
10. "I can say that the book is not interesting at all."



## Activity 3

Read the dialogue. Pay attention to the expressions in italics.

### New Horizon

One way to learn speaking is to talk to yourself. Talk about anything and everything. Do it in the privacy of your own home. If you can't do this at first, try reading out loud until you feel comfortable hearing your own voice in English.

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

- Hendi : You look sad, Arya. What's wrong?  
Arya : Mr Hadiwijaya punished me. I've to write book reports of five novels.  
Hendi : What've you done? You must have done something wrong.  
Arya : He knew that the book review I submitted was plagiarism from the Internet. I'm ashamed of doing this. *I honestly regret it.* And now I've to read five novels before the weekend.  
Hendi : *No use crying over spilt milk.* You'll be busy this week, won't you? It means you can't help me. I have a plan, actually.  
Arya : *What's the plan?*  
Hendi : *The plan* is I'm going to organise a book donation with my friends on Sunday.  
Arya : I won't be able to come, unfortunately. By the way, *what do you want to achieve?*  
Hendi : *Well, we hope that* the books we gather will be useful for the street kids. I mean we intend to build a library for them.  
Arya : Why street kids? *What is it that you want?*  
Hendi : Well, *what I'm saying* is that I want them to get education. I want them to know the risk of living on the street. And I want to alleviate their plight.  
Arya : Wow, *it's wonderful* what you've just said. Why don't you contact the media to cover your program? I predict it'll attract a lot of interest.  
Hendi : *I think it's well grounded.*  
Arya : *So we can speculate that* more people will help you make your dreams come true.

## Activity 4

Read and practise the following dialogue. Then, answer the questions.

### UN Shot

Ani : Dika is seriously injured in the car accident.

Tiko : Do you think she will take the exam next week.

Ani : I'm afraid there is... for her to take the exam next week

- a. and idea
- b. a reason
- c. little chance
- d. an alternative
- e. a qualification

(UN 2004/2005)

- Nadia : Adi, do you have any plans for tomorrow?  
Adi : No. Nothing's come up yet. Why?  
Nadia : Rifki asked me to join a rally. We are planning to stage a demonstration campaigning for the reduction of gas emissions. Will you join us?  
Adi : OK. I will. By the way, what do you want to achieve?  
Nadia : Well, we hope that we can breathe fresh air wherever we go. Besides, waste gases in the air can also cause acid rain. They damage trees, lakes and river life and buildings.  
Adi : Are you sure your campaign will work?  
Nadia : Yeah. I would say people will be aware of their environment if we tell them the danger of poisonous gases.  
Adi : I think it's well grounded. Yet, would there be any possibility of launching another campaign? We could give stickers away and sell T-shirts to raise funds, maybe.  
Nadia : That's one possibility.  
Adi : But, do you think we are capable of doing these things?  
Nadia : I think we have that capacity. We have funds, a network and support from other organisations.

### Questions:

1. Where does the dialogue probably take place?
2. Who are involved in the dialogue?
3. What do they talk about?
4. What is Adi's plan?
5. What does Nadia say to tell her plan?
6. Does Adi predict and speculate something?
7. What is Nadia's judgment at the end of conversation?

## What to Say

More Formal



Less Formal

More Formal



Less Formal

More Formal



Less Formal

### Expressing Regret

- I regret ....
- I regret doing ....
- I wish ....
- If I had (hadn't) ..., I would (wouldn't) have ....

### Expressing Plans, Intention, and Purposes

- What's the plan?
- Do you have any plans ...?
- What do we want to achieve?
- What is it that you want?

### Predicting and Speculating

- I would say ....
- I predict that ....
- We can speculate that ....

### Making a Judgement

- It's ... (wonderful, amazing, awesome etc).
- It's ... (boring, unexciting, poorly written, etc.).
- It's a/an ... (touching story, inspiring book, etc.).

## Activity 5

### Your Project

It's a group project. Find other expressions for telling or asking plans, purposes and intentions. Find also the expression to predict, speculate and make a judgment. Make some short dialogues using the expressions you have found and practise them. Perform them to the class.

Now, work in pairs and make your own dialogue based on the following situations.

1. Your parents are very disappointed with your final exams result. You regret doing this.
2. You want to know a friend's plan for tomorrow because you intend to invite her to join a campaign against leaded petrol.
3. Your friend wants to know the purpose of the campaign.
4. Your friend predicts that you will become a leader of student organisations from other high schools to join the campaign.
5. Nevertheless, she is not sure you can organise the campaign well. What does she probably say to express it?

## Activity 6

Look at the picture and then answer the questions.



Source: <http://www.amazon.com/>

1. Have you read this book?
2. What kind of book is it?
3. What is it about?
4. Who is the author?

## Activity 7

Study the book covers and tell what the books are about. Use the terms in the table to help you. Add to the list if you can.



Source: <http://www.amazon.com/>

Fiction	Non-Fiction
science fiction romances historical novels crime thrillers	biography autobiography travel books hobbies and crafts

## Activity 8

Read the following text aloud and answer the questions that follow.



Source: <http://www.amazon.com/>

ERAGON:  
Inheritance, Book One  
Christopher Paolini  
Knopf Books for Young  
Readers  
Science Fiction  
ISBN: 0375826688  
528 pages

### Eragon

long-standing war, helping an ethereal elf, and dealing with tragedy and revenge. Certain details, such as Eragon's revelation that he cannot read, develop this rich work and blend together to produce a number of plot twists. The story builds suspense steadily until the end.

Remarkably, author Christopher Paolini began writing Eragon at the age of 15. Now 19, he has already established himself as an exciting new creator whose influences include Tolkien, McCaffrey, and others. His world is intricate, his characters believable, and his writing engaging.

Both casual readers and hardcore fans of fantasy and science fiction novels will be enchanted by this well-crafted fantasy and unquestionably will look forward to parts two and three of this exciting trilogy.

— Reviewed by Amy Alessio

Taken from <http://www.teenreads.com/>

One day, a young farm boy named Eragon finds a blue stone while hunting and tries to sell it for money. Unsuccessful in his attempts, he takes the stone back to his cabin and lets it sit there --- until it hatches into a beautiful blue dragon. Eragon realises he can talk to this secret pet dragon with his mind, and eventually learns that he and the dragon are part of a legacy of secret heroes called the Riders.

With the help of Brom, a wise man, Eragon matures into his destiny. The challenges he face include fighting a

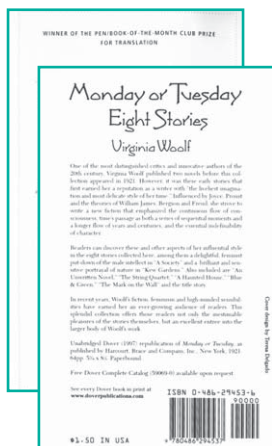
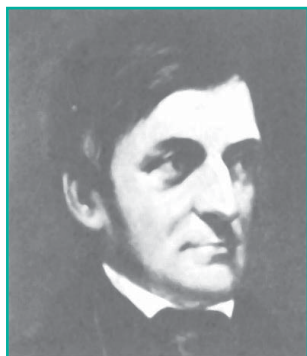
1. What kind of text is it?
2. Have you ever read a book review?
3. What do you think of the book review above?
4. What do you usually find in a book review?

# Reading

In this section, you will learn how to:

- understand the structure of review texts;
- understand the main and supporting ideas of the texts.

## Activity 1



Sources: *The World Book Encyclopedia*, 2007; *The Brothers Karamazov*, 1992; *Monday or Tuesday: Eight Stories*, 1997;

Read the following rules and then answer the questions.

### Rules for Choosing Books to Read

The three practical rules which I have to offer are

- i. Never read any book that is not a year old.
- ii. Never read any but famous books.
- iii. Never read any but what you like.

-Ralph Waldo Emerson-

1. Do you agree when Emerson tells us never to read a new book?
2. What famous books do you know? Find out what books that everyone in class has heard of.
3. Have you read any of these famous books? Do you think you would like them? How do you know?
4. The writing on the back of a book is called the *blurb*. Usually it gives you information about the book or tells you what some people think of the book. The aim of the blurb is to sell the book. Read these two blurbs. How do they try to persuade you to buy the book?

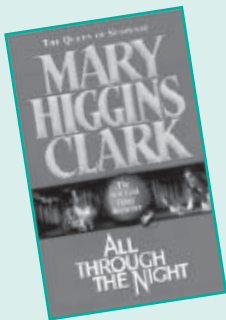
"Heartily recommended to any reader who wishes to come as close to Dostoevsky's Russian as it is possible."

- Joseph Frank, Princeton University -

One of the most distinguished critics and innovative authors of the 20th century, Virginia Woolf published two novels before this collection appeared in 1921. However, it was these early stories that first earned her a reputation as a writer with the liveliest imagination and most delicate style of her time.

## Activity 2

Read the following book review.



ALL THROUGH THE NIGHT

Mary Higgins Clark

Pocket Books

Fiction

ISBN: 0671027123

206 pages

Source: <http://www.ff.books.co.uk/>

Reading Mary Higgins Clark always reminds me of watching *Murder She Wrote*. The show usually had three plotlines – the standard “rule of three” – and by the end of the hour it was wrapped neatly like a nice package with Angela Lansbury tying up the loose ends by solving the case brilliantly. Though we knew the formula, it never kept us from tuning in, usually for the sheer pleasure of escape and watching the story unfold.

The three plots in *All Through the Night* concern a stolen chalice, a missing baby and a will which seems

to be fraudulent. To solve the mystery, she revives her beloved characters Alvira and Willy Meehan – the former cleaning woman and plumber who won the lottery and left their life in Jackson Heights, Queens for an apartment on Central Park. Like Angela Lansbury, the two of them have fun along the way solving the puzzle.

The pace is swift and the story is a pure escape – totally fun Mary Higgins Clark. I admit however, that I am still trying to conjure up what the melody of the song, “All Through the Night” sounds like.

This holiday season, put aside your chores and curl up on the couch with *All Through the Night*. When you close it you will be relaxed and more ready to enjoy the festivities. And then you might just want to tuck a copy into someone’s stocking or gift bag, as well.

Taken from <http://www.teenreads.com/>

## Activity 3

Work in pairs. Discuss the answers to these questions.

1. What is the title of the book being reviewed?
2. Who is the author of the book?
3. What kind of book is it?
4. What is it about?
5. The ISBN of the book is 0671027123. What does ISBN stand for?

## Activity 4

Still in pairs, find some unfamiliar words in the review you have read in Activity 2. Then, find their meanings. Keep them in your vocabulary record.

Example:

**pace** /peɪs/ (noun) = *langkah, kecepatan* – a step, speed of movement

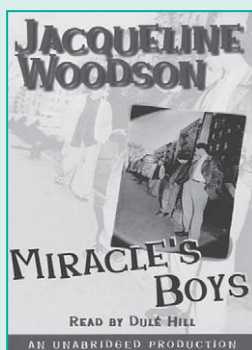
- e.g. 1. He took a *pace* forward.  
2. The *pace* of change in Eastern Europe has been breathtaking.

**sheer** /ʃɪə | |ʃɪr/ (adj) = *mutlak, curam, tipis* – absolute, very steep (of cloth) very thin

- e.g. 1. Julia's singing was a *sheer* delight.  
2. There was a *sheer* drop from to the sea 200 feet below.  
3. The *sheer* stockings she wore were so fine they were almost transparent.

## Activity 5

Read the following praise for Jacqueline Woodson's books aloud.



Source: [contentreserve.com](http://contentreserve.com);  
[www.njyac.org](http://www.njyac.org)

### Miracle's Boys

Coretta Scott King Author Award  
The *LA Times* Book Prize  
An ALA Best Book for Young Adults  
BCCB Blue Ribbon

"As usual, Woodson's characterizations and dialogue are right on ... Powerful and engaging."

– *School Library Journal*, starred review

"Readers will be caught up in this searing and gritty story; Woodson compose a plot without easy answers ... [An] involving novel about a family struggling to remain intact in spite of tremendous obstacles."

– *Kirkus Reviews*



## Writing

In this section, you will learn how to:

- follow the stages of writing review text.

### Activity 1

Answer these questions.

1. Have you ever written a book review in bahasa Indonesia?
2. What should you put into a book review?
3. What should you leave out of a book review?
4. Should we read the whole book before reviewing it?

### Activity 2

Write sentences that express the book you like best. Compare your sentences with your friends. You may use the following words.

- *fascinating*
- *interesting*
- *wonderful*
- *exciting*
- *entertaining*
- *engrossing*

For example:

1. Harry Potter is more than just a novel of adventure. It's quiet fascinating and entertaining.
2. Wow, this book is amazing! I absolutely loved it. It's so well written. It was a long book to read, but I just didn't want to stop it, because there is just so much information on each page.
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

## Activity 3

Study the following stages for writing a book review.

**To Kill a Mockingbird**  
**by Harper Lee**  
**Warner Books**  
**Reviewed by Rodman Philbrick**

Identify the title, the author and the publisher of the book.

Introductory Paragraphs

I've never been to Alabama, but novelist Harper Lee made me feel as if I had been there in the long, hot summer of 1935, when a lawyer named Atticus Finch decided to defend an innocent black man accused of a horrible crime. The story of how the whole town reacted to the trial is told by the lawyer's daughter, Scout, who remembers exactly what it was like to be eight years old in 1935, in Maycomb, Alabama.

Summarise the main idea/theme of the book you are reviewing.

Scout is the reason I loved this book, because her voice rings so clear and true. Not only does she make me see the things she sees, she makes me feel the things she feels. There's a lot more going on than just the trial, and Scout tells you all about it.

Write your thesis (what you think of the book).

Body Paragraphs

A man called Boo Radley lives next door. Very few people have ever seen Boo, and Scout and her friends have a lot of fun telling scary stories about him. The mystery about Boo Radley is just one of the reasons you want to keep turning the pages to find out what happens in *To Kill a Mockingbird*.

Summarise the important point of the book.

*To Kill a Mockingbird* is filled with interesting characters like Dill, and Scout makes them all seem just as real as the people in your own hometown. Here's how Scout describes Miss Caroline, who wore a red-striped dress: "She looked and smelled like a peppermint drop."

The larger theme of the story is about racial intolerance, but Scout never tries to make it a "lesson," it's simply part of the world she describes. That's why *To Kill a Mockingbird* rings true, and why it all seems so real.

Explain the writer's purpose for writing the book. Give your opinion on whether the writer achieved her/his purpose in writing the book.

Conclusion

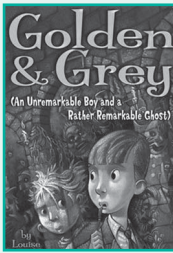
Even though the story took place many years ago, you get the idea that parts of it could happen today, in any town where people distrust and fear each other's differences.

In a just world an innocent man should be found not guilty. But if you want to know what this particular jury finally decides and what happens to Scout and Jem and Dill and Boo Radley and the rest of the people who live and breathe in *To Kill a Mockingbird*, you'll have to read the book.

Taken from <http://www.indiana.edu/>

## Activity 4

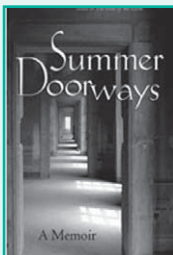
Work in groups of four. Figure out what type of book they are.



### *Golden & Grey (An Unremarkable Boy and Rather Remarkable Ghost)*

Louise Arnold

The novel chronicles the friendship forged between Tom Golden, an 11-year-old English boy and outcast at his new school, and an earnest ghost who has failed to find his calling in his centuries-long existence.



### *Summer Doorways: A Memoir*

W.S. Merwin

In 34 brief, dreamy chapters, esteemed American poet and translator Merwin meanders back to the late 1940s and early 1950s summers of his youth and inexperience.



### *The Eternity Artifact*

L.E. Modesitt Jr.

The prolific Modesitt employs four different narrative perspectives in this slow-moving tale of far-future intergalactic human civilizations, with often compelling if sometimes repetitive results.

Source: <http://www.nicholassparks.com/>

## Activity 5

Read the book reviews once again and discuss the questions in group.

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1. Of the three books, which one would you probably like the most? Why?
2. Of the three books, which one would you probably like the least? Why?
3. What types of books do you usually read?
4. What is the last book you read? What category was it in? Did you like it?

## Activity 6

Study the following explanation.

---

### Format of Book Reviews

Book reviews should be formatted like an essay. This means that you need to write an essay with an introduction, body and conclusion.

The introductory paragraph of a book review usually includes ...

- **the main idea** for a non-fiction book or the **theme** for fiction;
- **the identity of the author**, the title of the book and publisher (some prefer the book information at the top of the paper);
- **author's background** (this is optional);
- **the reviewer's thesis** (your opinion why other people should read the book).

The body of your essay must include . . .

- your **summary** of the main points of the book;
- your **evaluation** of the book where you explain to your reader why they should read the book or not.

The conclusion of your essay . . .

- **should remind your reader of your thesis.**
- may also review the main points of your essay.

## Grammar *Review*

### Adjectives Ending in *-ing* and *-ed*

Study these sentences. Pay attention to the words in bold face.

- *To Kill a Mockingbird* is filled with **interesting** characters like Dill, and Scout makes them all seem just as real as the people in your own hometown.
- Dill and Boo and Jem are all **fascinating**, but the most important character in the book is Scout's father, Atticus Finch.

If something or someone is *-ing*, it makes you *-ed*.

Or someone is *-ed* if something (or someone) is *-ing*.

So:

- I am *interested* in characters in *To Kill a Mockingbird*.
- I am *fascinated* by Dill and Boo and Jem.

Study this example situation:

Adi has been doing same job for a very long time. Every day he does exactly the same thing again and again. He doesn't enjoy it any more and would like to do something different.

- Adi's job is *boring*.
- Adi is *bored* (with his job).

Someone is interested because something (or someone) is interesting.

- Didi is *interested* in science.
- Didi finds science is *interesting*.

There are many pairs of adjective ending *-ing* and *-ed*.

For example:

fascinating	fascinated	horrifying	horrified
exciting	excited	terrifying	terrified
amusing	amused	frightening	frightened
amazing	amazed	depressing	depressed
astonishing	astonished	worrying	worried
shocking	shocked	annoying	annoyed
disgusting	disgusted	exhausting	exhausted

### *New Horizon*

Preliminary Mechanical Steps to Write a Book Review

1. Read the book with care.
2. Note effective passages for quoting.
3. Note your impressions as you read.
4. Allow yourself time to assimilate what you have read so that the book can be seen in perspective.
5. Keep in mind the need for achieving a single impression which must be made clear to the reader.

Taken from [www.library.dal.ca](http://www.library.dal.ca)

## Activity 7

Complete two sentences for each situation. Use an adjective ending in *-ing* or *-ed* to complete each sentence.

Example:

The book wasn't as good as we had expected.

(disappoint-)

- a. The book was disappointing.
- b. We were disappointed with the book.
1. Politics is one of Ken's main interests. (interest-)
  - a. Ken is \_\_\_\_\_ in politics.
  - b. He finds politics very \_\_\_\_\_.
2. It's been raining all day. I hate this weather. (depress-)
  - a. This weather is \_\_\_\_\_.
  - b. This weather makes me \_\_\_\_\_.
3. Dani is going to Bali next week. She has never been there before. (excite-)
  - a. She is really \_\_\_\_\_ about going.
  - b. It will be an \_\_\_\_\_ experience for her.
4. I turned off the television in the middle of the programme. (bore-)
  - a. The programme was \_\_\_\_\_.
  - b. I was \_\_\_\_\_.
5. Andi teaches young children. It's a hard job. (exhaust-)
  - a. He often finds his job \_\_\_\_\_.
  - b. At the end of the day's work he is often \_\_\_\_\_.
6. Santi finds a great book review in the Internet. She is going to buy the book. (interest-)
  - a. The book is great and the story is \_\_\_\_\_.
  - b. Santi is very \_\_\_\_\_. buy the book immediately.

### Englishclub.com

A narrative tells about something that happened in the past. You will also use time order to write a narrative. Signal words and time expressions make the order of a narrative clear. The rest of the sentences should tell what happened in the correct time order.

([www.englishclub.com](http://www.englishclub.com))

## Activity 8

Write a review of a book you like best. Follow the steps you have learned. Write the details and add picture or any related references. The best review will be published in the school magazine.

## Chapter Summary

### 1. Language Functions

- a. Expressing regret
  - I honestly regret it.
- b. Giving or asking plans, purposes and intentions
  - What's the plan?
- c. Predicting, speculating and judging  
Prediction and speculating
  - I predict that I will finish my project this week.

### 2. Genre

Review

Social function: to critique an art work, event for a public audience.

Generic structure:

- Orientation : places the work in its general and particular context, often by comparing it with others of its kind or through an analog with a non art object or event.
- Interpretive Recount : summarises the plot and/or provides an account of how the reviewed rendition of the work came into being.
- Evaluation : provides an evaluation of the work and/or its performance or production; is usually recursive.

## Learning Reflection

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

1. respond to expressions of regret, expression of telling or asking plans, purposes and intentions, predicting, speculating and judging;
2. respond to review texts;
3. give or ask plans, purposes and intentions;
4. perform a review of narrative text;
5. read review texts;
6. write a review text;
7. identify advertisements, posters and pamphlets.

**Now, answer these questions:**

1. What expressions do you use for telling or asking plans, purposes and intentions?
2. What do you say if you want to predict and speculate something?
3. What should be included in a review text ?

**If you find some difficulties, you may consult your teacher or discuss with your friend.**

# Chapter 8

## Exploring Poems and Song Lyrics



Source: *On Nothing*, 2005; *Selected Poems*, 2005; *Life Sentences*, 2004

### *In This Chapter*

#### **Listening:**

- Listening and responding to poems
- Listening and responding to song lyrics

#### **Speaking:**

- Learning how to read poems
- Expressing the meaning in poems and song lyrics
- Practising and reciting poems and reading song lyrics

#### **Reading:**

- Reading texts and information related to poems and English songs
- Practising poetry reading
- Identifying meanings in poems and song lyrics

#### **Writing:**

- Learning how to write poems and song lyrics
- Writing poems and song lyrics



## Listening

In this section, you will learn how to:

- listen and respond to poems;
- listen and respond to song lyrics.

### Activity 1

Look at the pictures and answer the following questions.



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



Source: Publisher's Documentation

1. What do the pictures describe?
2. What are they doing?
3. Have you ever listened to a poem?
4. What was the poem about?
5. Did you like the poem? Why or why not?

### Activity 2

Listen to the tape. Fill in the blanks with the words you hear.

#### Wings of Butterflies

Drifting low, above the <sup>1</sup> \_\_\_\_\_  
Upon a <sup>2</sup> \_\_\_\_\_ bud is where I found  
A butterfly resting <sup>3</sup> \_\_\_\_\_, with wings  
of gold and <sup>4</sup> \_\_\_\_\_ rings  
<sup>5</sup> \_\_\_\_\_ high up in the sky  
Butterflies <sup>6</sup> \_\_\_\_\_, just right on by  
My eyes are <sup>7</sup> \_\_\_\_\_, but I can see  
the <sup>8</sup> \_\_\_\_\_ of gold and purple wings.

Ann, Mtn. Grove, Missouri, Age 15

### Activity 3

The following questions are taken from the poem by William Wordsworth that you are going to listen. Discuss the answers with your friend's.

1. What is the title of the poem?
2. Can you guess what the poem is about?
3. Does the poem have an argument? Is it descriptive?
4. Is there anything special about the poem's language?
5. What might the poem image suggest or symbolise?
6. Do you like the poem? Why or why not?

### Activity 4

Listen to the information about poetry and decide whether these statements are true (T) or false (F).

1. Poetry is a kind of literary work to convey ideas or emotion.
2. Poetry and prose have the same structure.
3. Poetry is easy to translate from one language into another.
4. Poems frequently rely on their effect of imagery.
5. The most vital element of sound in poetry is rhythm.
6. Much modern poetry uses traditional rhyme schemes.
7. Poetry is an art; language used for aesthetic qualities.

### Activity 5

You are going to listen to another poem. Listen to it carefully. Then answer the following questions.

#### Counting-Out Rhyme

*by Edna St. Vincent Millay*

Silver bark of beech, and sallow  
Bark of yellow birch and yellow  
Twig of willow  
Stripe of green in moose wood maple,  
Color seen in leaf apple  
Bark of popple  
Wood of people pale as moonbeam,  
Wood of oak of yoke and barn-beam,  
Wood of hornbeam.  
Silver bark of beach, and hollow  
Stem of elder, tall and yellow  
Twig of yellow

### Questions:

1. How many lines and stanzas are there in the poem?
2. Does the poem have the of the rhyme?
3. Can you describe the rhyme pattern of the line?
4. What is the theme of the poem?
5. What is the poem about?
6. How does the poet describe the 'rhyme'?
7. What does the line mean '*wood of people pale as moonbeam*'?
8. Do you like the poem? Why or why not?

## Activity 6

Now, find a poem and recite it while your friends are listening. Try to guess what it is about.

---

## Activity 7

Study the following information about poems and songs. Then give your own comments on the relationships of poem and songs.

---

### Poems and Songs

Poetry is one used to crystallize our emotional responses to life and ideas. Many writers choose poetry as a way of exploring human experience.

Human beings naturally respond to patterns in language which appeal to the sense, the imagination and the emotions, it is hard to define what poetry is but we have poetry in our human repertoire because we need to use language to express our imagination and our emotion. Poetry draws on the

human imagination to express loss, to express love, to explore ideas and to put forward point of view.

Many people claim that they are not interested in poetry but this may be because they are thinking of just a narrow category of 'poetry'- something studied at school, or something remote and inaccessible. The most common source of poetry today is probably in song lyrics.

*Adapted from Creative Writing Skills, 2000*

## Activity 8

Listen to the song lyric and fill in the missing words.

### New Horizon

#### Song and Poetry

Some writers believe that poetry has its origins in song. Most of the characteristics that distinguish it from other forms of utterance—rhythm, rhyme, compression, intensity of feeling, the use of refrains—appear to have come about from efforts to fit words to musical forms.

Adapted from [www.wikipedia.com](http://www.wikipedia.com).

### It's My Life

by Bon Jovi

This ain't a song for the <sup>1</sup>\_\_\_\_\_hearted  
No silent <sup>2</sup>\_\_\_\_\_ for the faith-departed  
I ain't gonna be just a face in the <sup>3</sup>\_\_\_\_\_  
You're gonna hear my voice  
When I shout it out <sup>4</sup>\_\_\_\_\_

*Chorus*

It's my life  
It's now or <sup>5</sup>\_\_\_\_\_  
I ain't gonna live <sup>6</sup>\_\_\_\_\_  
I just want to live while I'm alive  
(It's my life)

My heart is like an open <sup>7</sup>\_\_\_\_\_  
Like Frankie said  
I did it my way  
I just wanna live while I'm <sup>8</sup>\_\_\_\_\_  
It's my life

This is for the ones who <sup>9</sup>\_\_\_\_\_ their ground  
For Tommy and Gina who never backed <sup>10</sup>\_\_\_\_\_  
Tomorrow's getting harder make no mistake  
Luck ain't even <sup>11</sup>\_\_\_\_\_  
<sup>12</sup>\_\_\_\_\_ make your own breaks

*back to Chorus*

My heart is like an <sup>13</sup>\_\_\_\_\_ highway  
Like Frankie said  
I did it <sup>14</sup>\_\_\_\_\_  
I just want to live while I'm alive  
'Cause it's <sup>15</sup>\_\_\_\_\_

## Activity 9

Listen to a song once again and answer these questions. All the questions are related to the song lyrics.

---

1. Do you want to change everything about your life, or do you only want to change a few things?
2. Does he want to move to a different area?
3. Does he require a different circle of friends?
4. Does he feel your life is being wasted?
5. Does he feel capable of achieving something beneficial to yourself?
6. Does he feel capable of achieving something beneficial to others?
7. Draw up a list of advantages and disadvantages to starting a new life.
8. How much control do you have over your life? (Percentage.)
9. What skills do you want to develop?
10. What do you think of the song? Do you like it or not? Give your reason.

## Activity 10

Listen to a song you like and identify the following parts of the song. You may find the lyrics from music books, magazines, or the Internet.

---

1. The title of the song
2. The singer
3. The lyrics, rhymes/rhythm
4. What is it about?
5. What is the purpose of the song?

## Speaking

In this section, you will learn how to:

- read poems;
- express meaning in poems and song lyrics;
- practise and recite poems and read song lyrics.

### Activity 1

Answer these questions briefly.



Source: Publisher's Documentation



Source: Publisher's Documentation

1. What do you see in each picture?
2. What are they doing?
3. What is the expression of the students in each picture?
4. Have you ever read poetry?
5. Do you like reading poetry?
6. What do you know about poetry reading?

### Activity 2

Listen to the tape. Pay attention to the way she/he reads the poem.

#### I Heard a Fly buzz

Emily Dickinson

I heard a Fly buzz – when I died –  
The Stillness in the Room  
Was like the Stillness in the Air –  
Between the Heaves of Storm –  
The Eyes around – had wrung them dry –  
And Breaths were gathering firm  
For that last Onset – when the King

Be witnessed – in the Room-  
I willed my Keepsakes – Signed away  
What portion of me be  
Assignable – and then it was  
There interposed a Fly –  
With Blue – uncertain stumbling Buzz –  
Between the light – and me –  
And then the Windows failed – and then  
I could not see to see –

When we read this poem, we pause at the end of each three-beat lines. We pause because we tend to hear beats in pairs. The first line of the poem has two pairs of beats, and so we expect the following lines to repeat this pattern. Thus, we pause after the three-beat lines for the expected final beat in the second pair of beat.

### Activity 3

Read the explanation about poetry reading.

#### Language with Rhythm

English is a stress-timed language. This means that, when we speak, we cluster the sounds of the language into groups which we call syllables. Some of these syllables are said with more emphasis which call stress. Stress in words can be marked like this:

*Can* I come with you?  
No I'm sorry you *can't*

When the stress patterns of language are regular in some way, then we have poetry or as it is sometimes

called verse. In Henry Kendall's poem 'bell-bird' the syllables are stressed in a regular pattern which gives the lines a rhythm as shown by the highlighting:

By *channels* of *coolness* the *echoes* are  
*calling*,  
And *down* the dim *gorges* *hear* the  
creek *falling*:  
it *lives* in the *mountain* where *moss*  
and the *sedges*.  
*Touch* with their *beauty* the *banks* and  
the *ledges*.

Taken from *Creative Writing Skills*, 2000

## Activity 4

### New Horizon

The word "rhyme" can be used in a specific and a general sense. In the specific sense, two words rhyme if their final stressed vowel and all following sounds are identical; two lines of poetry rhyme if their final strong positions are filled with rhyming words. A rhyme in the strict sense is also called a "perfect rhyme". Examples are sight and flight, deign and gain, madness and sadness.

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

Now, read the following poem aloud. As you read the poem, try to hear and see the sounds made by the words at the end of the each line.

### Blow, Blow, Thou Winter Wind

by William Shakespeare

Blow, blow, thou winter wind,  
Thou art not so unkind  
As man's ingratitude;  
Thy tooth is not so keen  
Because thou art not seen,  
Although thy breath be rude.  
Heigh-ho! sing heigh-ho! unto the green holly:  
Most friendship is feigning, most loving mere folly:  
Then, heigh-ho! the holly!  
This life is most jolly.  
Freeze, freeze, thou bitter sky,  
Thou dost not bite so nigh  
As benefits forgot:  
Though thou the waters warp,  
Thy sting is not so sharp  
As friend remember'd not.  
Heigh-ho! sing heigh-ho! unto the green holly:  
Most friendship is feigning, most loving mere folly:  
Then, heigh-ho! the holly!  
This life is most jolly.

## Activity 5

Pronounce the following words taken from the poem. Then find their meanings.

- |                              |                       |
|------------------------------|-----------------------|
| 1. wind /wɪnd/               | 9. holly /'hɒli/      |
| 2. unkind /ʌnkaɪnd/          | 10. jolly /dʒɒli/     |
| 3. keen /ki:n/               | 11. feigning /feɪnɪŋ/ |
| 4. seen /si:n/               | 12. freeze /frɪz/     |
| 5. rude /rud/                | 13. sky /skaɪ/        |
| 6. ingratitude /ɪn'grætətəd/ | 14. nigh /naɪ/        |
| 7. folly /'fɒli/             | 15. warp /wɔ:rp/      |
| 8. heigh /'haɪ/              | 16. sharp /ʃɑ:p/      |



## Activity 6

Study the following information and answer the questions that follow.

Poetry is like a song. Both involve creativity in the expression of ideas and feelings. Read this verse from the song "A Time for Us" which was sung in the film of "Romeo and Juliet"

*A rose will bloom  
It then will fade  
So does a youth  
So does the fairest maid*

### Questions:

1. Do you think it is a poem?
2. Do you know other songs which, when recited, sound like poems?

## Activity 7

Determine which of the following texts is a poem and which is song lyrics. Put forward your arguments to the class.

### Angel

I sit and wait  
Does an angel contemplate my fate  
And do they know  
The places where we go  
When we're grey and old  
'Cause I've been told  
That salvation lets their wings unfold  
So when I'm lying in my bed  
Thoughts running through my head  
And I feel that love is dead  
I'm loving angels instead.  
  
And through it all she offers me protection  
A lot of love and affection  
Whether I'm right or wrong  
I know that life won't break me  
When I come to call she won't forsake me  
I'm loving angels instead.

### The Angel

I dreamt a dream! What can it mean!  
And that I was a maiden queen,  
Guarded by an angel mild.  
Witless woe was ne'er beguiled!  
And I wept both night and day,  
And he wiped my tears away,  
And I wept both day and night.  
So he took his wings and fled;  
Then the morn blushed rosy red  
I dried my tears, and armed my fear  
With ten thousand shields and spears.  
  
Soon my angel came again.  
I was armed; he came in vain,  
For the time of youth was fled,  
And grey hairs were on my head.

## Activity 8

Now, read the lyrics and discuss the following questions with your friends.

1. What is the theme of the song?
2. What does the song tell you about?
3. Does the song have rhyme or rhythm?
4. Can you identify the chorus of the song?
5. What is your interpretation to the chorus of the song?
6. Do you find any patterns within the language of the lyrics?
7. If yes, do the patterns affect the way you respond to the songs?

## Activity 9

Work in groups and read the following song lyrics. Discuss what it is about. Use the questions in Activity 8 for your guidelines.

### Your Project

Find song lyrics from a CD or cassette cover. You may choose your favourite song. Then read it to the class and make a short report about the lyrics (words, language features, rhyme, rhythm, meanings, passage, etc).

#### Since U Been Gone

*(Kelly Clarkson)*

How can I put it? You put me on  
I even fell for your stupid love song  
Yeah yeah since you been gone  
How come I never hear you say  
I just wanna be with you  
Guess you never felt that way  
  
But since you been gone  
I can breathe for the first time  
I'm moving on yeah yeah  
Thanks to you now I get  
I get what I want  
Since you been gone  
  
You had your chance you blew it  
Out of sight, out of mind  
Shut your mouth I just can't take it  
Again and again and again and again

## Reading

**In this section, you will learn how to:**

- read texts and information related to poems and English songs;
- practise poetry reading;
- identify meanings in poems and song lyrics.

### Activity 1

Answer the following questions.

1. Have you ever performed poetry in front of other people?
2. How did you feel when you read the poetry?
3. What do you know about narrative and lyrical?
4. Do you know the other forms of poetry such as epic and ballad?

### Activity 2

Read and study the following information. Then, pay attention to the explanation.

#### Different Forms of Poetry

Human beings have been expressing their experiences in rhythmic language for many centuries, and many forms of poetry have been developed and still continue to be developed. For example the ballads—a form of poetry which tells a story—developed in the Middle Ages, at a time when people loved stories of adventure and romance.

We can divide poetry into two broad categories:

- poems that tell a story or represent action
- poems that explore emotions and ideas

It is human to express how we feel. We do this every day in simple statements such as: What a great day! I had the best time! I'm so over it! All poems are to do with emotion, but in some poetry this is the most important motivation for writing. One of the most common emotion explored through poetry is love.

## Activity 3

Read and recite the poem aloud with the correct pronunciation.

### Love and Friendship

*by Emily Bronte*

Love is like the wild rose-briar,  
Friendship like the holly-tree-  
The holly is dark when the rose briar blooms  
But which will bloom most constantly?  
The wild rose-briar is sweet in spring,  
Its summer blossoms scent the air;  
Yet wait till winter comes again  
And who will call the wild-briar fair?  
The scorn the silly rose-wreath now  
And deck thee with the holly's sheen,  
That when december blights thy brow  
He still may leave thy garland green

## Activity 4

Work in pairs and read the poem once again. Then discuss the following questions.

1. Can you guess what the poem is about?
2. Does the poem explore the writer's emotions?
3. What kind of emotions does the writer express in her poetry?
4. How is the language used to explore this emotion?
5. Choose an emotion, for example fear or jealousy. Write a short poem to explore an aspect of that emotion. Then read it aloud to the class.
6. How does the speaker symbolise love and friendship in the poem?
7. Can you describe what love and friendship are based on the poet's point of view?
8. The conclusion of the poem is in the third stanza. Can you draw a conclusion?
9. What is your view on love and friendship?

## Activity 5

Read and study the following poem. You may ask your friends or teachers if you have any difficulties in understanding the poem.

### Stopping by Woods on a Snowy Evening

*by Robert Frost*

Whose woods these are I think I know.  
His house is in the village, though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it's queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there's some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

The woods are lovely, dark, and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

## Activity 6

Work in groups. Have a discussion about the poem in Activity 5. Answer the following questions.

1. According to the first stanza, where does the speaker think the owner of the woods lives? What will the owner not see the speaker do?
2. According to the second stanza, what does the speaker suppose is his horse's reaction to stopping? Where does the speaker exactly stop? Which evening is it?
3. According to stanza 3, what does the horse do? What sound can be heard?
4. In the last stanza, what three adjectives describe the woods? How far does the speaker still have to go?

## Activity 7

Read the following song lyric of "Goodbye My Lover" and answer the questions.

### Goodbye My Lover

*Song by James Blunt*

Did I disappoint you or let you down?  
Should I be feeling guilty or let the judges frown?  
'Cause I saw the end before we'd begun,  
Yes I saw you were blinded and I knew I had won.

So I took what's mine by eternal right.  
Took your soul out into the night.  
It may be over but it won't stop there,  
I am here for you if you'd only care.

You touched my heart you touched my soul.  
You changed my life and all my goals.  
And love is blind and that I knew when,  
My heart was blinded by you.

I know your fears and you know mine.  
We've had our doubts but now we're fine,  
And I love you, I swear that's true.  
I cannot live without you.

Goodbye my lover.  
Goodbye my friend.  
You have been the one.  
You have been the one for me.

## Activity 8

Answer the questions based on the song lyric in Activity 7.

1. What is the song about? Does the song express an emotion?
2. What emotion does the song express?
3. Identify the emotion which is being explored through language.
4. What does the writer feel about his lover?
5. What does the line "you touched my heart you touched my soul" mean?
6. Do you like the song? Why or why not?

## Writing

**In this section, you will learn how to:**

- follow the stages of writing poems and song lyrics;
- write poems and song lyrics.

### Activity 1

Answer the following questions.

1. Have you ever written a poem?
2. What was the poem about?
3. What did you feel when you wrote the poem?
4. Do you like writing poems? Why or why not?
5. Do you think writing poems is difficult?
6. Do you have any tips for writing poems?

### Activity 2

Study the following information about how to write a good poem. Take notes of any important information.

#### How to Write a Poem

A poem starts with a thought, an idea, or an emotion felt from the heart. Poems can be happy, or sad, deep-thinking or off the wall, humorous, or even maudlin. The choice is up to you and your imagination as to what you will create.

The only other tools you will need is paper and a pencil. You might keep a rhyming dictionary on hand, along with a thesaurus and a regular dictionary to help you out.

Your first step is to write down that idea or thought that you have and want to turn into a poem. Next, we are going to turn that thought into a free verse poem. There are two different types of poems, and they are structured and free verse. One example

of a structured poem is a limerick. Free verse is much easier to write as there are no steadfast rules to writing them. Some free verse doesn't even have any rhymes or meters to them. Meter is defined as a rhythm in verses, or a pattern of syllables.

So, now, rewrite your thoughts into lines. Don't worry about spelling or punctuation at this point in time, just change your thoughts to lines. Don't worry about how long or short each line is either. Now is the time to look at your lines and remember that the poem should have a beginning, a middle, and an end, just like a story, a book, and a movie has.

Adapted from [en.wikipedia.org](http://en.wikipedia.org)

## Activity 3

Match the key terms of poetry with their meanings.

Terms	Meanings
1. lines	a. a phrase in which one thing is described as being another completely different thing
2. stanza	b. a kind of metaphor poets use to give human characteristics to non human things
3. image	c. any object, person, place, event, action which represents or suggests something else
4. symbol	d. a short, vivid description which enable readers to visualise what is being described
5. metaphor	e. row of words on a page
6. personification	f. the units of poetry like paragraph that have identical lengths
7. rhyme	g. the beat, or pattern, of stresses which is produced as you read a poem
8. rhythm	h. the echoing effect produced by matching sound at the end of two different sentence
9. simile	i. the use of a word for a concept with which the original concept behind this word is associated
10. metonymy	j. an expression that describes an item by comparing it with something else

## Activity 4

Identify the similes and metaphor in the sentences below. Then write "S" if it is a simile and "M" if it is a metaphor.

- My brother watches television all day, he is  a couch potato.
- Can you swim like a fish?
- The famous singer's voice was as sweet as  honey.
- He looked as grave as judge.
- My best friend is really short. Compared  to me, she's a dwarf!
- My sister looks after me and helps me when  I'm in trouble. She is my guardian angel.



## Activity 5

Work in groups and study the following poem. Then discuss the poem and its elements. Write a report and tell to the class.

### Englishclub.com

If you decide to continue writing poetry, it would be a good idea to investigate some books about creating poetry, and to attend some local workshops. Check out the available resources on the Internet as well as what is available at your local public library.

([www.englishclub.com](http://www.englishclub.com))

### The Lost Bird

By Dorothea Rosa Herliany

a small and shabby bird was lost  
in my heart. the branches prepared no place  
for its nest. the falling leaves became a nest  
for worms. the branches and trees became harsh  
commands.

the song had no melody  
they were like poems written in a nightmare.  
beating in my soul. the sky carried no seasons.  
there was nothing to wait for. and no need to go

children shoot at my heart  
with their catapults.

the shivers  
in fright.

Identify and take notes on the following.

1. How many lines and stanzas are there in the poem?
2. Identify the images and symbols in the poem.
3. Identify the metaphors.
4. Identify the personifications.
5. Identify the similes.
6. Identify the rhyme and the rhythm of the poem.

## Activity 6

Now, write your own poem on one of the following themes/topics. Use the following steps for your guidelines.

### Themes to choose:

1. a feeling/emotions
2. a place
3. a person
4. an animal
5. nature
6. a creature

### Follow these steps.

1. Decide whether your poem is going to rhyme, or be in free verse.
2. Decide whether your poem is going to be humorous, sad or happy.
3. Decide what the poem is about.
4. Write down words or phrases you think you may use in your poem. Choose words that convey the right feeling and that describe things vividly.

## Activity 7

### Answer the following questions.

1. Have you ever written a song?
2. What was the song about?
3. What were the lyrics?
4. How do you think a musician writes a song?
5. What do we need to write song lyrics?
6. Do you think song lyrics should be poetic?
7. Do you know how to be a good song writer?

## Activity 8

### Complete the following famous song lyric using the words given in the boxes.

dues

losers

champions

lose

crime

curtain

fighting

world

share

fame

cruise

challenge

### We Are the Champions

*by Queen*

#### Verse-1

I've paid my <sup>1</sup>\_\_\_\_\_, time after time;

I've done my sentence, but committed no  
<sup>2</sup>\_\_\_\_\_.

And bad mistakes, I've made a few.

I've had my <sup>3</sup>\_\_\_\_\_, of sand kicked in my face,

But I've come through

## New Horizon

Good writers read books. Good songwriters listen to songs. As you listen, think about what you like about a song, or what you don't like. Why do you or don't you like it? Are the lyrics unique? Do the song's chord changes perfectly capture a mood? Do you like the transition from one part of the song to another? Study where it changes, and where it repeats. A song must have enough repetition to give it structure, and enough change to keep you interested.

Taken from [www.wikipedia.org](http://www.wikipedia.org)

### Chorus

We are the <sup>4</sup>\_\_\_\_\_, my friend  
And we'll keep on <sup>5</sup>\_\_\_\_\_, to the end.  
We are the champions (x2)  
No time for <sup>6</sup>\_\_\_\_\_, 'cos  
We are the champions of the  
<sup>7</sup>\_\_\_\_\_

### Verse-2

I've taken my bows and my <sup>8</sup>\_\_\_\_\_, call  
You've brought me <sup>9</sup>\_\_\_\_\_, and everything  
that goes with it; I thank you all,  
But it's been no bed of roses, no pleasure  
<sup>10</sup>\_\_\_\_\_.  
I consider it a <sup>11</sup>\_\_\_\_\_  
Before the whole human race -  
And I ain't gonna <sup>12</sup>\_\_\_\_\_.  
(Repeat Chorus x3)

## Activity 9

After you complete the song above, study the following explanation about how to write a song and use the content of this text to evaluate or explain the song. Then, compare your evaluation with your friend's.

### How to Write a Song

Want to write a hit song? Join the club! The problem with hits is that they require a fair amount of talent and a huge serving of luck. Almost anybody, however, can write a really good song, and the feeling you get when you do is even better than the feel of cold, hard cash. Whether you're a beginner or an experienced songwriter, here's how to tap your potential and bring out the music inside you.

1. Stop thinking about it, and start writing.

2. Listen actively to a lot of music. Good writers read books. Good songwriters listen to songs.
3. Don't write what everyone else thinks would be cool, write what you feel!
4. Get technical. You don't have to have a degree in music theory, but you should have an understanding of how songs are built.
7. Once you've finished your first song, don't stop. Keep writing and practicing, and you'll find yourself getting better and better.

Adapted from [www.wikihow.com](http://www.wikihow.com)

## Activity 10

Study the following part song lyrics and arrange them into the correct order. Then compare your answer with a friend.

---

### Thank You

*by Dido*

It's not so bad  
I drank too much last night got bills to pay,  
My head just feels in pain  
I missed the bus and there'll be hell today  
I'm late for work again  
And even if I'm there, they'll imply  
That I might not last the day  
And then you call me and it's not so bad  
It's not so bad and

I want to thank you  
For giving me the best day of my life  
Oh just to be with you  
Is having the best day of my life

My tea's gone cold  
I'm wondering why I got out of bed at all  
The morning rain clouds up my window  
And I can't see at all  
And even if I could it'd all be grey,  
But your picture on my wall  
It reminds me that it's not so bad

## Activity 11

Now, find song lyrics from a CD, cassette or the Internet. Then rewrite them using your own words.

---

## Chapter Summary

### 1. Language Functions

Expressing poems and song lyrics

### 2. Poetry

Poetry can be differentiated most of the time from prose, which is language meant to convey meaning in a more expansive and less condensed way, frequently using more complete logical or narrative structures than poetry does.

### 3. Poetry and Song

The development of literacy gave rise to more personal, shorter poems intended to be sung. These are called lyrics, which derives from the Greek *lura* or *lyre*, the instrument that was used to accompany the performance of Greek lyrics from about the seventh century BCE onward.

## Learning Reflection

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

1. listen and respond to poems;
2. listen and respond to song lyrics;
3. express meaning in poems and song lyrics;
4. practise and recite poems and reading song lyrics;
5. identify meanings in poems and song lyrics;
6. write poems and song lyrics.

**Now, answer the questions:**

1. What do you know about poems, poetry and poets?
2. What are the similarities and the differences between poem and song lyric?
3. What are the elements of a poems and song lyric?
4. What should we consider to make a poem and song lyrics ? Make a poem and song lyric that explore your emotions. Then perform it to the class.

**If you find some difficulties, you can consult your teacher or discuss with your friend.**

# Chapter 9



Source: [www.wheatley.park.oxon.uk](http://www.wheatley.park.oxon.uk)

## A Powerful Character

### *In This Chapter*

#### **Listening:**

- Learning how to respond to movies
- Listening to movie reviews
- Listening and responding to contemporary dramas

#### **Speaking:**

- Talking about movie reviews
- Identifying the elements of drama
- Learning how to act or perform in a drama
- Performing dramas

#### **Reading:**

- Reading and elaborating short stories and novels
- Reading speeches of famous people

#### **Writing:**

- Learning the elements of stories and novels
- Writing stories
- Rewriting stories from different point of views

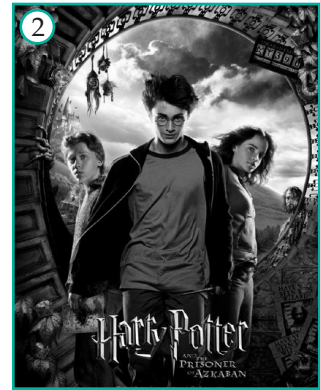
## Listening

In this section, you will learn how to:

- respond to movies;
- listen movie reviews;
- respond to contemporary drama.

### Activity 1

Look at the pictures and answer the following questions.



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

1. What are the pictures about?
2. Are they interesting or not? Why?
3. Do you like watching movies/films?
4. What kind of movies do you like best?
5. What kind of movies don't you like? Why?

### Activity 2

Listen to the people talking about movies and answer the questions.

1. Is Anto interested in a movie?
2. What movie do they talk about?
3. Who is the actor of the movie?
4. What does Anto think about the actor?
5. What does Rina suggest then?
6. Where does the James Dean movie playing?
7. Is Anto interested in that movie? Why?

## Activity 3

Listen to people talking about movies. Then identify the best adjective to describe what the speakers say about each one.

- |              |                                      |                                      |                                     |
|--------------|--------------------------------------|--------------------------------------|-------------------------------------|
| 1. Speaker 1 | <input type="checkbox"/> fascinating | <input type="checkbox"/> silly       | <input type="checkbox"/> strange    |
| 2. Speaker 2 | <input type="checkbox"/> wonderful   | <input type="checkbox"/> sad         | <input type="checkbox"/> boring     |
| 3. Speaker 3 | <input type="checkbox"/> terrific    | <input type="checkbox"/> dreadful    | <input type="checkbox"/> exciting   |
| 4. Speaker 4 | <input type="checkbox"/> boring      | <input type="checkbox"/> interesting | <input type="checkbox"/> ridiculous |

## Activity 4

Listen to the following movie review and complete it. Compare your answers with your friends.

### Troy Movie Review

From N.S. Gill,  
*Warner Bros. Troy vs. the Trojan Legend*



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

In the Warner Bros. movie of Troy, certain decisions were made that had <sup>1</sup>\_\_\_\_\_ and, depending on how you look at the Troy movie, devastating <sup>2</sup>\_\_\_\_\_. Chief among these was the great <sup>3</sup>\_\_\_\_\_ of the involvement of the gods and goddesses in the lives of men. Without the hand of <sup>4</sup>\_\_\_\_\_ to guide the arm of Paris, Achilles should have survived and might well have lived long enough to be inside

the <sup>5</sup>\_\_\_\_\_. Without the hand of Aphrodite, Paris should have died, killed at the hand of <sup>6</sup>\_\_\_\_\_ - or, in the alternate reality of the movie, fled for <sup>7</sup>\_\_\_\_\_ to his brother. In this alternate Hollywood reality, it makes some sense that Hector would <sup>8</sup>\_\_\_\_\_ Menelaus to save his brother's life, although the code of <sup>9</sup>\_\_\_\_\_ that the warriors followed - in ancient times as in the <sup>10</sup>\_\_\_\_\_ - make this action questionable.

Perhaps it was only because of the <sup>11</sup>\_\_\_\_\_ of the gods that the Trojan War lasted ten years in the <sup>12</sup>\_\_\_\_\_ rather than the two weeks of Wolfgang Petersen's godless rendition. You'll have to get over the time <sup>13</sup>\_\_\_\_\_, the presence of <sup>14</sup>\_\_\_\_\_ in the Trojan Horse, and the killing by Hector of Menelaus and Ajax in order to enjoy <sup>15</sup>\_\_\_\_\_.

Source: [www.movieireview.imdb.com](http://www.movieireview.imdb.com)



## Activity 5

Listen to the two critics talking about a new movie and complete the following form.

What do they like or not like about it? Mark the chart like this:

3 = Like it very much

2 = OK

1 = Doesn't like it

Movie Elements	Critic 1	Critic 2
Acting	_____	_____
Story	_____	_____
Photography	_____	_____
Special Effects	_____	_____

## Activity 6

Look at the pictures and answer these questions.



Source: [www.moviereview.boston.com](http://www.moviereview.boston.com)



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

1. What is in picture 1?
2. What is in picture 2?
3. Which do you like most, action or drama? Why?
4. Have you ever watched drama performance?
5. What do you know about drama?

## Activity 7

Listen to the excerpt of the play *Oedipus the King* and complete it. Compare your answers with your friends.

### New Horizon

There are countless ways that you can talk about how language works in a play, a production, or a particular performance. Given a choice, you should probably focus on words, phrases, lines, or scenes that really struck you, things that you still remember weeks after reading the play or seeing the performance.

Taken from [en.wikipedia.org](http://en.wikipedia.org)

OEDIPUS: You know all things in <sup>1</sup>\_\_\_\_\_ and earth,

TIRESIAS: Things you may speak of openly, and secrets Holy and not to be <sup>2</sup>\_\_\_\_\_. You know, Blind though you are, the plague that ruins Thebes. And you, great <sup>3</sup>\_\_\_\_\_, you alone can save us. Phoebus has sent an answer to our question. And answer that the <sup>4</sup>\_\_\_\_\_ may have told you. Saying there was no cure for our condition. Until we found the killers of King Laius. And <sup>5</sup>\_\_\_\_\_ them or had them put to death. Therefore, Teresias, do not <sup>6</sup>\_\_\_\_\_ your skill. In the voice of birds other prophecy. But save yourself, save me, save the <sup>7</sup>\_\_\_\_\_. Save everything that the pestilence defiles. We are at your mercy, and man's <sup>8</sup>\_\_\_\_\_ task. Is to use all his powers in helping others.

TIRESIAS: How dreadful a thing, how dreadful a things is wisdom, when to be <sup>9</sup>\_\_\_\_\_ is useless! This I knew. But I forgot, or else I would never have come.

OEDIPUS: What is the matter? Why are you so trouble?

TIRESIAS: Oedipus, let me go home. Then you will bear. Your <sup>10</sup>\_\_\_\_\_, and I mine, more easily.

## Activity 8

Listen and study the play script in Activity 7 once more and answer the following questions.

1. Who are involved in the dialogue?
2. How many characters are there in the play?
3. Who do you think Oedipus is?
4. Who do you think Tiresias is?
5. What do they talk about?
6. Can you guess what the story of the play is?

## Speaking

In this section, you will learn how to:

- talk about and discuss movies;
- identify the elements of drama and movie;
- act or perform in a drama.

### Activity 1

Look at these movie posters and answer the questions.



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

1. Have you seen any of these movies?
2. What information do you get from each poster?
3. Can you guess the story of each movie?
4. Which movie do you like best? Why?
5. Name one of the best movie you have ever seen?
6. What did you like about it?
7. What are your three favourite Indonesian movies?

### Activity 2

Read these words related to movies and find their meanings.

1. cast/'kæst/
2. genre/'zyɑnrə/
3. sequel/'siekwəl/
4. actor/'æktər/
5. director/də'rektər/
6. stellar/'stelər/
7. creepiness/'kri:pənəs
8. tearjerker/'tə,dʒɜ:kə/
9. outstanding/əʊt'stændɪŋ/
10. blockbusters/'bɒlk,bʌstəz/

## Activity 3

Read and study the following dialogue talking about movies. Then practise it with your partner.

*Desy and David are talking about an actor in a movie they like.*

Desy : Hi, David. What are you doing here?

David : I'm going to buy some DVDs. I like watching movie very much.

Desy : Oh really? What kind of movie do you like?

David : Well, I like comedy, drama, and action.

Desy : What about horror?

David : Mmm... It depends on the movie and the actress. I like *Resident Evil*. It's a good combination between action and horror.

Desy : You know... There's a new sequel of the 'Bourne' movies playing.

David : Oh, Matt Damon? I really don't like his acting. I think he overacts.

Desy : Oh, come on! I think he's great. Well, then, how about a Jackie Chan's movie? They're showing *Rush Hour 3* at Cinema City.

David : Are you sure? Now that sounds interesting! I like Jackie Chan's movies.

Desy : Will you buy the DVD?

David : Definitely. I will buy the original one.

### New Horizon

When we learn our own (native) language, learning to speak comes before learning to write. In fact, we learn to speak almost automatically.

Taken from *Microsoft Encarta Premium, 2008*

## Activity 4

Read the dialogue in Activity 3 once again and identify the following expressions.

1. Expressions for giving opinion
2. Expressions for making recommendations
3. Expressions for likes or dislikes
4. Expressions for giving compliments
5. Expressions for making suggestions

## Activity 5

Read the following movie review and answer the questions that follow.

### Lord of the Rings



Darker and on an even larger scale than the first installment, *The Two Towers* is an awesome spectacle that seamlessly integrates breathtaking visual and computer generated effects with its central story that even the smallest person can change the course of the world.

I must admit it took me a little while to pick up where the first film left off, especially with the story strand of the two hobbits that have escaped into the Fangorn Forest, where they get caught up with an ancient Treebeard tree. The walking/talking tree with the gnarled trunks and soulful eyes is a wonderful computer-generated character, but it's the deformed, dual-personality creature Gollum that is absolutely

mesmerizing. Although Gollum is a completely digital character, he is bewitchingly real.

Taking actor Andy Serkis's body and voice design through motion capture photography, computer generated imagery and digital sound mixing, this repulsive, yet poignant compelling creature is an extraordinary accomplishment. The scale of the climactic battle sequence at Helm's Deep is epic, as thousands of Uruk-hai soldiers storm the fortress. Viggo Mortensen's heroic warrior Aragorn replaces Frodo as the central character, and Aragorn's dream segments with the exquisite Liv Tyler as his elfish dream girl are breathtakingly beautiful. Mortensen is a superb hero exuding great charisma beyond his dark good looks. Also breathtaking and a total contrast to the dark and intense battle scenes are those with the splendid horses, whose majesty is unrivalled.

*The Two Towers* is a worthy continuation to the first film, and while we are once again dazzled by the complexity of Jackson's vision, we are never overwhelmed by the vastness of scale, which only complements its integral heart.

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

1. What kind of movies are you interested in? Why?
2. Have you ever read a movie review?
3. Which film is the movie review in Task 5 about?
4. Who are the main characters in the movie review?
5. Which characters do you like? Why?
6. What are the main events that happen in the story?
7. What did you like about the movie reviews?
8. Would you recommend the movie to your friends? Why or why not?

## Activity 6

Read these movie critics reviews of *The Last Emperor*. How did each critic rate the film?

★★★★★ excellent  
★★★ very good

★★ fair  
★ poor

### The Emperor's New Clothes

Don't go and see *The Last Emperor* if you're expecting a history lesson. Bertolucci's epic about the rise and fall of Pu Yi is hard to follow and confusing at times. But he has done a remarkable job of portraying the Chinese culture, and he has captured China as described in beautiful images. There are also some touching scenes, as when the young Pu Yi's nurse is taken from him. Unfortunately, the movie is too long and tends to drag at times.

### Movie Director's Last Epic

In *The Last Emperor*, director Bernardo Bertolucci not only gives us a fascinating history lesson but also a compelling human drama. It is the story of Pu Yi, who came to the throne in 1908 at the age of 2. The performances are outstanding, and the movie is spectacular in every way. The three hours fly by, and the audience leaves feeling they have got to know a great country and sensitive, unusual man.

Source: *Interchange 2*, 2004

## Activity 7

Answer the following questions orally.

1. What are the similarities between drama and film?
2. Have you ever read a play or movie script?
3. Which do you think is more difficult to write?
4. What do you know about act, scene character, setting, and dialogue in a play?

## Activity 8

Read and study the following explanation about the elements of a play script.

### Setting:

- The playwright provides information about the setting.
- Where the scene is taking place
- The props (furniture, costume, etc) required, if any
- The kind of lighting necessary

### Action

- Refers to what the characters do in the story
- Events are usually presented in the order in which they take place to avoid confusing the audience
- Stage directions (usually enclosed within brackets) tell the actors what to do on stage.

### Elements of a Script

### Characters

- How many characters there are
- What they look like
- Information about characters, e.g. how they move and speak, is usually provided in the introduction.

### Dialogue

- Refers to the words actually spoken by the characters
- Each character's dialogue is identified
- Names in the margin indicate which character's turn it is to speak

## Activity 9

Study the following script and pay attention to the structure of the script. Then practise the dialogue in the script with your friends.

Title and source of play →

### A Midsummer Night's Dream

*a Play by Shakespeare*

Setting → *Scene II. Athens. Quince's house.*

Stage directions → *Enter Quince, Snug, Bottom, Flute, Snout, And Starveling*

Dialogue →

Characters

Quince : Is all our company here?

Bottom : You were best to call them generally, man by man, according to the script.

Quince : Here is the scroll of every man's name, which is thought fit, through all Athens, to play in our interlude before the duke and the duchess, on his wedding-day at night.

Bottom : First, good Peter Quince, say what the play treats on, then read the names of the actors, and so grow to a point.

Quince : Marry, our play is, The most lamentable comedy, and most cruel death of Pyramus and Thisby.

Bottom : A very good piece of work, I assure you, and a merry. Now, good Peter Quince, call forth your actors by the scroll. Masters, spread yourselves.

Quince : Answer as I call you. Nick Bottom, the weaver.

Bottom : Ready. Name what part I am for, and proceed.

Quince : You, Nick Bottom, are set down for Pyramus.

Bottom : What is Pyramus? a lover, or a tyrant?

Quince : A lover, that kills himself most gallant for love.

### New Horizon

A production of a play is a series of performances, each of which may have its own idiosyncratic features. For example, one production of Shakespeare's *Twelfth Night* might set the play in 1940's Manhattan and another might set the play on an Alpaca farm in New Zealand.

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

## Activity 10

Work in groups and find a drama or play's script from literary books, magazines or the Internet. Discuss the following questions. Then perform one of the scenes.

1. What is the chief emphasis (ideas, character, atmosphere)?
2. What is the purpose? (entertainment, humour, excitement)?



## Reading

In this section, you will learn how to:

- read and elaborate short stories and novels;
- read speeches of a famous people.

### Activity 1

Answer the following questions.

1. Do you like reading stories?
2. What kind of stories do you like to read?
3. What story are you reading at this moment?
4. What is the story about?
5. Which one do you prefer to read short stories or novels?
6. What do you know about classical and modern stories?

### Activity 2

Look at the following titles of stories. Classify them into classical or modern stories.

- Harry Potter
- Hamlet
- Robinson Crusoe
- Lord of the Rings
- The Man without a Country
- The Chronicles of Narnia
- Da Vinci Code
- The Legend of Sleepy Hollow
- Gulliver's Travel

Classical Stories	Modern Stories
<b>Hamlet</b> _____ _____ _____ _____	<b>Lord of the Rings</b> _____ _____ _____ _____

## Activity 3

Read another story. It is a chapter in a novel. Pay attention to the story. What kind of novel it is.

### The Second King

Sir Lancelot escaped with the queen to his own lands across the Channel; there he fortified his castle and prepared to withstand King Arthur's assault and siege. He was not without supporters, for many knights owed him their oaths and their lives. So they gathered and waited for retribution.

It came, as all knew it must.

For fifteen weeks, war raged outside the walls of Lancelot's keep. Sir Gawain's wild northern men battered the stones in an effort to slake their thirst for revenge. King Arthur stayed to see proper justice done, despite the appeals of Lancelot and Guinevere, who had no desire to see more blood shed. Each day brought a new challenge; Lancelot was no weak strategist, and used every tactic he had learned in Britain's long-ago wars to defend his home from the British forces. Each day unfolded between the two men in a slow dance of feint and attack. Messages had been sent; Arthur might well have answered the call for parley, had the situation been different. But Gawain commanded half of Britain's army, and he raged at the thought of dealing with a murderer. He would not forget for a moment that he had lost his most beloved kin.

So would they all, in the days to come, though none yet knew it. Back

across the sea, Arthur's broad domain had been left in the care of Sir Mordred. This soft-spoken, intense man had earned himself a great deal of respect and support among the British elite; he ruled confidently in Arthur's absence, and made difficult decisions without apology. He strengthened his ties with the new generation of rulers, those sons and nephews who had inherited the power of their battle-scarred elders. And it had been Mordred, after all, who exposed Guinevere's scandalous affair. Many praised him for his boldness... and many more could see the benefit of a young unmarried king. It was not long before a new crown was fashioned, set with the glittering wealth of the land, and laid across the brow of Morgan Le Fay's eldest son.

Arthur received an urgent dispatch from those at Camelot still loyal to him. Weeks had already passed, and King Mordred had no doubt tightened his grip on the reins of power. Whatever else he was, Mordred was as brilliant as Arthur in his own way – he was certainly prepared for civil war. Even Sir Gawain could not ignore the danger; Mordred's warriors would be fresh, unwearied by months of combat. And a land could have only one High King.

The order was given. Men struck camp and prepared to march out of Sir Lancelot's reach. Their route would take them back toward the coast; past the fearful stares of the local peasants, for the British were still strangers to Lancelot's people. King Arthur's faithful ship Prydwen would lead them back across

the sunlit waters... back to the green and precious fields of their homeland. Back to where they would meet their British kin in war.

Back to the battlefield of Camlann, where both father and son would fall.

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

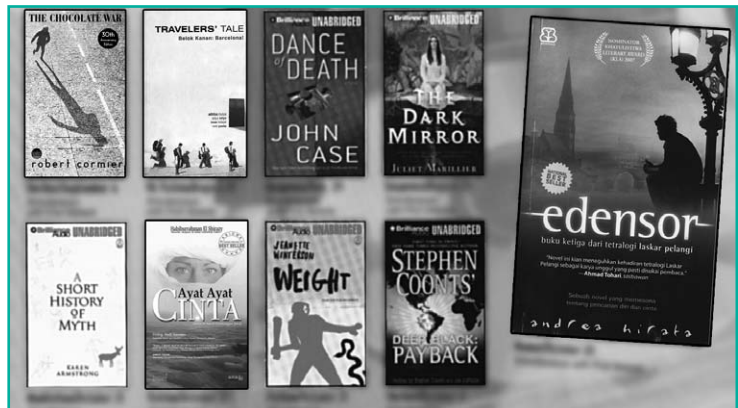
## Activity 4

Work in groups of four and have a discussion on the elements of the story in Activity 3.

1. Describe in detail the elements below.
  - a. The characters
  - b. The setting
  - c. The conflict of the story
2. Mention the places where the story takes place.
3. Determine the parts of the plot.
4. Determine the point of view used in the story.

## Activity 5

Look at and study the following poster advertisement. Then answer the questions.



Source: *Publisher's Weekly*, 2001

1. What is the poster about?
2. What kind of books are there?
3. Identify the kinds of books in the poster.

## Activity 6

Now, read the following speech taken from a famous literary work. Then, explain what this text means in your own words.

---

To be, or not to be : that is the question:  
Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune,  
Or to take arms against a sea of troubles, And by opposing  
end them? To die: to sleep;  
No more; and by a sleep to say we end  
The heart-ache and the thousand natural shocks  
That flesh is heir to, 'tis a consummation  
Devoutly to be wish'd. To die, to sleep;  
For who would bear the whips and scorns of time,  
The oppressor's wrong, the proud man's contumely,  
The pangs of despised love, the law's delay,  
The insolence of office and the spurns  
That patient merit of the unworthy takes,  
To grunt and sweat under a weary life,  
But that the dread of something after death,  
The undiscover'd country from whose bourn  
With this regard their currents turn awry,  
And lose the name of action.—Soft you now!  
The fair Ophelia! Nymph, in thy orisons  
Be all my sins remember'd.

*Shakespeare*

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

## Activity 7

Read and study the speech once more and answer the following questions.

---

1. What does the speech talk about?
2. What kind of speech is it?
3. On what occasion was the speech delivered?
4. How does Shakespeare begin the speech?
5. What does he say to the audience?
6. What do you think of the language that he used?
7. How is the end of the speech?
8. What do you think of the speech? Is it good or not?

## Writing

In this section, you will learn how to:

- identify the elements of stories or novels;
- write a short story and a novel;
- rewrite stories from different points of view.

### Activity 1

Answer these questions.

1. What do you know about points of view?
2. Mention the available points of view.
3. Which one is the most common in a story?
4. What do you know about the setting?
5. What does the setting of place mean?
6. What does the setting of time mean ?
7. Why are they important?

### Activity 2

Read and study the following information about point of view in a story.

Types of Point of View	
<b>First person point of view</b>	In the first person point of view, the narrator does participate in the action of the story. When reading stories in the first person, we need to realize that what the narrator is recounting might not be the objective truth.
<b>Objective point of view</b>	With the objective point of view, the writer tells what happens without stating more than can be inferred from the story's action and dialogue.
<b>Third person point of view</b>	Here the narrator does not participate in the action of the story as one of the characters, but lets us know exactly how the characters feel. We learn about the characters through this outside voice

## Activity 3

Read these excerpts from short stories. Which of them is a first-person narrative? Which of them is a third-person narrative?

### Text 1

I spent the whole morning reading the papers. Strange things are happening in Spain. I read that the throne has been left vacant and that the nobility are having a great deal of trouble choosing an heir, with the result that there's a lot of civil commotion. This strikes me as very strange. They're saying some "donna" must succeed to the throne. But she can't succeed to the throne: that's impossible. A king must inherit the throne. And

they say there's no king anyway. But there must be a king. There can't be a government without one. There's a king all right, but he's hiding in some obscure place. He must be somewhere, but is forced to stay in hiding for family reasons, or perhaps because he's in danger from some foreign country, such as France. Or there may be another explanation

Taken from "Diary of a Madman" in Microsoft Encarta Premium, 2008

### Text 2

The Defarges, husband and wife, came lumbering under the starlight, in their public vehicle, to that gate of Paris whereunto their journey naturally tended. There was the usual stoppage at the barrier guardhouse, and the usual lanterns came glancing forth for the usual examination and inquiry. Monsieur Defarge alighted: knowing one or two of the soldiery there, and one of the police. The latter he was intimate with, and affectionately embraced.

When Saint Antoine had again enfolded the Defarges in his dusky wings, and they, having finally alighted near the Saint's boundaries, were picking their way on foot through the black mud and offal of his streets, Madame Defarge spoke to her husband:

"Say then, my friend; what did Jacques of the police tell thee?"

Taken from "Still Knitting" in Microsoft Encarta Premium, 2008

## Activity 4

Study the following information and its explanation.

Narratives are about events in the past and the storyteller must be able to use a number of different past tenses to represent things that happened in the past.

For example we use past perfect tense. We use this tense for events which were completed before the main events of the story. We form this tense in this way:

*had + past tense form of the main verb*

*play – had played*

Example:

*The Trojans had finished their banquet when they fell a sleep.*

This means that the Trojans finished their banquets before they went to sleep.

### Grammar *Review*

#### Past Perfect Tense

The Past Perfect Tense expresses an activity that was completed before another activity or time in the past.

Examples:

1. *My father had already eaten by the time I got home.*
2. *Until yesterday, I had never heard that story.*
3. *The thief simply walked in. Someone had forgotten to lock the door.*

If either *before* or *after* is used in the sentence, the past perfect is often not necessary because the time relationship is already clear.

#### **Example**

*Andi read the book before I got there. The sentence have the same meaning with *Andi had already read the book before I got there.**

## Activity 5

Write down the events which occurred first in the following sentences. Here are some sentences which use the past or past perfect tense.

---

Example:

The Trojans *had fallen* asleep *when* the trapdoor opened.

1. The Trojan army attacked after they had unloaded their weapons.
2. King Arthur had beaten his enemies and now he was a king.
3. The soldiers had checked out the horse before they fode them.
4. Alice had eaten the cake and now she was ten feet tall.
5. The Greeks sailed to Troy when the y had trained the soldiers for war.
6. All the Trojans had fallen asleep when a secret trapdoor in the side of the giant horse opened silently.

## Activity 6

Read and study the following explanation.

---

One of the elements that a fiction writer uses to draw in the reader is the setting of the work – the time and place that the story occurs.

Time as an aspect of setting is something we sometimes overlook. But time is as important as place; Jakarta of 2005 is a very different place from Jakarta of 1845 or 2145. Different time periods have different looks and atmospheres, even if most of the buildings are the same. And even a few years can make a difference – how has the Jakarta of today changed from the Jakarta of 2000? Not only has the landscape changed, but so has the feeling of being in that city.

Of course, what year it happens to be is not the only temporal aspect of setting to consider. How might the time of year change both the physical setting and the atmosphere? And what about the time of day?



## Activity 7

Read the following texts. Identify the differences in setting of time between them.

### Text 1

#### How Icarus Flew too Close to the Sun

This is a well-known story from Greece, 2,500 years ago. The Ancient Greeks had lots of stories like this, called myths. A myth is a story about ancient gods or heroes. Myths are not true, but sometimes they teach us something.

On the Greek island of Crete there lived a brilliant inventor called Daedalus, with his son, Icarus. For many years, Daedalus worked happily for King Minos. But, one day, he made the mistake of helping one of Minos' enemies. Minos was so furious that he threw Daedalus and Icarus in prison.

Daedalus still had to work for Minos in prison. He also had to train Icarus, because Minos wanted Icarus to design more wonderful inventions for Minos to use. But Daedalus did not like being forced to work, so he devised a plan to escape with his son.

Daedalus knew they could not escape by sea or by land, as Minos would send men after them. Although humans

had never flown before, Daedalus was clever enough to invent a way to fly. Secretly he built some wings, using sticks and feathers, fixed with wax.

Finally, they were ready. Daedalus gave Icarus very clear instructions. "Don't fly too low or too high. If you do, the waves will soak the feathers or the sun will melt the wax."

Daedalus had made the wings so well that flying was easy. Like birds, they flew away from their prison. But soon Icarus was showing off. He began to fly dangerously high. "This is fun! I'm as clever as the gods!" he shouted boastfully. Higher and higher he flew.

Icarus should not have been so boastful. He flew so high that the sun melted the wax, the wings fell apart and he fell to his death in the sea below.

*Taken from "How Icarus Flew too Close to the Sun" in English Tests: Help Your Child Succeed at Key Stage 2, 1999*

### Text 2

#### How Icarus Failed to Escape from Prison

On the Greek island of Crete there lived a brilliant inventor called Daedalus, with his son, Icarus. For many years,

Daedalus worked happily for the ruler of Crete, Minos. But, one day, he made the mistake of selling the technology of

his invention to Minos' enemies. Minos was so furious that he threw Daedalus and Icarus in prison.

Daedalus still had to work for Minos in prison. He also had to train Icarus, because Minos wanted Icarus to design more wonderful inventions for Minos to use. But Daedalus did not like being forced to work, so he devised a plan to escape with his son.

Daedalus knew they could not escape by sea or by land, as Minos would send the navy and the army after them. Nevertheless, Daedalus was clever enough to invent a way to fly. Secretly he built a helicopter.

Finally, they were ready. Daedalus gave Icarus very clear instructions. "Don't fly too low or too high. If you fly too high, Minos' radar will detect your

helicopter. If you fly too low, Minos' marine troops will easily shoot you down."

Daedalus had made the helicopter so well that flying was easy. Like birds, they flew away from their prison. But soon Icarus was showing off. He began to fly dangerously high. "This is fun! I'm as clever as the gods!" he shouted boastfully. Higher and higher he flew.

Icarus should not have been so boastful. He flew so high that the radar of Minos' air force soon detected him. They sent an aircraft to chase Icarus. It fired a missile at Icarus' helicopter. The helicopter fell apart and Icarus fell to his death in the sea below

Adapted from "How Icarus Flew too Close to the Sun" in  
*English Tests: Help Your Child Succeed at Key Stage 2*,  
1999

## Activity 8

Now, write your own story. Use the the elements of the story you have learned, such as setting and point of view. You may use this short guidelines.

### Step 1 Prepare your story

1. Decide what issue you want to illustrate
2. Decide the characteristics of each character in your story.
3. Make notes about the problems of each character and how the character resolves them.

### Step 2 Write a first draft

### Step 3 Edit your work

1. Check your writing for spelling, punctuation, presentation
2. Make any necessary changes
3. Ask your friends or teacher to proofread your work.

## Chapter Summary

### 1. Language Functions

Expressions of Preferences

- I *prefer* watch movie *to* read a novel.

### 2. Drama

Drama is the specific mode of fiction represented in performance. It is derived from a Greek word meaning "action" derived from "to do". Dramas are performed in various media: theatre, radio, film, and television.

### 3. Movie

To compare the current movie you're reviewing to one that is already on video/cable or has been around for dozens of years is a very common practise. This shows that you know about movies and allows people who have seen the earlier movie to know what you're writing about.

### 4. Short Story

Humans have been telling stories ever since they first started to use language. Story or narrative act as a form of entertainment and as a way of exploring issues in our society. The five stages of a narrative are orientation, evaluation, coda and resolution.

## Learning Reflection

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

1. listen and respond to movie reviews;
2. listen and respond to contemporary dramas;
3. learn how to act or perform in a drama;
4. read speeches of a famous people;
5. read and elaborate short stories and novels;
6. learn the elements of stories and novels;
7. rewrite stories from different points of view.

**Now, answer the questions:**

1. What do you know about drama, movies reviews, short stories and novels? Which do you prefer?
2. What are the elements of a drama or a play? Explain them briefly? Find a script of contemporary drama and identify its elements.
3. What is the structure of a narrative (story and novel)? Explain them.

**If you find some difficulties, consult with your teacher or discuss with your friend.**

# Review 2

## A. Listening

Listen carefully to the tape to answer the questions.

**You are going to listen to some short dialogues. Questions 1–5 are based on the dialogues. Choose the best response to the expression you hear.**

1. a. You're not alone.  
b. Never mind.  
c. It's good you admitted that.  
d. Apology accepted.
2. a. You'd better keep your promise.  
b. I do apologise.  
c. I honestly regret doing this.  
d. That wasn't true.
3. a. That's awful.  
b. I don't like it.  
c. No, mine's been terrible, too.  
d. I can't stand it.
4. a. I'll consider that.  
b. Come on.  
c. Don't give up.  
d. I wouldn't do that if I were you.
5. a. I'll consider that.  
b. Oh, OK I guess.  
c. Well, be patient.  
d. Thank you for telling me.

**Questions 6–9 are based on the listening text you are going to hear.**

6. What does the text talk about?
  - a. A film entitled Life of Pi.
  - b. A cartoon series entitled Life of Pi.
  - c. A book entitled Life of Pi.
  - d. A zookeeper named Pi.
7. How old is Pi?
  - a. 16 years old
  - b. 60 years old
  - c. 6 years old
  - d. 26 years old
8. Where does Pi's father plan to move?
  - a. To India.
  - b. To the USA.
  - c. To Canada.
  - d. To the Pacific Ocean.
9. What happens to Pi's ship?
  - a. It capsizes in the middle of the Pacific Ocean.
  - b. It is wrecked off the coast of Africa.
  - c. It hits rocks in a storm.
  - d. It hits an iceberg.

**Questions 10–12 are based on a poem you are going to hear.**

10. What is the theme of the poem?
  - a. Environmental.
  - b. Love and friendship.
  - c. Feelings or emotions.
  - d. Creatures.
11. What is the rhyme of the poem in the first lines you hear?
  - a. a-a-b-b-a
  - b. a-b-a-a-b
  - c. a-b-a-b-a
  - d. a-b-b-a-b
12. In the second line, Frost said 'some say in ice'. He uses \_\_\_\_\_ in this poem.
  - a. simile
  - b. symbol
  - c. metaphor
  - d. personification

## B. Reading

Answer the questions by choosing the best answer.

Questions 13 - 17 are based on this text.

### The Frog Prince

One fine evening a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood; and when she came to a cool spring of water with a rose in the middle of it, she sat herself down to rest a while. Now she had a golden ball in her hand, which was her favourite plaything; and she was always tossing it up into the air, and catching it again as it fell.

After a time she threw it up so high that she missed catching it as it fell; and the ball bounded away, and rolled along on the ground, until at last it fell down into the spring. The princess looked into the spring after her ball, but it was very deep, so deep that she could not see

the bottom of it. She began to cry, and said, "Alas! If I could only get my ball again, I would give all my fine clothes and jewels, and everything that I have in the world."

Whilst she was speaking, a frog put its head out of the water, and said, "Princess, why do you weep so bitterly?" "Alas!" said she, "What can you do for me, you nasty frog? My golden ball has fallen into the spring." The frog said, "I do not want your pearls, and jewels, and fine clothes; but if you will love me, and let me live with you and eat from your golden plate, and sleep on your bed, I will bring you your ball again."

Taken from *366 and More Fairy Tales*, 1990

13. What is the text about?
  - a. A young princess and her bonnet.
  - b. A young princess in a cool spring of water.
  - c. A young princess with a golden ball in her hand.
  - d. The frog prince.
14. What type of text is used by the writer?
  - a. Narrative.
  - b. Argumentative.
  - c. Descriptive.
  - d. Hortatory exposition.
15. The communicative purpose of this text is \_\_\_\_\_.
  - a. to describe a young princess with a golden ball
  - b. to amuse or to entertain the readers
  - c. to tell about our opinion about a young princess and her bonnet
  - d. to persuade the readers to do something
16. Paragraph 1 \_\_\_\_\_.
  - a. tells an orientation
  - b. poses a thesis
  - c. shows an abstract
  - d. gives a general classification

17. What does “it” refer to in paragraph 1 line 6?
- a. A golden ball.
  - b. A rose.
  - c. A cool spring of water.
  - d. A wood.

Questions 18–23 are based on this text.

**The Princess Diaries**  
**Meg Cabot**  
**HarperCollins**  
**Young Adult**  
**ISBN: 0380814021**  
**304 pages**

As the hilariously funny tale called *The Princess Diaries* begins, Mia Thermopolis is just a regular high school freshman at Albert Einstein High School. Well, as regular as you can be when you live in a loft in downtown New York with your flighty artist Mom. And as regular as you can be when your best friend is Lilly, a punky and spunky militant about everything type who produces her own TV show.

As readers can guess from the title, this book takes the form of a diary, written by Mia. Over the span of a month, she relates her daily woes and embarrassments in heart breaking detail. As with most teenaged girls, Mia thinks she is hopeless, looks-wise. She’s tall – 5’9” – and klutzy, and not so gifted in the chest department.

Then there is school. One of Mia’s biggest problems is the fact she is flunking Algebra and, to make matters worse, her Mom has begun dating her teacher. Gross.

In the boy issue department, the cutest one in school has the locker next to hers, but doesn’t even know Mia exists, even as his snooty girlfriend Lana, a popular cheerleader, torments her. And to top it off, Mia is developing some sort of weird crush on Michael, Lilly’s computer nerd brother.

Then one day, Mia finds out she is a princess. Okay, I know that doesn’t sound bad to most girls, but Mia hates the idea instantly. How does this fairytale come true? Her father is ruler of the principality of Genovia and since Mia is his only child, she is next in line to the throne. Her dad sends in the big guns to convince Mia that being a princess is what she is meant to do: her formidable grandmother comes to New York give Mia “Princess Lessons”. And as the word spreads around Albert Einstein High School that Mia is royalty, her life just gets more crazy.

The ending of *The Princess Diaries* is a twisty one and will leave you jonesing for more stories of Mia and the rest of her friends.

– Reviewed by Jennifer Abbots

Taken from <http://www.teenreads.com>

18. Who writes *The Princess Diaries*?
- Mia Thermapolis.
  - Jennifer Abbots.
  - Meg Cabot.
  - Lilly.
19. Who is the main character of the novel?
- Mia Thermapolis.
  - Jennifer Abbots.
  - Meg Cabot.
  - Albert Einstein.
20. She's tall-5'9"-and klutzy, and not so gifted ....
- How does a klutzy girl act?
- She is a shy girl.
  - She is a tough girl.
  - She is a brave girl.
  - She drops things and falls easily.
21. ... Mia is developing some sort of weird crush on Michael, Lilly's computer *nerd* brother.
- A nerd is \_\_\_\_\_.
- someone who is extremely interested in computers
  - someone who is fashionable
  - someone who is charming
  - someone who is nervous
22. Who is the reviewer of the novel?
- Meg Cabot.
  - Jennifer Abbots.
  - Mia Thermapolis
  - Albert Einstein.
23. What is the International Standard Book Number of *The Princess Diaries*?
- 0380814021.
  - 0060294665.
  - 304 pages.
  - 200 pages.

Questions 24-27 are based on this text.

### The Lion and the Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, o King. Forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these day?" The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Taken from UN 2005/2006.

24. Who are the main characters of the story?
- The lion and the cat.
  - The lion and the mouse.
  - The lion and the beasts.
  - The lion and the king.
25. What is the moral lesson from the text?
- Don't look at someone because of his clothes.
  - It is best to prepare for the days of necessity.
  - Common people may prove great one day.
  - United we stand, divided we fall.
26. Paragraph three mainly tells that \_\_\_\_\_
- the little mouse asked for forgiveness
  - the hunter carried the lion alive to the king
  - the lion was tied to tree by the hunter.
  - the little mouse could prove that he could help the lion
27. What did the little mouse do to prove his words?
- He would never forget the lion.
  - He tried hard to help the lion free.
  - He ran up and down upon the lion.
  - He asked for apology to the king of the beast.
28. Mother : \_\_\_\_\_ the slippery road.  
Son : OK. Don't worry.
- Be careful to drive on
  - Be proud to go to the
  - It's wonderful to drive to
  - How nice to walk in
29. Mr Budi : You didn't tell your problem to your mother, didn't you? Why you didn't tell it, maybe your mother has a solution for it.
- Adi : \_\_\_\_\_.
- Thanks for telling me, I will do that.
  - Really?
  - I'm afraid that wasn't true.
  - Come on.
30. Mira : I have to admit I lost your book. I do apologise, I'll change your book with a new one.
- Dita : \_\_\_\_\_.
- I'll consider that
  - No use crying over spilt milk
  - It's good for you admitted that
  - Thank you for telling me
31. Nana : I promise I'll give you a ring as soon I come back home.
- Ita : \_\_\_\_\_.
- That's right, Nana.
  - You're not alone.
  - You'd better keep your promise.
  - I'm afraid that wasn't true.
32. Christopher Paolini began work on his debut novel Eragon \_\_\_\_\_ he was only 15 years old.
- if
  - while
  - when
  - because



33. The translated novel I'm reading is not as good as we expected. I'm \_\_\_\_\_ with the book.
- excited
  - exciting
  - disappointing
  - disappointed
34. Nina is going to Medan tomorrow. She has never been there before. She is really \_\_\_\_\_ about going.
- depressed
  - depressing
  - disappointing
  - excited
35. \_\_\_\_\_ its extreme popularity, SpongeBob has endured much controversy.
- Because
  - Despite
  - Although
  - Though
36. The film wasn't good. We were disappointed \_\_\_\_\_ the film.
- with
  - of
  - to
  - in
37. Adi : What's the matter, Danis?  
Danis : I'm thinking of leaving school. I've got to start earning my living.
- Adi : \_\_\_\_\_.
- I wouldn't do that if I were you.
  - Come on.
  - I have no objection.
  - It's crazy!
38. Nadia : \_\_\_\_\_ after leaving school, Danis?  
Danis : I'm thinking of going into teaching.
- What's your prediction
  - What's your plan
  - What do you think
  - What do you do
39. Danis : I wish I had studied for the exam. If I had studied, I would have passed the exam.
- Nadia : \_\_\_\_\_.
- I feel the same way.
  - No use crying over spilt milk
  - It's a touching story.
  - I think it's well grounded
40. Adi : Have you seen *Kuntilanak*?  
The film is absolutely terrible.
- Nadia : \_\_\_\_\_ . It's extremely bad.
- Really?
  - Same here
  - I don't think so.
  - I'm afraid it's not true.
41. Nadia : Have you prepared yourself for the exam?  
Danis : Of course, I have. \_\_\_\_\_ the questions will be very much like the exam of last year.
- I plan
  - I intend
  - I hope
  - I predict that
42. Danis : Who repaired the bicycle for you?  
Nadia : Nobody. \_\_\_\_\_.
- Dad repaired it
  - Dad and I repaired it

- c. I repaired it myself  
d. Why didn't you repair it yourself?
43. Some people are very selfish. They only think of \_\_\_\_\_.
- each other
  - one another
  - themselves
  - them
44. Let's paint the house \_\_\_\_\_. It will be much cheaper.
- yourselves
  - itself
  - himself
  - ourselves
45. Danis got to the station on time. If he \_\_\_\_\_ the train, he would have been late for his exam.
- messed
  - has missed
  - had missed
  - has been missing
46. It's good that Nadia reminded me about Adi's birthday. I \_\_\_\_\_ if she hadn't reminded me.
- would forget
  - would be forgotten
  - would have forgotten
  - will forget

C. Read the following book review and answer the questions.

### Harry Potter and the Philosopher's Stone

J.K. Rowling  
Bloomsbury 1997  
paperback  
ISBN 0747532745  
223pp

Judging by this first volume, the Harry Potter books are a fine addition to English children's fantasy literature. Harry Potter, orphaned when his parents are killed by the evil wizard Voldemort, is taken in by his aunt and uncle, who are Muggles – ordinary, non-magical people. Harry is rather out of place there, but things improve greatly for him when he goes to the Hogwarts School of Witchcraft and Wizardry – except that one of the staff is in league with Voldemort.

Part of the attraction of *Harry Potter and the Philosopher's Stone* comes from the familiar but at the same time exotic setting of an English public school, complete with houses and schoolboy adventures, in which Harry and his friends Ron and Hermione struggle to save the world and win the house cup.

So *Harry Potter and the Philosopher's Stone* will be a great Christmas present for kids who haven't read it yet – and it is a book that adults (at least those without stunted imaginations) can read as well.

A book review by Danny Yee © 2000

<http://dannyreviews.com/>

1. What is the title of the book being reviewed?
2. Who is the author of the book?
3. Who is the protagonist of the novel?
4. What makes the book attractive?
5. Where is the setting of *Harry Potter and the Philosopher's Stone*?
6. What makes it better?
7. Who is the reviewer of the book?
8. What do you think of the review?

**D. Read the following poem and answer the questions.**

**Preparation**

*by Robert Frost*

Last fall I saw the farmer follow  
The plow that dug the long dark  
furrows

between the hillslope and the hollow

And winter long the land lay fallow  
The woodchuck slept within his  
burrow

And heard no hound or farm boy's  
hallow

Tonight the rain drives its dark arrows  
Deep in the soil, down to its marrow  
The arrows of the sun tomorrow

1. According to stanza 1, what did the writer see the farmer follow? When did the farmer do this?
2. According to stanza 2, what "lay fallow," and what slept? What season does this stanza mention?
3. According to stanza 3, where does the rain drive its arrows?
4. In what season do you think the third stanza takes place? How do you know?
5. How do the farmer, the land, and the woodchuck make their "preparations"? What is each getting ready to do?

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# Glossary

**abortion** /ə'brɔːfn/ (n) an operation on a pregnant woman so that she will not have a baby

**actor** /'æktə(r)/ (n) a person who acts on the stage, on television or in films.

**against** /ə'geɪnst/ (n) touching or leaning on sb/sth for support

**argument** /'ɑːɡjʊmənt:/ (n) an angry discussion between two or more people who disagree with each other

**ban** /bæn/ (v): to prohibit especially by legal means (ban discrimination); also : to prohibit the use, performance, or distribution of (ban a book; ban a pesticide)

**biodiversity** /baɪəʊdaɪ'vɜːsɪti/ (n): biological diversity in an environment as indicated by numbers of different species of plants and animals

**catastrophe** /'kæ:tæstrəfi/ (n): a terrible event in which there is a lot of destruction or many people are injured or die

**chorus** /'kɔːrəs/ (n) : a part of a song that is sung after each verse.

**climate** /'klaɪmɪt/ (n): the average course or condition of the weather at a place usually over a period of years as exhibited by temperature, wind velocity, and precipitation

**clone** /kləʊn/ (n): to make an exact copy of an animal or plant by taking a cell from it and developing it artificially

**excerpt** /'eksɜːpt/ (n) a passage or extract from a book, film, piece of music, etc.

**exciting** /ɪk'saɪtɪŋ/ (adj) causing strong feelings of pleasure and interest that's very exciting news

**fate** /feɪt/ (n): force predetermining events

**fragile** /'frædʒaɪl/ (adj): easy to break, damage, or harm, usually because delicate or brittle

**fragrance** /'freɪgrəns/ (n): a pleasant smell

**genetic engineering** /dʒə'netɪk, endʒɪ'nɪəriŋ/ (n) the deliberate changing of inherited features by altering the structure or position of individual genes.

**gender** /'dʒendə/ (n): the sex of a person or organism, or of a whole category of people or organisms

**global warming** /gləʊbl 'wɔːmɪŋ/ (n): an increase in the world's temperatures, believed to be caused in part by the greenhouse effect and depletion of the ozone layer

**hail** /heɪl/ (n): frozen rain that falls in small hard balls

**harmful** /'hɑːmfʊl/ (adj): causing damage or injury

**horrible** /'hɒrəbl/ (adj): very bad, very unpleasant, or caused by anxiety or fear about something bad

**incite** /ɪn'saɪt/ (v): to stir up feelings in or provoke action by somebody

**instruction** /ɪn'strʌkʃn/ (n) teaching or being taught: we offer instructions in all styles of dance

**issue** /'ɪʃuː/ (n): a topic for discussion or of general concern

**judge** /dʒʌdʒ/ (n) to act as a judge in court of law he said it was the hardest case he had ever had to judge

**judgement** /'dʒʌdʒmənt/ (n) the ability to form sensible opinions or to make wise decisions

**lesson** /'lesn/ (n) a period of time when you learn or teach sth, usually not in school she teaches piano lesson

**legalise** /'liːgəlaɪz/ (v): to make an activity legal by making or changing a law

**lofty** /'lɒfti/ (adj): behaving in a falsely superior or haughty manner

**metaphor** /'metəfə/ (n) the imaginative use of word or phrase to describe somebody/ something as another object in order to show that they have the same qualities and to make the description more forceful.

**motive** /'məʊtɪv/ (n): the reason for doing something or behaving in a particular way

**neglect** /nɪ'ɡlekt/ (n): the failure to give proper care or attention to somebody or something



**pattern** /'pætɪn/ (n): a regular or repetitive form, order, or arrangement

**phenomenon** /fɪːnɒmɪnən/ (n): a fact or occurrence that can be observed

**platform** /plætʃfɔ:m/ (n): the publicly

**plotline** /plɒtlaɪn/ (n): the plot or storyline in a book or dramatic presentation, or the dialogue needed to develop the plot

**plot** /plɒt/ (n): events in the story of film, novel, etc.

**purpose** /'pɜ:pəs/ (n) having an aim or plan and acting according to it: A good leader inspires people with a sense of

**quit** /kwɪt/ (v): to give up, leave, or resign from a position or organization

**rainfall** /'reɪnfɔ:l/ (n): the amount of rain that falls in a particular location over a particular period of time

**require** /rɪ'kwaɪə/ (v): to be in need of something or somebody for a particular purpose

**restriction** /rɪ'strɪkʃən/ (n): something that limits or controls something else

**revive** /rɪ'vaɪv/ (v): to come, or bring somebody, back to life, consciousness, or full strength

**rhyme** /raɪm/ (n) the quality shared by words or syllables that have or end with at the end with the same sound as each other, especially when such words, etc are used at the ends of lines of poetry.

**romance** /rəʊ'mæns/ (n): a love affair, especially a brief and intense one

**scary** /'skeəri/ (adj.): causing fear or alarm

**scene** /si:n/ (n): a view of a place or an activity, especially one presented in a painting or photograph

**script** /skɪpt/ (n) a written text of a play, film, broadcast, talk, etc.

**setting** /'setɪŋ (n) a set of surroundings; the place at which something happens

**severe** /sɪ'viə/ (adj): very harsh or strict

**shift** /ʃɪft/ (n): a change in position, direction, makeup, or circumstances

**short-list** /'ʃɔ:tlɪst/ (v.): to put somebody or something on a final list of candidates for a position or award

**speech** /spi:tʃ/ (n): the ability to speak  
**splendid** /'splendɪd/ (adj): impressive because of quality or size

**split** /splɪt/ (v): to divide something or be divided lengthwise into two or more parts, usually by force

**statue** /'stætʃu:/ (n): a three-dimensional image of a human being or animal that is sculpted, modelled, cast, or carved

**stuff** /stʌf/ (v): to fill something by pushing things into it

**tempting** /'temtɪŋ/ (adj): causing craving or desire to arise

**terrestrial** /tə'restriəl/ (adj): relating to Earth rather than other planets

**theme** /θi:m/ (n) the subject of a talk, a piece of writing or person's thoughts; a topic;

**unborn** /ʌn'bɔ:n/ (adj): not yet born, but usually already conceived and gestating

**veil** /veɪl/ (n): a length of fabric, usually sheer, worn by women over the head and face as a concealment or for protection

**vein** /veɪn/ (n): any of the blood vessels that carry blood to the heart

**wander** /'wɒndə/ (v): to move from place to place, either without a purpose or without a known destination

**wonderful** /'wʌndəfl/ (adj) very good giving great pleasure what wonderful weather! it's a wonderful opportunity

**wisdom** /'wɪzdəm/ (n): the knowledge and experience needed to make sensible decisions and judgments, or the good sense shown by the decisions and judgments made

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# Tapescripts

## Chapter 1

### Can You Tell Me the Story?

#### Activity 2

Student : Excuse me. My teacher gave me an assignment to write a book report.

<sup>1</sup>Can you tell me what book I should read?

Librarian : <sup>2</sup>Sure. Did your teacher set a specific book?

Student : Yes. A contemporary novel, actually.

Librarian : Well, <sup>3</sup>I'd like to suggest you read *Life of Pi*. The book is great. It's about the life of Pi and his great adventure. I think you should read the book.

Student : That's great. <sup>4</sup>It sounds like a good suggestion. <sup>5</sup>Do you mind if I borrow the book now?

Librarian : <sup>6</sup>I have no objection. You can borrow it for a week.

Student : Thank you, but I think I need it for a longer period. <sup>7</sup>Would you mind making a copy of it?

Librarian : Oh, <sup>8</sup>sorry to say that no part of the book may be copied.

Student : OK. <sup>9</sup>Will you extend the due date by two weeks?

Librarian : <sup>10</sup>Sure, I will. Here you are.

#### Activity 4

1. Erwin : Hi, Indra. How are doing?

Indra : Oh, hi, Erwin. I'm fine, thanks. Actually, I'm a little confused.

Erwin : Why is it so?

Indra : My teacher gave me an assignment to write a book review. Can you tell me what book I should review?

2. Rina : Hi, Nadia. How's it going today?

Nadia : Hi, Rina. I'm fine, thank you. How about you?

Rina : I'm fine, too. Hi, what book is it?

Nadia : *Eragon* by Christopher Paolini.

Rina : It seems interesting. Can you lend me the book?

3. Susan : Which book are you reading at the moment?

Harry : Well, as a matter of fact, I'm reading *The Da Vinci Code*.

Susan : Oh really? Is it interesting?

Harry : Certainly. It's a best seller, you know.

Susan : May I borrow yours, please?

#### Activity 5

1. Why don't you read this book?
2. What/How about going to the library?
3. You could (might) join the story telling contest.
4. Would you mind lending me the book, please?
5. Can you tell the story?
6. Could you please bring me the book?
7. Bring that book to me.
8. Read this story carefully.

#### Activity 7

A beggar found a <sup>1</sup>leather purse that someone had dropped in the marketplace. Opening it, he discovered that it contained 100 pieces of gold. Then he heard a merchant <sup>2</sup>shout, "A reward! A reward to the one who finds my leather purse!"

Being an honest man, the beggar <sup>3</sup>came forward and handed the purse to the merchant saying, "Here is your purse. May I have the reward now?"

"Reward?" scoffed the merchant, greedily counting his gold. "Why the purse I <sup>4</sup>dropped had 200 pieces of gold in it. You've already stolen more than the reward! Go away or I'll tell <sup>5</sup>the police."

"I'm an <sup>6</sup>honest man," said the beggar defiantly. "Let us take this matter to the court."

In court the judge <sup>7</sup>patiently listened to both sides of the story and said, "I believe you both. Justice is possible! Merchant, you stated that the purse you lost contained <sup>8</sup>200 pieces of gold. Well, that's a considerable cost. But, the purse this beggar <sup>9</sup>found had only 100 pieces of gold. Therefore, it couldn't be the one you lost."

And, with that, the judge <sup>10</sup>gave the purse and all the gold to the beggar.

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

## Activity 9

### Who Is King of the Forest?

When Tiger jumped on Fox, cried out, How dare you attack the King of the Jungle!"

Tiger looked at him in amazement, "Nonsense! You are not King!"

"Certainly I am," replied Fox, "All the animals run from me in terror! If you want, come with me." Fox went into the forest with Tiger at his heels. When they came to a herd of deer, the deer saw Tiger behind Fox and ran in all directions.

They came to a group of monkeys. The monkeys saw Tiger behind Fox and they fled. Fox turned to Tiger and said, "Do you need more proof than that? See how the animals flee at the very sight me?!"

"I'm surprised, but I've seen it with my own eyes. Forgive me for attacking you, Great King." Tiger bowed low and with great ceremony he let Fox go.

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

## Activity 10

### Intergeneration Foundation Announces 2nd Storytelling Contest

The Intergeneration foundation invites people of all ages to tell us a story: a <sup>1</sup>narrative of their family's history or traditions or a story from their <sup>2</sup>imagination. Whether fiction or non-fiction, the story should <sup>3</sup>illustrate intergeneration needs, connections, relationship understanding, and feature <sup>4</sup>characters from at least two generations.

Ideas to inspire and motivate you might be ....

- Favorite family stories <sup>5</sup>handed from generation to generation
- Stories about intergeneration care giving and <sup>6</sup>sharing

For further information, visit our <sup>7</sup>website at [www.intergenerationda.org](http://www.intergenerationda.org)

## Chapter 2

### How the Water Cycle Works

#### Activities 2 and 3

Nadia : What's <sup>1</sup>wrong, Adi? You don't look very happy.

Adi : I'm not. It's not <sup>2</sup>fair. Look at this.

Nadia : What's that?

Adi : It's my favourite CD. I <sup>3</sup>lent it to Rifki and now it is broken.

Nadia : What! What did he do to it?

Adi : He didn't do anything. His sister's dog <sup>4</sup>chewed it. It's completely destroyed.

Nadia : So? What's the <sup>5</sup>problem? Rifki can buy you a new CD.

Adi : That's what I think, but he says it's not his <sup>6</sup>fault. He says he won't pay for it.

Nadia : What? He has to pay for it.

Adi : Well, he won't pay for it. It's not fair.

Nadia : Come on, let's go and talk to him.

*Nadia and Adi come to Rifki.*

Nadia : Hi, Rifki. Adi has just told me about his CD.

Rifki : Oh, yes. It's <sup>7</sup>terrible, isn't? It's my sister's fault.

Adi : It was your <sup>8</sup>responsibility, Rifki.

Rifki : You have to talk to my sister about it.

Adi : I lent it to you, Rif, not to your sister.

Nadia : That's right, Rif. You should buy Adi a new CD.

Rifki : Look, <sup>9</sup>stay out of it, Nadia. It's none of your business.

Nadia : Yes, it is, Rifki, Adi's my friend.

Rifki : OK. It's my fault, isn't it? I must <sup>10</sup>apologize.

Adi : It's good you <sup>11</sup>admitted that. Apology <sup>12</sup>accepted.

## Activity 5

1. Dani : What's the matter, Sir?

Teacher : Sit down, Dani. One of your classmates told me you cheated.

Dani : \_\_\_\_\_.

2. Teacher : Is anything wrong, Nana?

Nana : I do apologize, Sir. I cheated.

Teacher : Apology accepted, but you have to take another exam.

Nana : Yes, Sir. I honestly regret doing this. I promise I won't do so next time.

Teacher : \_\_\_\_\_.

3. Nina : Nadia, my sister lost the book you lent me.

Nadia : You have to pay for it, Nina.

Nina : OK. It's my fault, isn't it?

Nadia : \_\_\_\_\_.

## Activities 7, 8 and 9

What causes rainfall, where does the water come from and where does it go? The answers to these questions lie in the water cycle. The cycle begins when the sun causes the evaporation of water from the world's oceans, lakes and rivers. The water is changed into small droplets called water vapor. This evaporated water gathers in the atmosphere. As this moisture-laden air rises, it cools and condenses, forming clouds. As the amount of water vapor grows in the air, rain clouds form and the water is returned to earth as precipitation (rain, hail or snow). The water then flows back to the rivers, lakes and oceans, where the process begins all over again

Taken from *SOSE: Studies of Society & Environment*, 2000

## Activity 11

- A. The process that leads to acid rain begins with the burning of fossil fuels. Burning, or combustion, is a chemical reaction in which oxygen from the air combines with carbon, nitrogen, sulfur, and other elements in the substance being burned. The acid compounds are carried by air currents and the wind, sometimes over long distances. When clouds or fog form in acid-laden air, they too are acidic, and so is the rain or snow that falls from them.
- B. Evaporation is an important part of the earth's water cycle, the continual movement of fresh water between the earth's surface and its atmosphere. The water rises into the atmosphere, condenses in clouds, and falls back to the earth as precipitation. This precipitation replenishes streams, rivers, lakes, groundwater reservoirs, and other freshwater supplies.
- C. Carbon cycle is the cycle of carbon usage by which energy flows through the earth's ecosystem. The basic cycle begins when photosynthesizing plants use carbon dioxide (CO<sub>2</sub>) found in the atmosphere or dissolved in water. Some of this carbon is incorporated in plant tissue as carbohydrates, fats, and protein; the rest is returned to the atmosphere or water primarily by aerobic respiration.

- D. For more than a century scientists have known that certain gases in the atmosphere—most notably water vapor, carbon dioxide, and methane—contribute to atmospheric warming. These greenhouse gases, which also include nitrous oxide and chlorofluorocarbons, allow about half of the short-wave radiation in sunlight to pass through the earth's atmosphere, heating the earth's surface. At the same time, greenhouse gases absorb and reradiate most of the longer wavelengths of radiation, such as infrared radiation, which is emitted by the earth's warmed surface. This heat-trapping capacity of the atmosphere is popularly known as the "greenhouse effect."

Taken from *Microsoft Encarta Reference Library*, 2008

## Activities 12 and 13

The water <sup>1</sup>cycle is the never-ending movement of the earth's water. Water goes from <sup>2</sup>the ocean to the air to the land and <sup>3</sup>back to the oceans again. For that reason, its <sup>4</sup>movements is called a cycle.

This cycle <sup>5</sup>begins when heat from the sun turns ocean water into <sup>6</sup>water vapour. Water vapour is water that has become <sup>7</sup>a gas. The water vapour rises high into <sup>8</sup>the sky, where it cools off. The cooled water vapour changes into <sup>9</sup>tiny drops of water. The drops are held up in the sky by rising <sup>10</sup>warm air. When billions of these drops of water <sup>11</sup>cluster together they form <sup>12</sup>a cloud. The water in the clouds eventually <sup>13</sup>falls to earth as rain. If the water vapour is <sup>14</sup>cold enough, it turns into ice and falls as <sup>15</sup>snow. Most rain and snow falls into the ocean, but some falls on <sup>16</sup>land. In time, this water also <sup>17</sup>flows back to the ocean and the <sup>18</sup>cycle starts again.

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

## Chapter 3

### Let's Discuss Some Issues

#### Activities 2 & 3

Nadia: <sup>1</sup>I wonder what your opinion on abortion is.

Adi : <sup>2</sup>Let me just say that I oppose it for many reasons.

Nadia : So, is that why you voted for a president candidate who is pro-life?

Adi : Yeah. <sup>3</sup>I do hope the government won't pass a law legalizing abortion.

Nadia : But I heard the House is discussing a bill to legalise abortion for medical reasons.

Adi : Really? <sup>4</sup>I wish the law won't be misused by some irresponsible people.

#### Activity 4

Deni : Hey, Randi have you ever been mountain climbing?

Randi : Yeah. I went a couple of times a few years ago. Why do you ask? <sup>1</sup>What's the plan?

Deni : <sup>2</sup>I'm planning on maybe going this weekend.

Randi : Really? Where? With whom?

Deni : With Budiman and Heri? <sup>3</sup>They're thinking of going to Mount Pangrango.

Randi : Humh. Well, be careful! It's been raining a lot. You've never been climbed before, have you?

Deni : No. I don't know the first thing about it. Budiman and Heri are quite experienced, though, I guess. <sup>4</sup>I would say we'll get to the top safely. After all, <sup>5</sup>we can speculate that the weather will be better this weekend.

Randi : Well, <sup>6</sup>I think it's well grounded. It's worth speculating. Yet, if the weather gets worse, <sup>7</sup>would there be any possibility of changing the plan? Maybe you can go camping.

Deni : Hmm. <sup>8</sup>That's one possibility.

#### Activity 5

##### Dialogue 1

Didu : Many people against GMO. I wonder why?

Tami : I think they don't like the idea of eating foods that have been genetically modified.

Didu : It's just that? Transgenic maize has the same taste as common corn.

Tami : It's not only the reason some fear that certain types of genetically engineered crops will further reduce biodiversity in the cropland. Is that clear?

Didu : Yes, I see the point. By the way, what's your opinion on GMO?

Tami : Let me just say that I oppose it, for any reasons. I wish we could insist on a ban on GMO.

##### Dialogue 2

Nisa : Hi. I wonder if you would mind answering a question for me.

Maya : OK, what's the question?

Nisa : Do you approve of genetically modified food?

Maya : Well, I don't think GM food is good for us.

Nisa : So your answer is "no".

Maya : That's right. I'm against it.

Nisa : OK, thank you, Maya.

Maya : No problem.

#### Activities 7 and 8

##### Paragraph 1

Genetic engineering, genetic modification, and gene splicing are terms for the process of manipulating genes in an organism. It has important uses, but many people are worried by it.

##### Paragraph 2

Proponents of genetic engineering argue that the technology is safe, and that it is necessary in order to maintain food production that will continue to match population growth. However, others argue that food distribution, not production, is the biggest problem.

##### Paragraph 3

Others oppose genetic engineering on the grounds that genetic modification may have unforeseen consequences in the modified organisms and their environments. The ecological and environment effects of transgenic plants are constantly being investigated.

##### Paragraph 4

Anti-genetic-engineering activists say that with current recombinant technology there is no way to ensure that genetically modified organisms will remain under control, and the use of this technology outside of secure laboratory environments carries unacceptable risks for the future.

#### Paragraph 5

Some fear that certain types of genetically engineered crops will further reduce biodiversity in the cropland.

#### Paragraph 6

Proponents of current genetic techniques as applied to food plants cite the benefits that the technology can have. Proponents like to cite golden rice that contains elevated vitamin A levels.

#### Paragraph 7

Many opponents of current genetic engineering believe the increasing use of genetic modification in major crops has caused a power shift in agriculture towards biotechnology companies.

### Activity 9

#### Just Say No to GMO

I believe that GM technology isn't needed to feed the world, as <sup>1</sup>sustainable, organic farming methods can provide plenty without the <sup>2</sup>excessive use of chemicals. Using sustainable and organic farming methods will allow us to <sup>3</sup>repair the damage done by industrial farming, reducing the excessive use of fertiliser, <sup>4</sup>herbicides and other man-made chemicals, and making GM crops <sup>5</sup>redundant. The simple truth is, we don't need GM technology."

If you want a future <sup>6</sup>free from GM food, help us make sure that companies and governments around the world get the <sup>7</sup>message.

This public <sup>8</sup>service ad is presented by Friends of Earth.

Adapted from *www.greenpeace.org.uk; Foodwatch*, 2001

## Chapter 4 Delivering a Speech

### Activity 2

1. Good morning, Ladies and Gentlemen, ....
2. It is a great honour for me to speak in this occasion, ....
3. Dear guests, thank you for coming to us today to celebrate ....
4. Thank you for your kind attention, Ladies and Gentlemen ....
5. Ladies and Gentlemen, today I'm going to talk about ....
6. Honourable guests, thank you very much for giving a chance to speak ....
7. Everybody, on this occasion I would like to say ....
8. Thank you very much for giving me a chance to stand here to ....
9. That's all Ladies and Gentlemen, this will be the end of ....
10. Ladies and Gentlemen, I would like to thank to....

### Activity 3

Hello everybody, let me have a handful of minutes of your attention and congratulate our "first-born", Natalie, on her 17th birthday, and wish her a couple of things. Well, to be frank, I am very glad to be here today and to see her celebrate her birthday surrounded by friends and close people.

But first and foremost, Natalie is an amazing person, and on her birthday I'd like to wish her simple human happiness. May Natalie's most cherished dreams come true, as we stand up and raise our glasses for her birthday and happiness.

### Activities 4 and 5

Let me start by saying that I am <sup>1</sup>very proud to be addressing you today as the students of Toronto University for the last time. In some <sup>2</sup>moments we shall receive the diplomas and become the 2005 <sup>3</sup>graduates of the Linguistics faculty, newly-fledged Master of Arts in Translation.

I <sup>4</sup>guess that after the strain of final tests, credits and <sup>5</sup>exams, not to mention the time-consuming graduation theses (and its nerve-racking presentation), most of us were <sup>6</sup>looking forward to this moment, when the studying is over, the diploma is in your pocket and you are <sup>7</sup>free to do what you like. But I want you to <sup>8</sup>look around you and remember this moment. Look at your group-mates and <sup>9</sup>your teachers, because from now on life will scatter us around <sup>10</sup>the world, and most of us will meet only at <sup>11</sup>alumni parties. Recall the best moments of studying that we shared.



So let me wish you luck and <sup>12</sup>perseverance. I wish you all <sup>13</sup>successes on you life path. I hope to hear about you well before the alumni party: when I will be reading the <sup>14</sup>newspaper article about a breakthrough in translating studies or about the new President's <sup>15</sup>interpreter, I will know whom to think of – one of us – graduates 2005. <sup>16</sup>Good luck to us all!

Adapted from [www.speechguru.com](http://www.speechguru.com)

### Activity 6

Good morning everybody.

Thank you very much for giving me a chance to inform you this matter. Did you know that during the first six months of 2004, approximately 200 million birds died or were destroyed in attempt to stop the pandemic of avian influenza? Did you hear that United Nations coordinator, Dr David Nabarro, estimated the number of possible human casualties as 5–150 million people? Are you aware that since its discovery in the 1990's the avian flu has been contracted by more than 100 people, and one half of them died?

The truth is that it won't cure an infected individual, but it will prevent a disease. At the moment there is no treatment for the human modification of the avian flu. The government has already purchased some six million doses of vaccination, so if you apply for vaccination at his very moment, you are most likely to be inoculated.

I highly advise that you take care of yourself right now. The global matters are actually in the hands of every individual. If everyone will be immune to the disease, the pandemic won't break in. You just need to be inoculated in order to prevent an infection that can kill 150 million people. Your future and the future of the United States depend on your choice. Choose life before it is too late. Choose vaccination. Thank you

## Chapter 5 Let's Have a Debate

### Activity 2

- Wawan : So, why are you doing this, Susan?  
 Susan : I told you, it's for charity.  
 Wawan : I know - it's a 'Save the dolphin' <sup>1</sup>charity, isn't it?  
 Ratna : No, it isn't. Look, Wawan, it's all written here.  
 Susan : It's to raise money for a really old temple in South America which was damaged by an <sup>2</sup>earthquake last year.  
 Joko : You're collecting money for an old building!  
 Wawan : What about collecting money for people or animals?  
 Joko : If you fasted for people I would sponsor you, but an old place ...  
 Wawan : <sup>3</sup>I agree, anyway, there are many people here in this country that need help. Why South America?  
 Joko : Or what about the animals which were threatened by the drought in Africa last month?  
 Wawan : <sup>4</sup>I think if we give to charity we should help people or animals.  
 Susan : I can see that, but the point is ...

### Activity 4

Proponents of animal <sup>1</sup>experimentation point to hundreds of years of medical advances made possible by research on animals. <sup>2</sup>Treatments for heart disease provide just one example, including open-heart <sup>3</sup>surgery, in which circulatory functions are temporarily controlled by a heart-lung machine; <sup>3</sup>coronary bypass to improve blood flow to the heart <sup>5</sup>muscle; and valve replacement of a defective heart valve. Techniques and <sup>6</sup>equipment for kidney dialysis were also developed through animal experimentation.

More than 30 <sup>7</sup>drugs for treating cancer, 6as well as anticancer radiation <sup>8</sup>therapies, were first tested on rats and <sup>9</sup>mice. Vaccines for diphtheria, measles, smallpox, and many other previously feared <sup>10</sup>diseases were developed through animal <sup>11</sup>research. Organ transplants, blood transfusions, microsurgery to <sup>12</sup>reattach severed limbs – these and other procedures that save thousands of lives an-

nually – were made possible by work on animals. And not just <sup>13</sup>humans, but dogs, cats, and other domestic and <sup>14</sup>farm animals have benefited from such research, with the development of treatments for <sup>16</sup>distemper, rabies, anthrax, and other diseases of animals.

Taken from *Microsoft Encarta Reference Library*, 2008

## Activity 5

### 1. The Case for Using Animals in Research

The use of animal in medical research has many practical benefits. Animal research has enable researchers to develop treatments for many diseases such as heart disease and depression. It would not have been possible to develop vaccines for diseases like smallpox and polio without animal research. Every drug takes today was tried first on animals.

### 2. The Case against Using Animals in Research

The fact that humans benefit cannot be used to justify using animals in research anymore than it can be used to justify experimenting on other humans. Animals suffer a lot during these experiments. Animals have the same right as human do- to be able to move freely and not to have pain or fear forced on them. There should be no animals in research laboratories at all.

Taken from *Interchange Student's Book 3*, 1991

## Activity 6

Edy : Hello Fitri. Have you read the headline news today?

Fitri : Not yet Edi. What's on?

Edy : Well, it's about the regulation of capital punishment. Do you approve of capital punishment, Fitri?

Fitri : Well, that's depends.

Edy : What do you mean? You are not sure about this?

Fitri : No, I'm sure. I mean. It depends on how bad the crime is. If somebody does something really terrible, then, yes, I do approve of capital punishment.

Edy : So you agree with capital punishment, don't you?

Fitri : Yes, I agree in certain cases.

Edy : Well, I'm sorry. I think I don't agree with you.

Fitri : Why?

Edy : I don't think killing another person is ever OK. Where is the sense of humanity?

Fitri : So you don't agree with capital punishment.

Edy : Definately. I think it's against human rights. I'm against it.

Fitri : Well, it's a matter of opinion.

## Activity 7

### What Makes a Great Presentation

There are three <sup>1</sup>elements to a great presentation, content, design and <sup>2</sup>delivery. Content includes the research and organization of <sup>3</sup>materials. Design is the architecture of the sides and the graphical <sup>4</sup>enhancements. Delivery is how you voice your <sup>5</sup>message. To make the presentation great, there must be <sup>6</sup>synergy of these three elements. Each of these elements carries equal weight and <sup>7</sup>importance. Your presentation will not be great unless you have all three of these elements.

There is a process to creating that great presentation. First, you must <sup>8</sup>create your content, then design for that content, then create your delivery <sup>9</sup>strategy and style. And finally, there's the delivery. You need to know the <sup>10</sup>logistics of your meeting and how to make the <sup>11</sup>audience retain your message. You need to set clear <sup>12</sup>objectives in the presentation as well as your <sup>13</sup>expectations of your audience. They need to find value in being in this presentation. Your presentation needs to be such that what you <sup>14</sup>present and how you present it causes a change in <sup>15</sup>behavior of your audience.

Adapted from [www.presentersuniversity.com](http://www.presentersuniversity.com).

## Activity 8

Good morning, everybody.

Thank you for your coming today. Now, I'm here to talk about the design proposal for our annual school day. My talk will be in three parts followed by a 30 minutes discussion. I'm going to start with the background to each proposal—something about our negotiations with the school foundation. Then in the second part, I'll go over the main characteristics of each proposal. In the third part, I'll highlight some keys considerations we have to bear in mind.

### Review 1

#### Dialogue 1 (Questions 1-5)

1. Ita : Hi, Nadia. You look tired. Didn't you sleep very well last night?  
Nadia : I slept OK, but not enough.  
Ita : \_\_\_\_\_.
2. Adi : Will you let me know if she has returned the book?  
Dani : \_\_\_\_\_.
3. Nadia : This book is interesting. The author wrote it for teenagers. I suggest you read it.  
Adi : \_\_\_\_\_.
4. Maya : The weather is bad. Would there be any possibilities of changing your plan.  
Nisa : \_\_\_\_\_.
5. Adi : I'm doing a survey on homework. I wonder if you would mind answering some questions for me  
Nadia : \_\_\_\_\_.

#### Listening text for questions 6-8

##### Martin Luther King Speech

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat

of oppression, will be transformed into an oasis of freedom and justice.

I have a dream today!

Taken from <http://www.pitt.edu/>

#### Listening text for questions 9-10

- Nike : I wonder what your opinion on abortion is.
- Andi : Let me just say that I oppose it, for any reasons.
- Nike : Why? I think it's OK. Abortion is not a big deal for medical reason.
- Andi : I don't completely agree. Since when killing a human life is ever OK.
- Nike : Since it deal with the human rights too. Everyone has their own right to have a baby or not.
- Andi : Well, I think you are wrong. Clearly, that an abortion is against the human right to live.
- Nike : I see. So, is it why you voted for the president candidate who campaign pro-life?
- Andi : Yeah. I do hope the government won't pass a law legalising abortion.
- Nike : But I heard the House are discussing a bill to legalise abortion for medical reasons.

## Chapter 6

### It's a Great Story

#### Activity 2

1. "Come on you can do it. Just this once."
2. "How can I persuade you to participate in the story writing contest?"
3. "Just believe in yourself. I know you can do your best."
4. "You're not going to let me down, are you?"
5. "Don't worry, I'm sure you'll do better this time."
6. "I don't think it is a good idea."
7. "I don't (particularly) like your story."
8. "I hope you will do it better next time."
9. "I don't think you should do that."
10. "I wish all the best for you."

### Activity 3

- Doni : Hi, Andra. How are you?  
Andra : Doni! What a surprise! I'm fine, thanks. How about you?  
Doni : I'm OK and you know ...? I won the short story contest.  
Andra : <sup>1</sup>That's great. Congratulations.  
Doni : Thank you.  
Andra : Actually I also sent my short story for he contest. But <sup>2</sup>I failed miserably.  
Doni : <sup>3</sup>That's too bad. But don't worry about it. All you need is a little more practise. Why don't you send your short stories to a newspaper or magazine?  
Andra : Yeah, <sup>5</sup>I'll consider that. But, as a matter of fact, I'm pessimistic that my story will be accepted for the newspaper or magazine.  
Doni : Come on. <sup>6</sup>Don't give up!  
Andra : OK. <sup>7</sup>I'll try to send my short stories to the newspaper. Anyway, I'm thinking of maybe stopping writing short stories.  
Doni : <sup>8</sup>I don't think you should do it.  
Andra : Thank you for telling me.  
Doni : <sup>9</sup>I do hope that your story will be published in a newspaper or magazine.  
Andra : <sup>10</sup>Well, I hope that so.

### Activity 5

1. Ryan : I have decided not to accept the scholarship.
2. Sandy : I think you should try to come to the speech competition. You speak English fluently though.
3. Cindy : I can't do it. The competition will be tough this year.
4. Desi : Don't give up now, okay. I know you can get through this.
5. Ferdy : If I were you I wouldn't do that. Just think the negative side.

### Activities 7 and 8

#### The Farmer and His Sons

There was once an old, <sup>1</sup>dying farmer who had always worked hard in his <sup>2</sup>vineyard all his life. Before he died, he wanted to teach his <sup>3</sup>three sons how to be good farmers. So he called them to him and said, "My boys, before I die I want you to know that there is a great treasure <sup>4</sup>buried in the vineyard. Promise me that you will <sup>5</sup>look for it when I am dead."

The sons promised and as soon as their father died, they began looking for the <sup>6</sup>treasure. They worked very hard in the hot sun and all

the time as they were working they <sup>7</sup>wondered what their father had left for them. In their minds they pictured boxes of gold coins, <sup>8</sup>diamond necklaces and other such things.

Soon they had <sup>9</sup>dug up every inch of the vineyard. But they found not a single <sup>10</sup>penny. They were very upset. They felt that their hard work had been for <sup>11</sup>nothing. But then the grapes started to appear on the <sup>12</sup>vines and their grapes were the biggest and best in the <sup>13</sup>neighbourhood, and they sold them for a lot of money. Now they <sup>14</sup>understood what their father had meant by the great treasure, and they lived happily and <sup>15</sup>wealthily ever after.

Taken from *New Headway*, 1999

### Activity 9

#### Questions

1. What is the advertisement about?
2. How much is the prize for the contest?
3. How will you response to this ad?

## Chapter 7

### The Book Is Amazing

#### Activity 2

##### Dialogue 1

Dudi : Hi, Adi. You look awful. What's wrong with you?

Adi : I didn't get much sleep last night. I finished writing the book review. Today is the deadline for the submission of the assignment.

Dudi : Why didn't you finish it last week? You had a plenty of time.

Adi : Actually, I went camping last weekend. <sup>1</sup>I regret it now. I wish I hadn't gone camping. <sup>2</sup>If I hadn't gone camping, I had finished writing the book review.

Dudi : <sup>3</sup>No use crying over spilt milk.

##### Dialogue 2

Dudi : <sup>4</sup>What's your plan after leaving high school, Adi?

Adi : <sup>5</sup>I'm planning on maybe studying Indonesian literature. How about you, Dudi?

Dudi : <sup>6</sup>I'm thinking of going teaching. After leaving the college, I'm going to go to Papua. I want to teach the children of this remote spot.

Adi : Really? It's so far away, Dudi. <sup>7</sup>What do you want to achieve?

Dudi : Well, <sup>8</sup>I hope I can do something to make myself useful.

Adi : I just don't understand you. You're an only child. What is it that you want?

Dudi : My parents can understand me wanting to live alone, be independent, and be useful.

Adi : What makes you want to go to Papua? You don't have a relative there, do you?

Dudi : No, I don't. This book, *The City of Joy*, has inspired me to go to Papua. <sup>9</sup>It's really an inspiring book.

Adi : What's it about?

Dudi : The novel tells a priest who lives in a slum in Calcutta. He comes from a country in Europe. And he tries hard to adapt to the culture of the people he lives with. He helps the poor living in the slum. All people are treated the same.

Adi : <sup>10</sup>It's a touching story.

Dudi : That's right. It makes me feel like finishing my school as soon as I can. So I can leave for Papua.

Adi : Talking of your school, have you prepared yourself for the admission test?

Dudi : Of course, I have. <sup>11</sup>I predict that the test will be very much like test of last year.

Adi : <sup>12</sup>I think it's well grounded. We can speculate that the questions will follow a set pattern.

Dudi : <sup>13</sup>It's worth speculating.

#### Activity 4

1. "I regret for being unfriendly and underestimate you."
2. "Next year I'm going to study abroad, you know!"
3. "I predict that you will be a first winner in this competition."
4. "I can say that the book is not interesting at all."

#### Activity 5

Nisa : Hi, Arif. How are you?

Arif : Nisa! What a surprise. I'm OK. How about you?

Nisa : You know, I was sick for about a week. Now, have already fit.

Arief : Oh..yeah. I'm really sorry Nisa. I regret that I can't visit you when you were sick.

Nisa : That would be OK. Thanks for your concern.

Arief : By the way, What are you doing here?

Nisa : I'm looking for a novel actually.

Arief : Have you found any interesting?

Nisa : I've found a novel but I found it was not very good.

Nisa : What book was that?

Arif : Mrs Dalloway by Virginia Woolf.

Nisa : I've read the novel. I feel the same way, too. I don't understand the story. It's complicated.

Arif : Yeah. I predict that it won't be s best seller.

Nisa : I along with your prediction. However, I will make a speculation to buy that book.

Arif : Oh really? Well I just can hope you won't regret.

#### Activity 7

##### Undead and Unwed

Mary Janice Davidson

Undead, unwed and I also wish I could say <sup>1</sup>unread! Okay so here I think I have finally sunk to the bottom of the barrel to try to <sup>2</sup>catch up and complete my challenge. I do have a bit of a thing for vampire novels! And that said I bought three <sup>3</sup>different first in the series, to see if it would help me catch up and bring me back <sup>4</sup>to target.

Seriously, this was one of the <sup>5</sup>trashiest novels I have ever read! It was OK and fun, but I feel like a complete <sup>6</sup>fraud and fake adding this to the list of books I've read this year! But I did nevertheless read it! So it's gonna be <sup>7</sup>added.

Maybe one day when I've <sup>8</sup>forgotten how bad this book was and just how trashy, I'll <sup>9</sup>read a few more in the series! But seriously guys I wouldn't <sup>10</sup>recommend it!

Taken from *dancingsifika.typepad.com*

#### Activity 8

1. bottom /'bʌtəm/
2. barrel /'bærəl/
3. challenge /'tʃæɪndʒ/
4. fraud /frɔ:d/
5. undead /ʌndəd/
6. unwed /ʌnwəd/
7. trashiest /træʃiəs/
8. serious /sɪəriəs/

## Chapter 8

### Exploring Poems and Song Lyrics

#### Activity 2

##### Wings of Butterflies

Drifting low, above the <sup>1</sup>ground  
Upon <sup>2</sup>a rose bud is where I found  
A butterfly resting <sup>3</sup>quietly, with wings  
of gold and <sup>4</sup>purple rings.  
<sup>5</sup>Fluttering high up in the sky  
Butterflies <sup>6</sup>soar, just right on by  
My eyes are <sup>7</sup>closed, but I can see  
the <sup>8</sup>colors of gold and purple wings.

*Ann, Mtn. Grove, Missouri, Age 15*

#### Activity 3

##### The Sick Rose

*by William Wordsworth*

O rose, thou art sick  
The invisible worm  
That flies in the night,  
in the howling storm,  
Has found out thy bed  
Of crimson joy,  
And his dark secret love  
Does thy life destroy.

#### Activity 4

Poetry is an art form in which human language is used for its aesthetic qualities. It consists largely of oral or literary works in which language is used in a manner that is felt by its user and audience to differ from ordinary prose.

It may use condensed or compressed form to convey emotion or ideas to the reader's or listener's mind or ear. Poems frequently rely for their effect on imagery, word association, and the musical qualities of the language used.

Perhaps the most vital element of sound in poetry is rhythm. Often the rhythm of each line is arranged in a particular meter. Rhyme at the end of lines is the basis of a number of common poetic forms, such as ballads, sonnets and rhyming couplets. However, the use of rhyme is not universal. Much modern poetry, for example, avoids traditional rhyme scheme.

#### Activity 5

##### Counting-Out Rhyme

*by Edna St. Vincent Millay*

Silver bark of beech, and sallow  
Bark of yellow birch and yellow  
Twig of willow  
Stripe of green in moose wood maple,  
Color seen in leaf apple  
Bark of popple  
Wood of people pale as moonbeam,  
Wood of oak of yoke and barn-beam,  
Wood of hornbeam.  
Silver bark of beach, and hollow  
Stem of elder, tall and yellow  
Twig of yellow

#### Activities 8 and 9

##### It's My Life

*by Bon Jovi*

This ain't a song for the <sup>1</sup>broken-hearted  
No silent <sup>2</sup>prayer for the faith-departed  
I ain't gonna be just a face in the <sup>3</sup>crowd  
You're gonna hear my voice  
When I shout it out <sup>4</sup>loud

Chorus

It's my life

It's now or <sup>5</sup>never

I ain't gonna live <sup>6</sup>forever

I just want to live while I'm alive

(It's my life)

My heart is like an open <sup>7</sup>highway

Like Frankie said

I did it my way

I just wanna live while I'm <sup>8</sup>alive

It's my life

This is for the ones who <sup>9</sup>stood their ground

For Tommy and Gina who never backed

<sup>10</sup>down

Tomorrow's getting harder make no  
mistake

Luck ain't even <sup>11</sup>lucky

<sup>12</sup>Got to make your own breaks

*back to Chorus*

My heart is like an <sup>13</sup>open highway

Like Frankie said

I did it <sup>14</sup>my way

I just want to live while I'm alive

'Cause it's <sup>15</sup>my life

## Chapter 9

### A Powerful Character

#### Activity 2

- Rina : Are you interested in a movie tonight?  
Anto : Mmm maybe. What's on?  
Rina : There's a new *Dirty Harry* movie playing.  
Anto : Oh, I can't stand Clint Eastwood! He's so boring. All he does is stand around and try to look macho.  
Rina : Oh, come on! Well, then, how about a James Dean movie? They're showing *Rebel Without a Cause* at Cinema City.  
Anto : Now that sounds interesting! I've never seen it, and I really like James Dean.

#### Activity 3

##### Speaker 1

I appreciate the film's relative disinterest in plot.

##### Speaker 2

The tremendously enchanting *Stardust* movie runs on a double dose of star power.

##### Speaker 3

When I first saw *The Stunt Man*, I was very enthusiastic about the film and raved about it to anyone who might be interested. I've watched it twice with some friends since, but they weren't very enthusiastic about it, so I can imagine that for many people it won't pay off.

##### Speaker 4

It's an ingeniously constructed film that takes some patience and attention to watch. Although the direction is fine, it's mostly a virtuoso piece of scripting that makes this such a special film.

#### Activity 4

##### Troy Movie Review

###### Troy vs. the Trojan Legend

In the Warner Bros. movie *Troy*, certain decisions were made that had <sup>1</sup>dramatic and, depending on how you look at the *Troy* movie, devastating <sup>2</sup>consequences. Chief among these was the great <sup>3</sup>elimination of the involvement of the gods and goddesses in the lives of men. Without the hand of <sup>4</sup>Apollo to guide the arm of Paris, Achilles should have survived and might well have

lived long enough to be inside the <sup>5</sup>Trojan Horse. Without the hand of Aphrodite, Paris should have died, killed at the hand of <sup>6</sup>Menelaus – or, in the alternate reality of the movie, fled for <sup>7</sup>safety to his brother. In this alternate Hollywood reality, it makes some sense that Hector would <sup>8</sup>kill Menelaus to save his brother's life, although the code of <sup>9</sup>honour that the warriors followed – in ancient times as in the <sup>10</sup>Troy movie – make this action questionable.

Perhaps it was only because of the <sup>11</sup>intervention of the gods that the Trojan War lasted ten years in the <sup>12</sup>original rather than the two weeks of Wolfgang Petersen's godless rendition. You'll have to get over the time <sup>13</sup>problem, the presence of <sup>14</sup>Achilles in the Trojan Horse, and the killing by Hector of Menelaus and Ajax in order to enjoy <sup>15</sup>the movie.

Source: [www.moviereview.imdb.com](http://www.moviereview.imdb.com)

#### Activity 5

##### Critic 1

This is the most visually stunning film you will see this year. Or probably until the third film comes out the end of next year.

I wish I could say that was the extent of this film's drawbacks. It almost feels like they decided to make a change between the release of the first film and this one—but how can you retcon when you did the films all at once? Very confusing.

##### Critic 2

As a film, "The Lord of the Rings: Fellowship of the Ring" is an astounding achievement. Jackson, who has great respect and admiration for the material, has crafted a rousing action-adventure that, despite its three-hour running time, never feels long or bloated. Some of the standout sequences include the opening battle scene that sets the stage for the story, and the climactic battle between the fellowship and an army of orcs.

The Lord of the Rings: The Fellowship of the Ring" is a fantastic start to a film trilogy, and if the next two installments "The Two Towers" and "The Return of the King" are of its equal (or better),

"Lord of the Rings" may even end up eclipsing the popularity of "Star Wars" and "The Godfather"

### Activities 7 and 8

OEDIPUS : You know all things in <sup>1</sup>heaven and earth.

TIRESIAS : Things you may speak of openly, and secrets Holy and not to be <sup>2</sup>revealed. You know, Blind though you are, the plague that ruins Thebes. And you, great <sup>3</sup>prophet, you alone can save us. Phoebus has sent an answer to our question. And answer that the <sup>4</sup>messengers may have told you. Saying there was no cure for our condition. Until we found the killers of King Laius. And <sup>5</sup>banished them or had them put to death. Therefore, Teresias, do not <sup>6</sup>be grudge your skill. In the voice of birds other prophecy. But save yourself, save me, save the <sup>7</sup>whole city. Save everything that the pestilence defiles. We are at your mercy, and man's <sup>8</sup>noblest task. Is to use all his powers in helping others.

TIRESIAS : How dreadful a thing, how dreadful a things is wisdom, when to be <sup>9</sup>wise is useless! This I knew.

But I forgot, or else I would never have come.

OEDIPUS : What is the matter? Why are you so trouble?

TIRESIAS : Oedipus, let me go home. Then you will bear. Your <sup>10</sup>burden, and I mine, more easily.

## Review 2

### Dialogue 1 (Questions 1-5)

1. Teacher : Ina, you didn't write this essay, did you?

Ina : That's right, Sir. I copied it from a journal.

Teacher : \_\_\_\_\_.

2. Teacher : You copied someone else's work. It's plagiarism, Ina.

Ina : I honestly regret, Sir. I promise I won't do that next time..

Teacher : \_\_\_\_\_.

3. Adi : How has your week been, Adi?  
Nadia : Terrible! I don't want to talk about it. I'm sure everybody else's week has been better than mine!

Adi : \_\_\_\_\_.

4. Dadi : I'm working in a publishing house. It's kind of boring. Probably I'll quit and look for a new job.

Indra : \_\_\_\_\_.

5. Nadia : I wouldn't do that if I were you.

Nisa : \_\_\_\_\_.

### Listening text (Questions 6-9)

Yann Martel's imaginative and unforgettable *Life of Pi* is a magical reading experience, an endless blue expanse of storytelling about adventure, survival, and ultimately, faith. The precocious son of a zookeeper, 16-year-old Pi Patel is raised in Pondicherry, India, where he tries on various faiths for size, attracting "religions the way a dog attracts fleas." Planning a move to Canada, his father packs up the family and their menagerie and they hitch a ride on an enormous freighter. After a harrowing shipwreck, Pi finds himself adrift in the Pacific Ocean, trapped on a 26-foot lifeboat with a wounded zebra, a spotted hyena, a seasick orangutan, and a 450-pound Bengal tiger named Richard Parker.

In rich, hallucinatory passages, Pi recounts the harrowing journey as the days blur together, elegantly cataloging the endless passage of time and his struggles to survive.

Taken from <http://www.amazon.com/>

### Poem (Questions 10-12)

#### Fire and Ice

by Robert Frost

Some say the world will end in fire;

Some say in ice.

From what I've tasted of desire

I hold with those who favor fire.

But if it had to perish twice,

I think I know enough of hate

To know that for destruction ice

Is also great

And would suffice.



# Answer Key

## Chapter 1

### Can You Tell Me the Story?

#### Listening

##### Activity 2

1. Can you tell me
2. Sure
3. I'd like to suggest
4. It sounds like a good suggestion
5. Do you mind if
6. I have no objection
7. Would you mind
8. Sorry to say that
9. Will you
10. Sure, I will

##### Activity 3

- |                |               |
|----------------|---------------|
| 1. instruction | 6. suggestion |
| 2. suggestion  | 7. suggestion |
| 3. suggestion  | 8. request    |
| 4. instruction | 9. suggestion |
| 5. request     | 10. request   |

##### Activity 4

1. b. Sure. You'd better review Jane Eyre.
2. a. Sorry to say that I can't. It's not mine. I borrowed it from Nisa.
3. c. Sure. It's my pleasure.

##### Activity 7

- |                  |               |
|------------------|---------------|
| 1. leather purse | 6. honest     |
| 2. shout         | 7. patiently  |
| 3. came forward  | 8. 200 pieces |
| 4. dropped       | 9. found      |
| 5. the police    | 10. gave      |

##### Activity 8

1. The beggar find the purse in the market place.
2. It contained 100 pieces of gold.
3. The merchant.
4. Being an honest man, the beggar came forward and handed the purse to the merchant.
5. No, he didn't.
6. Because the judge thought that the merchant lied.
7. To the beggar.
8. Answers may vary. Accept any possible answer.

##### Activity 9

1. It talks about the tiger and the fox.
2. It took place in the jungle.

3. The tiger and the fox.
4. Tiger bowed low and with great ceremony he let Fox go.
5. Don not arrogant and underestimate other.

##### Activity 10

- |                |            |
|----------------|------------|
| 1. narrative   | 5. handed  |
| 2. imagination | 6. sharing |
| 3. illustrate  | 7. website |
| 4. characters  |            |

#### Speaking

##### Activity 8

1. Fable is a short story that teaches a moral lesson and that often has animals as speaking character's.
2. Answer may vary. Accept any possible answer.
3. It teaches lessons about human behavior.
4. They available at bookstores.
5. We can visit its website at [www.aesopfables.com](http://www.aesopfables.com)

#### Reading

##### Activity 2

- |      |      |      |       |
|------|------|------|-------|
| 1. a | 4. e | 7. b | 10. g |
| 2. h | 5. f | 8. c |       |
| 3. d | 6. j | 9. i |       |

##### Activity 4

1. In West Java.
2. He was a good ruler. He liked hunting in the forest very much.
3. She was pretty and beautiful.
4. He was a dog that was actually a cursed god.
5. Because he didn't obey him to chase a pig.
6. Because Sangkuriang killed Tumang who was actually his father.
7. Dayang Sumbi asked Sangkuriang to dam up the Citarum river and build a big vessel all in one night.
8. Sangkuriang angried and kicked the boat that became a mountain called Tangkuban Perahu.

##### Activity 5

- |                 |                      |
|-----------------|----------------------|
| 1. Paragraph 1  | 5. Paragraph 2 and 3 |
| 2. Paragraph 10 | 6. Paragraph 8       |
| 3. Paragraph 15 | 7. Paragraph 2       |
| 4. Paragraph 1  | 8. Paragraph 13      |

### Activity 6

Raden Sungging Pebangkara + A she-pig  
Dayang Sumbi + Tumang  
Sangkuriang

### Activity 9

Event: Book fair sale

Time/Date/Venue: On Saturday, November 19, from 10 am to 6 PM and Sunday, November 20, from 11 am to 6 PM.

Purpose of the action: For charity to help homeless people live better lives.

Phone number of the organizer: 212 873 4448.

## Writing

### Activity 2

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree.

"That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree.

"Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.

"That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future: "Do not trust flatterers."

Source: <http://www.aesopfables.com>

### Activity 3

- I.
  1. at the same time
  2. later
  3. then
  4. afterwards
- II.
  1. first
  2. then
  3. next
  4. afterwards
  5. after a wed days
  6. finally

### Activity 5

1. e                      4. a                      3. c
2. d                      5. b

### Activity 6

1. Kresna needed to get loan before she bought a car.
2. Pilot has to start engine before takes off.
3. After working hard, the man eats much food .
4. Mr. Efendi always checks the battery before starts the car engine.

5. After having lunch, we will go to the cinema.
6. The children took a bath before having breakfast.
7. Before taking medicine, the patient must have meal.
8. After turning off the lamp, she went to bed.
9. Mr. Herman locked the door before leaving the house.
10. The workers usually go home after finishing their job.

### Activity 10

1. It's about short story writing contest.
2. It will be closed on August 1, 2008.
3. It must relate to to the Mississippi River, the River Valley, or a sister River: its landscape, people, culture, history, current events, or future.
4. A regional team of published writers.
5. By Susan Swartwout, publisher of Southeast Missouri State University Press.
6. The winner receives an award of \$500 and publication in Big Muddy: A Journal of the Mississippi River Valley.
7. The winner will be announced October 1, 2008.
8. We can send it to MRSS Contest  
Southeast Missouri State University Press  
MS 2650, One University Plaza  
Cape Girardeau, MO 63701

## Chapter 2

### How the Water Cycle Works

#### Listening

1. The CD he lent to Rifki is broken.
2. It was chewed by Rifki's sister's dog.
3. No, he doesn't.
4. No, he won't.
5. Yes, he does.

### Activity 3

1. wrong                      7. terrible
2. fair                        8. responsibility
3. lent                        9. stay out
4. chewed                  10. apologize
5. problem                11. admitted
6. fault                      12. accepted

### Activity 4

1. It's my sister's fault.
2. OK. It's my fault, isn't it?
3. It's good you admitted that.
4. I must apologize.

### Activity 5

1. c                              2. c                              3. b

### Activity 7

It talks about the water cycle.

### Activity 8

- |           |           |            |
|-----------|-----------|------------|
| 1. these  | 5. vapour | 9. rises   |
| 2. cycle  | 6. begin  | 10. clouds |
| 3. lie in | 7. river  |            |
| 4. lake   | 8. where  |            |

### Activity 10

1. False
2. True
3. False
4. False
5. True

### Activity 11

- |              |              |
|--------------|--------------|
| 1. Picture b | 3. Picture a |
| 2. Picture d | 4. Picture c |

### Activity 12

- |                 |              |
|-----------------|--------------|
| 1. cycle        | 10. warm air |
| 2. the ocean    | 11. cluster  |
| 3. back         | 12. a cloud  |
| 4. movement     | 13. falls    |
| 5. begins       | 14. cold     |
| 6. water vapour | 15. snow     |
| 7. a gas        | 16. land     |
| 8. the sky      | 17. flows    |
| 9. tiny drops   | 18. starts   |

### Activity 13

1. The never-ending movement of the earth's water.
2. Because water goes from the ocean to the land and back to the oceans again.
3. When heat from the sun turns ocean water into water vapour.
4. It is water that has become a gas.
5. In the sky.
6. Tiny drops.
7. Rising warm air.
8. When billion of drops of water cluster together, they form a cloud.
9. It falls to earth as rain.
10. The ocean.

## Speaking

### Activity 3

1. No, he didn't.
2. He knows it is Mr Hartono's essay.
3. No, he doesn't.
4. He says, "I honestly regret doing this shameful thing."
5. He has to write two essays on different social phenomena.
6. You didn't write it, did you?
7. I'm afraid that wasn't true.  
That's right, Sir. I have to admit I downloaded it from the Internet.

8. I regret it.
9. I do apologize, Sir.
10. I promise I won't do so next time.

### Activity 4

1. I'm afraid that wasn't true, Mom.
2. I admit I forgot to turn out the light.
3. OK, it's my fault.
4. I do apologize, Mom.
5. You'd better keep your promise.

### Activity 5

1. The sun does.
2. Evaporation is.
3. Yes, they do.
4. Transpiration is.
5. It goes to the atmosphere.

### Activity 7

1. Because seas cover nearly three-fourths of the surface of the earth.
2. They form when air become saturated with water vapour.
3. There are two major types of cloud formation.
4. Nimbostratus and cumulonimbus clouds.
5. Nimbostratus clouds will.
6. Precipitation does.

## Reading

### Activity 2

1. Sour or bitter in taste
2. Very small in size, degree, amount, or importance
3. Sternly
4. A hollow vertical structure, usually made of brick or steel, that allows gas, smoke, or steam from a fire or furnace to escape into the atmosphere
5. To send or give out something
6. A very small drop of liquid.
7. To cause liquid or solid forms of water, condensed in the atmosphere, to fall to the ground as rain, snow, or hail, or to fall in such a form
8. Substance that increases the rate of a chemical reaction without itself undergoing any change
9. Carried along by movements of air
10. The process of becoming acid, for example, when soil or water is polluted by acid rain
11. A pipe or other piece of apparatus through which waste gases escape
12. Relating to or containing a poison or toxin

### Activity 4

1. Acid rain is rain that is highly acidic because of sulphur oxides, nitrogen oxides, and other air pollutants dissolved in it.

- The pH of normal rain is 6.
- When coal and oil burn, they make sulphur dioxide (SO<sub>2</sub>).
- If they are in the atmosphere for any time, the gases will oxidize (gain an oxygen atom) and go into solution as acids.
- Sulphuric acid (H<sub>2</sub>SO<sub>4</sub>) and nitrogen oxides do.
- Catalysts such as hydrogen peroxide, ozone and ammonium do.
- The number of active hydrogen (H<sup>+</sup>) ions dissolved in acid does.
- Hydrocarbons emitted by for example, car exhausts react in sunlight with nitrogen oxides to produce ozone.
- Yes, it does.
- Forests suffer the effect of acid rain through damage to leaves, through the loss of vital nutrients, and through the increased amounts of toxic metals liberated by acid.

#### Activity 7

- |          |          |         |
|----------|----------|---------|
| 1. False | 3. True  | 5. True |
| 2. True  | 4. False |         |

#### Activity 8

- The water in the oceans is warm when the sun shines on it.
- Some of this water goes up into the sky and makes clouds.
- The clouds meet cold air in the sky and form drops of water. The drops of water are rain.
- The rain falls and runs into rivers. Rivers run into oceans.

### Writing

#### Activity 4

- is produced
- is probably won
- is controlled; is determined
- was blew; didn't want
- is supported

## Chapter 3

### Let's Discuss Some Issues

#### Listening

##### Activity 2

- They are talking about abortion.
- She wants to know Adi's opinion on abortion.
- He opposes it for any reasons.
- He says, "Let me just say that I oppose it, for any reasons."
- He hopes the government won't pass a law legalizing abortion.

##### Activity 3

- |                         |              |
|-------------------------|--------------|
| 1. I wonder             | 3. I do hope |
| 2. Let me just say that | 4. I wish    |

##### Activity 4

- What's the plan?
- I'm planning
- They're thinking of
- I would say
- We can speculate that
- I think it's well grounded
- Would there be any possibility
- That's one possibility.

##### Activity 7

- |                |                |
|----------------|----------------|
| 1. Paragraph 1 | 5. Paragraph 5 |
| 2. Paragraph 2 | 6. Paragraph 6 |
| 3. Paragraph 3 | 7. Paragraph 6 |
| 4. Paragraph 4 | 8. Paragraph 7 |

##### Activity 9

- |                |              |
|----------------|--------------|
| 1. sustainable | 5. redundant |
| 2. excessive   | 6. free      |
| 3. repair      | 7. message   |
| 4. herbicides  | 8. service   |

### Speaking

#### Activity 3

##### Saying You Are Curious

- I wonder if you would like to answer a question for me.
- You mean you're not sure?
- Do you really approve genetically modified organism?

##### Expressions for Discussing Possibilities

- I think that would be possibility.
- I believe there may be unknown dangers with genetically changed crops.

##### Expressions for Showing Attitudes

- I'm sure. It depends on the use of the transgenic or plants.
- Yes, I approve in some cases.
- That's right. I'm against it. I wish to campaign against GMO.

#### Activity 9

**Advantages** : Mobile phones are very convenient because you can phone from nearly anywhere. Another advantage is that they are really useful in emergency situations. In addition, you can also use your mobile to text your friends or connect to the Net.

**Disadvantage** : There are disadvantages such as the cost. Mobile phone calls cost more than normal calls. Furthermore, it can be annoying if you are on

a train or a bus and you have to listen to someone else's boring conversation.

**Conclusion** : There are both advantages and disadvantages. Personally, I feel mobile phones are a good thing because they give us more freedom and make communication easier.

## Reading

### Activity 2

1. (h) the ending of pregnancy before birth
2. (d) causing a lot of disagreement
3. (e) the conditions that affect a situation, action, event, etc
4. (b) not yet born
5. (c) someone who disagrees with a plan, idea, etc
6. (a) not liking changes or new ideas
7. (j) a fault or a lack of something
8. (i) illegal sex between people who are closely related
9. (g) to be able to recognize and understand the difference between two similar things or people
10. (f) cruel or violent treatment

### Activity 3

- |                  |                  |
|------------------|------------------|
| 1. controversial | 6. defect        |
| 2. opponent      | 7. circumstances |
| 3. abuse         | 8. unborn        |
| 4. incest        | 9. distinguish   |
| 5. abortion vary | 10. conservative |

### Activity 5

**Controversial Issue:** Abortion

**Reasons against:**

An abortion is the unjustified killing of an unborn child.

**Reasons for:**

Abortion may be recommended if a woman's life or health is endangered by her pregnancy.

A woman should have the right to choose to have abortion because there is a distinction between human life and personhood.

**Conclusion:**

Abortion laws vary from country to country.

### Activity 6

1. a. 20–24 years old  
b. 45 and up
2. 19937
3. 1.2%
4. Student's answer

## Writing

### Activity 1

Answers may vary.

### Activity 4

5-1-2-7-6-4-3

### Activity 5

Advantage: 1, 4, 5 and 8

Disadvantage: 2, 3, 6 and 7

## Chapter 4

### Delivering a Speech

#### Listening

##### Activity 1

1. It describes someone who is giving a speech (speaking in front of public).
2. He is Ir. Soekarno
3. He is giving a speech.
4. Answers may vary.
5. Answers may vary.

##### Activity 4

- |      |       |
|------|-------|
| 1. F | 6. F  |
| 2. T | 7. T  |
| 3. T | 8. T  |
| 4. F | 9. F  |
| 5. T | 10. T |

##### Activity 5

- |                    |                    |
|--------------------|--------------------|
| 1. very proud      | 9. your teachers   |
| 2. moments         | 10. the world      |
| 3. graduates       | 11. alumni parties |
| 4. guess           | 12. perseverance   |
| 5. exams           | 13. successes      |
| 6. looking forward | 14. newspaper      |
| 7. free            | 15. interpreter    |
| 8. look around     | 16. Good luck      |

##### Activity 6

Answers may vary.

## Speaking

### Activity 2

1. Graduation speech.
2. A week.
3. A book about writing a speech.
4. Dian.
5. Answers may vary.
6. Answers may vary.

### Activity 3

1. Speech 3
2. Speech 4
3. Speech 2
4. Speech 1

### Activity 6

Answers may vary.

### Reading

#### Activity 1

Answers may vary.

#### Activity 3

1. e. Gamal Abdul Naser
2. c. Hitler
3. a. Bung Tomo
4. b. Soekarno
5. f. Franklin D. Roosevelt
6. d. John F. Kennedy

#### Activity 6

- |      |      |
|------|------|
| 1. F | 5. T |
| 2. T | 6. T |
| 3. T | 7. F |
| 4. F | 8. T |

#### Activity 8

1. Wendy wanted to know if her speech was correct.
2. I wondered that what I had heard was true.
3. I wondered that Toni knew what he was talking about.
4. Sally wanted to know if there was anything she could help.
5. Jerry said that he would go to the library to study.
6. The scientist predicted that someday we would be in contact with beings from outer space.
7. Mr. Ronald asked me if had ever met Ms. Shanty.
8. Professor Williams announced that he was going to postpone the examination.

### Writing

#### Activity 1

Answers may vary.

#### Activity 2

- |                 |                   |
|-----------------|-------------------|
| 1. witnessed    | 9. accompanied    |
| 2. cheerleading | 10. configuration |
| 3. wearing      | 11. fascinating   |
| 4. graduation   | 12. education     |
| 5. day dreamed  | 13. friendship    |
| 6. lectures     | 14. almatamater   |
| 7. eternal      | 15. diplomas      |
| 8. reality      | 16. Found         |

#### Activity 4

Answers may vary.

#### Activity 5

Answers may vary.

## Chapter 5 Let's Have a Debate

### Listening

#### Activity 1

Answer may vary.

#### Activity 2

1. charity
2. earthquake
3. I agree
4. I think

#### Activity 4

- |                    |               |
|--------------------|---------------|
| 1. experimentation | 9. mice       |
| 2. treatments      | 10. diseases  |
| 3. surgery         | 11. research  |
| 4. coronary        | 12. reattach  |
| 5. muscle          | 13. humans    |
| 6. equipment       | 14. farm      |
| 7. drugs           | 15. distemper |
| 8. therapies       |               |

#### Activity 7

- |                 |                 |
|-----------------|-----------------|
| 1. elements     | 9. strategy     |
| 2. delivery     | 10. logistics   |
| 3. materials    | 11. audience    |
| 4. enhancements | 12. objective   |
| 5. message      | 13. expectation |
| 6. synergy      | 14. present     |
| 7. importance   | 15. behaviour   |
| 8. create       |                 |

#### Activity 8

1. The committee of annual school day.
2. The school meeting.
3. The topic is discussing the proposal.
4. He greets the audience and tell the agenda and point of the presentation.

### Speaking

#### Activity 1

Answers may vary.

#### Activity 2

1. They are talking about the benefit of cloning.
2. He thinks cloning can save a human's life.
3. She thinks cloning is not ethically correct. We can't play God.
4. Answer may vary.

### Reading

#### Activity 1

Answers may vary.

#### Activity 4

1. 50 people.
2. 23 people.
3. 20 people.
4. Answer may vary.

## Writing

### Activity 1

Answers may vary.

### Review 1

#### Listening

- |      |       |      |      |
|------|-------|------|------|
| 1. c | 2. c  | 3. a | 4. a |
| 5. d | 6. c  | 7. d | 8. b |
| 9. a | 10. d |      |      |

#### Reading

- |       |       |       |
|-------|-------|-------|
| 11. d | 24. a | 37. d |
| 12. c | 25. a | 38. a |
| 13. b | 26. b | 39. a |
| 14. c | 27. d | 40. b |
| 15. a | 28. b | 41. a |
| 16. a | 29. b | 42. d |
| 17. d | 30. a | 43. b |
| 18. d | 31. c | 44. c |
| 19. b | 32. a | 45. c |
| 20. b | 33. c |       |
| 21. a | 34. a |       |
| 22. d | 35. d |       |
| 23. b | 36. a |       |

## Chapter 6

### It's a Great Story

#### Listening

##### Activity 2

1. "Come on. You can do it. Just this once."
2. "How can I persuade you to participate in the story writing contest?"
3. "Just believe in you self. I know you can do your best."
4. "You're not going to let me down, are you?"
5. "Don't worry, I'm sure you'll do better this time."
6. "I don't think that was a good idea."
7. "I don't (particularly) like your story."
8. "I hope you will do it better next time."
9. "I don't think you should do that."
10. "I wish all the best for you."

##### Activity 3

1. That's great.
2. I failed miserably.
3. That's too bad.
4. Why don't you
5. I'll consider that
6. Don't give up!
7. I'll try
8. I don't think you should

9. I do hope
10. Well, I hope

##### Activity 4

1. I'll consider that.
2. Come on. Don't give up.
3. Thank you for telling me.
4. Thank you for telling me.
5. Well, I hope that so.

##### Activity 5

- |      |      |      |
|------|------|------|
| 1. b | 4. b | 3. a |
| 2. a | 5. a |      |

##### Activity 7

- |             |                |
|-------------|----------------|
| 1. dying    | 9. dug         |
| 2. vineyard | 10. penny      |
| 3. three    | 11. nothing    |
| 4. buried   | 12. vines      |
| 5. look13.  | neighbourhood  |
| 6. treasure | 14. understood |
| 7. wondered | 15. wealthy    |
| 8. diamond  |                |

##### Activity 9

1. It's about short story writing contest.
2. It's £350 (over \$500).
3. Answers may vary.

#### Speaking

##### Activity 3

1. Would it be possible ...
2. I'll consider that.
3. Come on. Don't give up.
4. Well, I'll try.
5. I wouldn't do that if I were you.
6. I don't think it was a good idea.
7. Let's just hope ....

##### Activity 8

1. Cheung Tsai was a good-for-nothing fellow. Cheung Tsai was very careless with his father's money and spent as much as he pleased.
2. When old Mr Cheung found out, he did not give his son any more money. Cheung Tsai began to think of a plan. He went to his friends and borrowed money from each of them.
3. He was very careless.
4. Because he knew that his son borrow so much money from Chung Sai friends and he refused to paid back.
5. It tells that we have to save our money and do not careless.

## Reading

### Activity 2

1. plot : e. the events in a story and how they develop
2. setting : f. one part of the story in which the events happen in one place
3. character : g. a person in a book, story, etc.
4. orientation : a. describes scene and introduces the participants of the story
5. complication : b. part of the story in which a problem encountered by the characters
6. resolution : c. the part in which the characters find the resolution

### Activity 4

1. He was a very lazy boy. People called him a lazybones.
2. After school he went straight to his room and lay down.
3. Mr Jones owned a small bakery in town.
4. Because he had only one helper, Bob.
5. He baked a hundred loaves each morning. Bob went round on a horse-cart to deliver them.
6. Mr Jones baked biscuits and cakes to put in his shop-window.
7. One day Mr Jones told Tom to watch some cakes in the oven.
8. Instead of watching the cakes, Tom fell asleep and the cakes were burnt.
9. Mr Jones had a bad cold. The doctor said he had to stay in bed for a week.
10. He often watched Mr Jones baking.
11. Bob did.
12. As the day passed, more and more people praised Tom. After a while Tom began to feel proud of himself too.
13. Answers may vary.

### Activity 5

- |      |       |
|------|-------|
| 1. j | 6. e  |
| 2. b | 7. g  |
| 3. c | 8. h  |
| 4. d | 9. a  |
| 5. f | 10. i |

### Activity 6

- |               |              |
|---------------|--------------|
| 1. care       | 6. delicious |
| 2. pleasant   | 7. lazy      |
| 3. care       | 8. helper    |
| 4. look after | 9. deliver   |
| 5. worry      | 10. busy     |

### Activity 8

- |                  |                   |
|------------------|-------------------|
| 1. a small bone  | 4. the reward     |
| 2. terrible pain | 5. his teeth      |
| 3. the big Crane | 6. a Wolf's mouth |

## Chapter 7 The Book Is Amazing Listening

### Activity 2

#### Dialogue 1

1. I regret it now.
2. If I hadn't gone camping
3. No use crying over spilt milk

#### Dialogue 2

4. What's your plan?
5. I'm planning on maybe
6. I'm thinking of
7. What do you want to achieve?
8. I hope I can do something
9. What is it that you want?
10. It's touching story
11. Be independent, and be useful
12. It's really an inspiring book.
13. I think it's well grounded.
14. It's worth speculating

### Activity 3

1. At school.
2. Adi and Dudi.
3. About their planning.
4. He went camping last week and he didn't get much sleep last night because he had to finished his assignment. Yes, he did.
5. Adi.
6. Dudi wants to go to Papua, because he wants to teach children in Papua.
7. Dudi hopes he can do something to make himself useful.
8. Answers may vary.



#### Activity 4

1. "I regret for being unfriendly and underestimate you."
2. "Next year I'm going to study abroad, you know!"
3. "I predict that you will be a first winner in this competition."
4. "I can say that the book is not interesting at all."

#### Activity 7

- |              |               |
|--------------|---------------|
| 1. unread    | 6. fraud      |
| 2. catch up  | 7. added      |
| 3. different | 8. forgotten  |
| 4. to target | 9. read       |
| 5. trashiest | 10. recommend |

#### Activity 8

- |              |              |
|--------------|--------------|
| 1. bottom    | 5. undead    |
| 2. barrel    | 6. unwed     |
| 3. challenge | 7. trashiest |
| 4. fraud     | 8. trashiest |

### Speaking

#### Activity 4

1. It probably takes place at school.
2. Nadia and Adi.
3. They talk about the plans for tomorrow.
4. He plans to stage a demonstration campaigning the reduction of gas emissions.
5. Will you join us?
6. He predicts and speculates that we capable to do the campaign.
7. She thinks that we have that capacity. We have funds, a network and support from other organizations.

#### Activity 6

1. Answers may vary.
2. It is a science fiction.
3. It is about a young boy named Eragon.
4. Christopher Paolini is.

### Reading

#### Activity 3

1. *All through the Night* is.
2. Mary Higgins Clark is.
3. It is a fiction book.
4. It is about Alvira and Willy Meehan, the former cleaning woman and plumber who

won the lottery and left their life in Jackson Heights, Queens for an apartment on Central Park.

5. It stands for International Standard Book Number.

### Writing

#### Activity 7

- |                  |                  |
|------------------|------------------|
| 1. a. interested | 4. a. boring     |
| b. interesting   | b. bored         |
| 2. a. depressing | 5. a. exhausting |
| b. depressed     | b. exhausted     |
| 3. a. exciting   |                  |
| b. excited       |                  |

### Chapter 8

### Exploring Poems and Song Lyrics

### Listening

#### Activity 2

- |            |               |
|------------|---------------|
| 1. ground  | 5. fluttering |
| 2. rose    | 6. soar       |
| 3. quietly | 7. closed     |
| 4. purple  | 8. colours    |

#### Activity 3

1. The title is "The Sick Rose."
2. It's about the woman's life.
3. No it doesn't. No it is not.
4. Yes there is (symbolic, metaphor, connotation).
5. It perhaps symbolizes the dark side of woman's life.
6. Answers may vary.

#### Activity 4

- |          |          |         |
|----------|----------|---------|
| 1. True  | 4. True  | 7. True |
| 2. False | 5. True  |         |
| 3. False | 6. False |         |

#### Activity 8

- |              |            |             |
|--------------|------------|-------------|
| 1. broken    | 6. forever | 11. got to  |
| 2. prayer    | 7. highway | 12. open    |
| 3. the crowd | 8. stood   | 13. my way  |
| 4. loud      | 9. down    | 14. my life |
| 5. never     | 10. lucky  |             |

### Speaking

#### Activity 7

The poem is "The Angel"  
The song lyric is "Angel."  
Accept any possible reasons.

#### Activity 8

Answers may vary.

## Reading

### Activity 4

Answers may vary

### Activity 6

1. He lives in a village; he won't see his woods fill up with snow.
2. The horse suppose think it's queer to stop without a farmhouse between the woods and frozen lake. It's darkest evening of the year.
3. The horse gives the harness bells a shake. The sound of wind sweep and downed flake.
4. The woods are lovely, dark, and deep. Miles to go.

### Activity 8

1. It tells about someone who lost his lover. Yes it does.
2. It expresses sad ness and disappointment.
3. It used metaphor and symbols to explore the emotion.
4. The writer really loves his lover.
5. The lover made him fall in love with her.
6. Answers may vary.

## Writing

### Activity 1

Answers may vary.

### Activity 3

- |      |       |
|------|-------|
| 1. e | 6. b  |
| 2. f | 7. h  |
| 3. d | 8. g  |
| 4. a | 9. j  |
| 5. c | 10. i |

### Activity 4

- |             |             |
|-------------|-------------|
| 1. Metaphor | 4. Simile   |
| 2. Simile   | 5. Simile   |
| 3. Metaphor | 6. Metaphor |

### Activity 8

- |             |               |
|-------------|---------------|
| 1. dues     | 7. world      |
| 2. crime    | 8. curtain    |
| 3. share    | 9. fame       |
| 4. champion | 10. cruise    |
| 5. fighting | 11. challenge |
| 6. losers   | 12. lose      |

## Chapter 9

### A Powerful Character

## Listening

### Activity 2

1. No, he doesn't.
2. A new dirty Harry movie & rebel without a cause.
3. Clint Eastwood and James Dean.
4. He thinks the actor is boring.
5. He suggests to watch James Dean movie at cinema city.
6. At cinema city.
7. Yes, he does. Because he really likes James Dean, the actor.

### Activity 3

1. Speaker 1 – silly
2. Speaker 2 – wonderful
3. Speaker 3 – dreadful
4. Speaker 4 – interesting

### Activity 4

- |                 |                  |
|-----------------|------------------|
| 1. dramatic     | 9. honour        |
| 2. consequences | 10. Troy movie   |
| 3. elimination  | 11. intervention |
| 4. Apollo       | 12. original     |
| 5. Trojan Horse | 13. problem      |
| 6. Menelaus     | 14. Achilles     |
| 7. safety       | 15. the movie    |
| 8. kill         |                  |

### Activity 7

- |               |                 |
|---------------|-----------------|
| 1. heaven     | 6. begrudge     |
| 2. revealed   | 7. whole city   |
| 3. prophet    | 8. noblest task |
| 4. messengers | 9. wise         |
| 5. banished   | 10. burden      |

## Reading

### Activity 2

#### Classical Stories

Hamlet

Macbeth

Gulliver's Travel

Robison Crusoe

### Modern Stories

Lord of the Rings

Da Vinci Code

Harry Potter

The Chronicles of Narnia

The Man Without a Country

### Activity 5

1. The poster is about the advertisement of the story books from a publisher.
2. There are many kind of story books and novels.
3. There are fiction, suspense, thriller, novel.

### Activity 7

Answers may vary

### Writing

#### Activity 5

1. They had unloaded their weapons.
2. King Arthur had beaten the enemies.
3. The soldiers had checked out the horse.
4. Alice had eaten the cake.
5. They had trained the soldiers for war.
6. All the Trojans had fallen asleep.

### Review 2

#### Listening

- |      |       |       |
|------|-------|-------|
| 1. c | 6. c  | 11. b |
| 2. a | 7. a  | 12. c |
| 3. a | 8. c  |       |
| 4. d | 9. a  |       |
| 5. d | 10. c |       |

#### Reading

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 13. d | 21. d | 29. c | 37. a | 45. c |
| 14. a | 22. b | 30. c | 38. b |       |
| 15. b | 23. a | 31. c | 39. b |       |
| 16. a | 24. b | 32. c | 40. b |       |
| 17. c | 25. d | 33. d | 41. d |       |
| 18. c | 26. d | 34. d | 42. c |       |
| 19. a | 27. b | 35. b | 43. c |       |
| 20. d | 28. a | 36. b | 44. d |       |

1. *Harry Potter and the Philosopher's Stone.*
2. J.K Rowling.
3. Harry Potter.
4. It has familiar but at the same time exotic setting.
5. Setting of an English public school, complete with house and school boy adventure.
6. It's a book for kids and a book that adults can read well.
7. Danny Yee.
8. Answers may vary.





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