



PUSAT PERBUKUAN  
Departemen Pendidikan Nasional



# Developing English Competencies

for Senior High School (SMA/MA)

Grade XII  
of Natural and Social Science Programmes

Achmad Doddy  
Ahmad Sugeng  
Effendi

3





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**Achmad Doddy**  
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Dilindungi Undang-undang

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for Grade XII of Natural and Social Science Programmes  
Senior High School (SMA/MA)

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Tahun 2008

Diperbanyak oleh ...

# Kata Sambutan

Puji syukur kami panjatkan ke hadirat Allah SWT, berkat rahmat dan karunia-Nya, Pemerintah, dalam hal ini, Departemen Pendidikan Nasional, pada tahun 2008, telah membeli hak cipta buku teks pelajaran ini dari penulis/penerbit untuk 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 34 Tahun 2008.

Kami menyampaikan penghargaan yang setinggi-tingginya kepada para penulis/penerbit yang telah berkenan mengalihkan hak cipta karyanya kepada Departemen Pendidikan Nasional untuk digunakan secara luas oleh 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, Juli 2008  
Kepala Pusat Perbukuan

# Preface

*Developing English Competencies for Grade XII of Natural and Social Science Programmes* 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 Natural and Social Science Programmes* 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 Natural and Social Science Programmes* 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 Natural and Social Science Programmes*, 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. We would like to thank PT Setia Purna Inves, especially the editors and team, for facilitating us to publish our work. Hopefully, this book will help you learn English in a communicative way.

Bandung, July 2008

**Writers**

# An Overview of This Book

*Developing English Competencies for Grade XII of Natural and Social Science Programmes* comprises 5 chapters and 2 reviews. Each chapter consists four language skills, i.e. Listening, Speaking, Reading and Writing.

Below are the characteristics featured in *Developing English Competencies for Grade XII of Natural and Social Science Programmes*.

1. **Title** introduces the theme of the chapter.
2. **Chapter Photo** represents the theme of the chapter.
3. **In This Chapter** gives a concise summary of language functions and themes that will be learned in the chapter.
4. **Text** presents a genre related to the theme of the chapter.
5. **Genre Structure** shows you the generic structure of related genre.
6. **Grammar Review** focuses on a grammar structure in texts of a certain genre.
7. **Dialogue** presents natural language set in authentic situations you can relate to.
8. **What to Say** provides a number of expressions that you can use in certain situation.
9. **Pronunciation Practice** provides list of words to be pronounced and practiced several times until you can pronounce them correctly.
10. **Englishclub.com** gives some information from the Internet and encouraging you to know more.
11. **New Horizon** features extra information related to the theme.
12. **Your Project** encourages you to perform a project to enhance your lifeskill.
13. **UN Shot** provides some exercises taken from *Ujian Nasional* materials.
14. **Chapter Summary** summarises the learning material learned in each chapter.
15. **Learning Reflection** presents what you have learned and what you are expected to be able to.
16. **Review** provides a number of exercises from the previous chapters.
17. **Glossary** provides a list of terms and words from the learning materials in alphabetical order.
18. **Index** provides a list of subject and names (authors) in alphabetical order.

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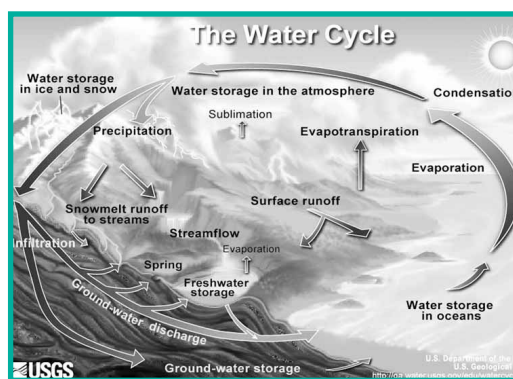


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Source: [www.georgia.libvt.us](http://www.georgia.libvt.us)



Source: <http://nhn.ou.edu>

# Chapter 1

## Can You Tell Me the Story?



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

### *In This Chapter*

#### **Listening:**

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

#### **Speaking:**

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

- listen to suggestions, requests and instructions;
- accept and deny requests;
- listen 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 following dialogue from the tape. Then, fill in the blanks while you are listening.

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

Listen to these expressions from the tape. Then, decide whether they are 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 from the tape. 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 to 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 from the tape. 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 picture is it?
2. When you were a child, did you like to listen to stories?
3. What was your favourite story?
4. Who were the characters of the story?
5. What was it about?

## Activity 7

Complete the story while you are listening to the tape.

A beggar found a <sup>1</sup>\_\_\_\_\_ that someone had dropped in the market place. 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.

Taken from *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 kind of person was the beggar?
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 carefully to another story from the tape then answer the questions.

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

## Activity 10

Observe the following advertisement. Listen to the tape and 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 non-fiction, 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;
- accept and deny requests;
- perform a monologue of narrative texts.

### 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 italicised sentences.

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

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

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

Adi : I slept OK, 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 : *I'm afraid I can't.* I don't have it now. Nadia is reading the book.

Adi : *Will you let me know if 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 instruction.

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 friend.

Son : Yes. That's true.

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

Son : I did. Already. He thought it's a great idea, but he also said that I must go with a friend.

## Activity 4

Here are some more examples of the expressions to make suggestions, requests and give instructions. Repeat after your teacher.

### 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.

#### Making Suggestions

- You could (might) join the speech contest.
- If I were you, I would take care 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.

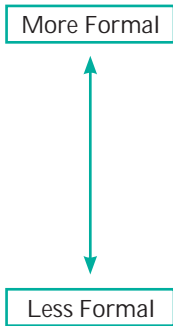
#### Giving Instructions

- 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.

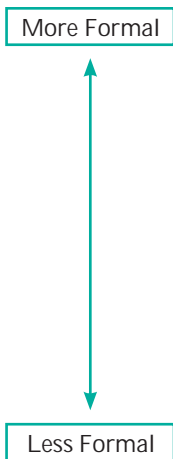


## What to Say

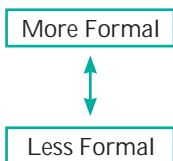
Study the following expressions of requests, suggestions and giving instructions.



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 loved 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.

### Pronunciation *Practice*

Say the following words after your teacher.

1. patient /peɪʃənt/
2. rush /rʌʃ/
3. village /vɪlɪdʒ/
4. measure /meʒər/
5. ground /graʊnd/
6. healthy /helθi/
7. field /fi:ld/

## Activity 6

Read the following story. Pay attention to your intonation and expressions.

### Mr Tappit's Giant Toy

Mr Tappit was famous in his village as a toy maker and he had been making toys for more than fifty years. He always had a healthy condition too. Children loved to visit his shop and look at the shelves full of toys. everyone was very fond of old Mr Tappit, especially all his toys, who loved him dearly.

After his work was done and the toyshop was closed, they would play games and have fun together. Quite often the toys and Mr Tappit had the most wonderful parties, and sometimes they went on picnics if the weather was fine.

One day Mr Tappit sat in the corner of his shop, quietly thinking to himself.

"What is it?" asked the clown doll. "Do you have a problem?"

"Not at all," smiled Mr Tappit.

"I had a bright idea. I am going to build the biggest toy I have ever made, and I want you toys to help me!"

The toy's couldn't wait to get started. Early next morning they gathered all the tools while Mr Tappit measured the pieces of wood, then marked them with his pencil.

"This toy will be the biggest ever seen" cried Mr Tappit, as he ran rushly around the shop looking for his glue pot. "Infact, it will be a GIANT!"

"Of course not" smiled Mr Tappit. "It's just a giant toy!" It took a whole week and a lot of patient, but at last the giant toy was finished.

"You've all worked very hard," said Mr Tappit with a smile and he stepped back to take a look.

"Not a real giant, I hope," whispered a little doll in a shaky voice. "I'm really frightened of giants."

All the toys put down their paint pots and brushes and stepped back to. "Isn't it wonderful?" they cried, and everyone clapped and cheered.

The giant toy was a great success. After Mr Tappit had gazed for a while at the wonderful toy he had made, he heaved a sigh and scratched his head.

"Where should I keep this giant toy? It's too big to place inside the shop..."

"Just place it on the field," cried the little doll.

"Oh I got it, I will keep it outside my shop, so everyone who see it will come by to my shop." said Mr Tappit happily.

Adapted from *50 Bed Time Stories*, 2002

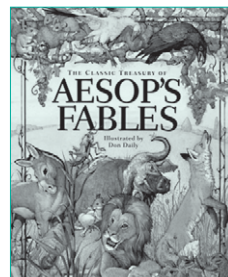
## Activity 7

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

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

## Activity 8

Work in pairs. Say aloud the following 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. Have you read any fable? What is your favourite?
3. What does the story teach?
4. Where are the books available?
5. What should we do to get more information about the book?

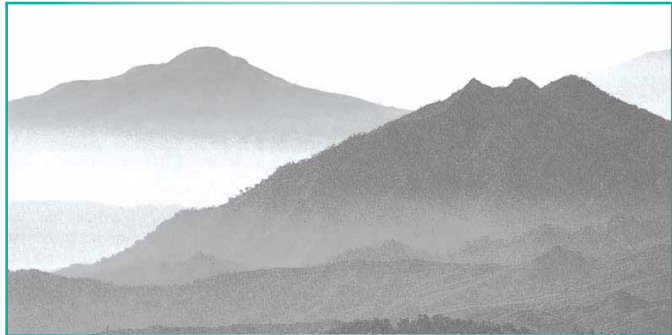
## Reading

In this section, you will learn how to:

- read narrative texts;
- get meanings in narrative texts;
- identify the structure of a narrative text.

### Activity 1

Answer the questions orally.



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* come into existence?

### Activity 2

You are going to read a story. Here are some words taken from the story. By consulting a dictionary, match the words to their meanings or synonyms.

Words	Meaning/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 and study 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 a fresh water, she drank it, having no suspicious 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

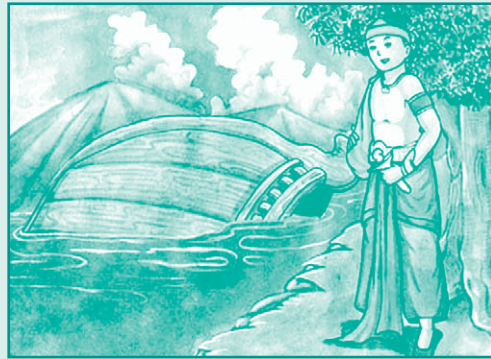
was his own mother. Dayang Sumbi had been given eternal beauty by the gods which was why she looked young forever. She looked at him and noticing his good looks, she promised to marry him. They made plans for their wedding day, but one day she discovered the scar on his forehead. She knew that he was 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 does the story take place?
2. Who was Raden Sungging Pebangkar ?
3. What did Dayang Sumbli 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 to do?
8. What happened to Sangkuriang at the end of the story?

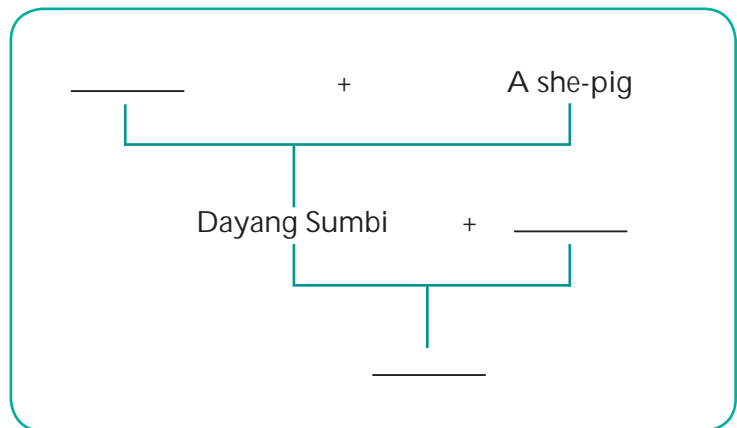
## Activity 5

Find the paragraphs of the text in Activity 4 that tell you 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. Why the she-pig became pregnant
6. Why Dayang Sumbi was 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.



## Activity 7

Answer the following questions based on the diagram.

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

## Activity 8

Here is another text. Read the text intensively and study the structure of narrative text.

### Doctor Knowall

Orientation

There was once upon a time a poor peasant called Crabb, who drove with two oxen and a load of wood to the town, and sold it to a doctor for two talers. When the money was being counted out to him, it so happened that the doctor was sitting at table, and when the peasant saw how well he ate and drank, his heart desired what he saw, and would willingly have been a doctor too. So he remained standing a while, and at length inquired if he too could not be a doctor. 'Oh, yes,' said the doctor, 'that is easily done.' "What must I do?" Asked the peasant.

Complication

"First buy yourself an A B C book of the kind which has a cock on the frontispiece; second, sell your cart and your two oxen, and get yourself some clothes, and whatsoever else pertains to medicine; third, have a sign painted for yourself with the words, "I am Doctor Knowall," and have that nailed up above your house-door." The peasant did everything that he had been told to do. After he had treated people a while, a rich and great lord had some money stolen. Then he was told about Doctor Knowall who lived in such and such a village, and must know what had become of the money. So the lord had the horses harnessed to his carriage, drove out to the village, and asked Crabb if he was Doctor Knowall. Yes, he was, he said. Then he was to go with him and bring back the stolen money. 'Oh, yes, but Grete, my wife, must go too.' The lord was willing, and let both of them have a seat in the carriage, and they all drove away together.

When they came to the nobleman's castle, the table was spread, and Crabb was told to sit down and eat. 'Yes, but my wife, Grete, too,' he said, and he seated himself with her at the table. And when the first servant came with a dish of delicate fare, the peasant nudged his wife, and said: 'Grete, that was the first,' meaning that was the servant who brought the first dish. The servant, however, thought he meant



to say: 'That is the first thief,' and as he actually was so, he was terrified, and said to his comrade outside: 'The doctor knows all: we shall fare ill, he said I was the first.' The second did not want to go in at all, but was forced to. So when he went in with his dish, the peasant nudged his wife, and said: 'Grete, that is the second.'

Complication

This servant was equally alarmed, and he got out as fast as he could. The third fared no better, for the peasant again said: 'Grete, that is the third.' The fourth had to carry in a dish that was covered, and the lord told the doctor that he was to show his skill, and guess what was beneath the cover. Actually, there were crabs. The doctor looked at the dish, had no idea what to say, and cried: 'Ah, poor Crabb.' When the lord heard that, he cried: 'There! he knows it; he must also know who has the money!'

At this the servants looked terribly uneasy, and made a sign to the doctor that they wished him to step outside for a moment. When he went out, all four of them confessed to him that they had stolen the money, and said that they would willingly restore it and give him a heavy sum into the bargain, if he would not denounce them, for if he did they would be hanged. They led him to the spot where the money was concealed. With this the doctor was satisfied, and returned to the hall, sat down to the table, and said: 'My lord, now I will find in my book where the gold is hidden.' The fifth servant, however, crept into the stove to hear if the doctor knew more. But the doctor sat still and opened his A B C book, turned the pages backwards and forwards, and looked for the cock.

Resolution

As he could not find it immediately he said: 'I know you are there, so you had better come out!' Then the fellow in the stove thought that the doctor meant him, and full of terror, sprang out, crying: 'That man knows everything!' Then Doctor Knowall showed the lord where the money was, but did not say who had stolen it, and received from both sides much money in reward, and became a renowned man.

Adapted from *Folk Tales from Indonesia*, 1999

Texts	Structure of Narrative Texts
<ul style="list-style-type: none"> <li>• There was once upon a time a poor peasant called Crabb, who drove with two oxen a load of wood to the town, and sold it to a doctor for two talers. (Paragraph 1)</li> <li>• When they came to the nobleman's castle, the table was spread, and Crabb was told to sit down and eat. 'Yes, but my wife, Grete, too,' said he, and he seated himself with her at the table. ( Paragraph 3)</li> <li>• Then Doctor Knowall showed the lord where the money was, but did not say who had stolen it, and received from both sides much money in reward, and became a renowned man. ( Paragraph 7)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Orientation</b> describes scene and introduces the participants of the story.</li> <li>• <b>Complication</b> begins when there is a problem encountered by the characters.</li> <li>• <b>Resolution</b> is the part in which the characters find the resolution.</li> </ul>

## Activity 9

Read the text once more and then choose the best answer to the questions.

### New Horizon

The term fairy tale originally refers to traditional fantasy stories about magical people. The term now also covers fantastic tales from many sources, including folktales and fables, which do not always include magic. The original stories are of great antiquity. India claims to have the oldest collection of children's fantasy stories in the world, the pre-5th century Panchatantra.

Taken from *Microsoft Encarta Premium, 2006*

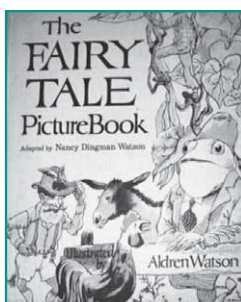
1. What did the peasant called Crabb sell to the doctor?
  - a. Some food.
  - b. Some wood.
  - c. Some wine.
2. Why did Crabb ask for advice from the doctor?
  - a. He felt ill.
  - b. He wanted to become a doctor like the doctor.
  - c. He wanted to sell his oxen to the doctor.
3. Which did the doctor NOT recommend in order to become a doctor?
  - a. Getting new clothes.
  - b. Putting up a sign.
  - c. Getting training as a doctor.
4. Why did the nobleman require Crabb's help?
  - a. He felt ill.
  - b. His peasants had some problems.
  - c. Some money had been stolen from him.

5. Who did Crabb insist on bringing with him?
  - a. His wife.
  - b. A friend.
  - c. A servant.
6. What was the first thing they did at the castle?
  - a. They sat down to discuss the problem.
  - b. They sat down to eat.
  - c. They started looking for the thieves
7. What did Crabb mean when he said to his wife: "That was the first"?
  - a. That was the first thief.
  - b. That was the first time he'd seen food.
  - c. That was the first dish of the meal.
8. What did the servants tell Crabb?
  - a. That they knew who had stolen the money.
  - b. That they had stolen the money.
  - c. That he should go home immediately.

## Activity 10

Read the advertisement and complete the table using information from it.

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 Centre 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 narrative texts;
- write a short functional text, such as an advertisement or an announcement.

### 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 paragraphs are not in order. With your partner, rearrange them into a good story.

#### 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)

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

- Writing a narrative, deals a lot with order or sequence of events. There are certain signaling words that are frequently used to indicate the order or sequence of events. Use the signaling words in the box to complete the text below.

### 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))

- |                       |                     |
|-----------------------|---------------------|
| 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          |

#### Text 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!

#### Text 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

Put the story into the correct order. Work individually.

1. Other people who prefer to believe in scientific explanation have suggested that electrical forces in the atmosphere caused this and other incidents.
2. Suddenly, a strange light seemed to be on top of the car, sucking it up off the road before dropping it down again.
3. Meanwhile, a local lorry driver following the same route as Mrs Knowles confirmed that he had also seen the strange light in the distance.
4. In a state of shock, they drove to the nearest town and reported the incident to the police.
5. Thinking that the woman must have been so tired that she was dreaming, the police gave her a cup of tea hoping to calm her down.
6. Finally, the police agreed to inspect the car and when they did, they saw the dust, smelt the smell and also noticed some small dents in the roof of the car.
7. Feeling terrified and out of control, the family noticed a black powder seeping inside their car and smelt a horrible stench.
8. This story was quickly taken up by some people as proof of the presence of aliens on earth.
9. When she saw a light flashing on the road ahead, she slowed down thinking that it was a traffic signal.
10. Mrs Knowles and her three sons were driving from Perth to Adelaide in the early hours one morning in 1988.

## Activity 5

### Your Project

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

In preparation for making your narrative short 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 their explanations.

1. *Before* the two mice were eating up 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 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 order of event.

## Grammar Review

### Before and After

*Before* and *after* are used if we want to express an 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 relieved.

2. **Before + noun phrase (V+ing) + clause 2 (SVO)**  
**After + Subordinate clause + Main clause**

For example:

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

## Activity 6

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 research	c. after he noticed its type
4. The baby gets fat	d. Before digging the well of oil
5. The racer had his car rechecked	e. Before she bought a new one

## Activity 7

Rewrite the sentences with subordinate clauses instead of subordinate phrases, be careful with the tense. Number one has been done for you.

Example:

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 engine before taking off.
3. The man ate much 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 8

Combine the two sentences below into one sentence using before and after. If possible use 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 comes to the front of the class.  
The teacher calls him.
5. She read the magazine and ate biscuits.  
She finished cleaning the house.

## Activity 9

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

---

- **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 10

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.

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 11

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 winners?
7. When will the results of the contest be announced?
8. Where can we send our manuscript?

## Activity 12

Now, make your own announcement. The topic is free.

## Chapter Summary

### 1. Language Functions

- a. Making suggestion and request
  - What/How about going to the veterinarian?
  - Would you mind passing me the salt, please?
- b. Giving instruction
  - Close the window.

### 2. Genre

Narrative

Social function : to amuse, entertain and to deal with an 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:

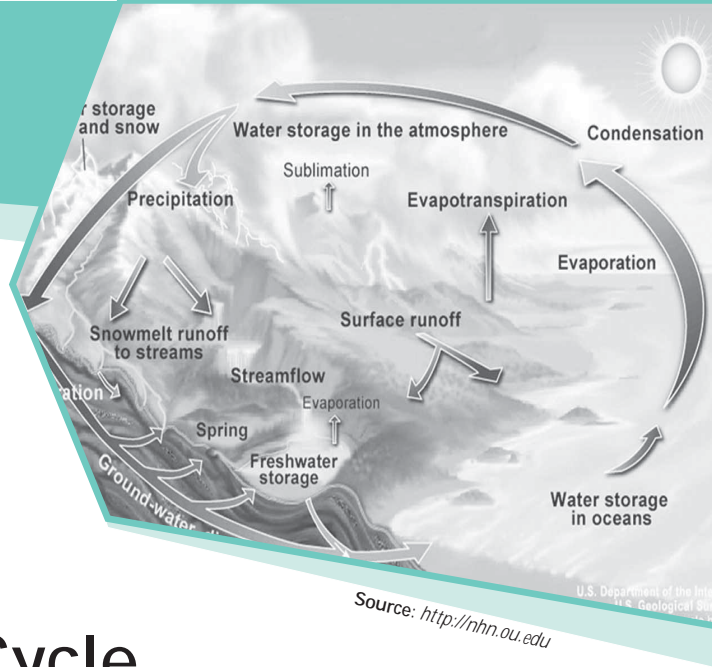
1. respond to expressions for giving suggestion, request and instructions;
2. make suggestions, requests and instructions;
3. perform a monologue of narrative text;
4. read and write narrative texts;
5. identify an advertisement, poster, and pamphlet.

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 and ending like?

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

# Chapter 2



## How the Water Cycle Works

### *In This Chapter*

#### Listening:

- Listening to blame and accusation expressions
- Listening to expressions for admitting doing something wrong
- Listening to promises and swearing
- Listening to monologues of explanation texts

#### Speaking:

- Blaming, accusing and complaining
- Using expressions for admitting doing something wrong
- Making a promise and swearing
- Performing monologues of explanation texts

#### Reading:

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

#### Writing:

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

## Listening

In this section, you will learn how to:

- listen to blame and accusation expression;
- listen to expressions for admitting and denying something;
- listen to promising and swearing;
- listen to monologues of 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 from the tape 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 from the tape. Complete the text while you are listening. Compare your answers with your friend's.

Nadia : What's <sup>1</sup>\_\_\_\_\_, Adi? You don't look very happy.

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 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>\_\_\_\_\_ 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 answer to the 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 from the tape. 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 you admitted that.  
c. Apology accepted.

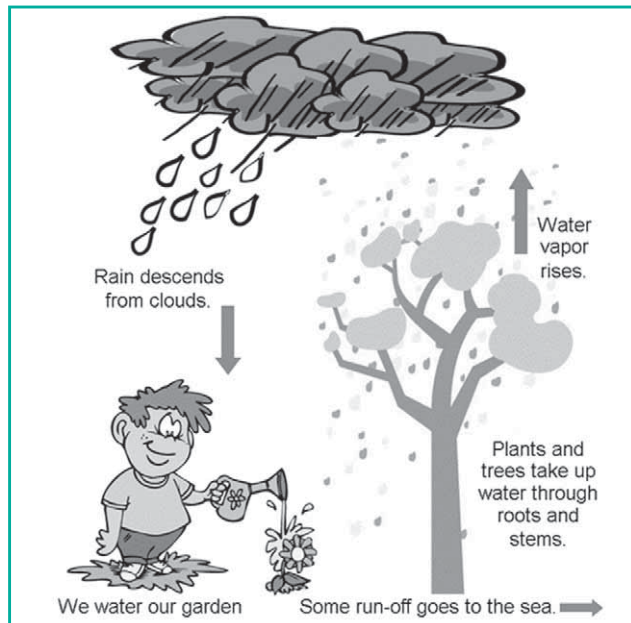
## Activity 6

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 to the text from the tape carefully. Then, state what the text talks about.



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

## Activity 8

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

1. where - were
2. lie in - lying
3. circle - cycle
4. began - begins
5. likes - lakes
6. drivers - rivers
7. vapor - favour
8. these - this
9. rice - rises
10. clouds - could

## Activity 9

You are going to listen to a text from the tape. Discuss the answers to these questions.

1. What causes the evaporation of water from the 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?

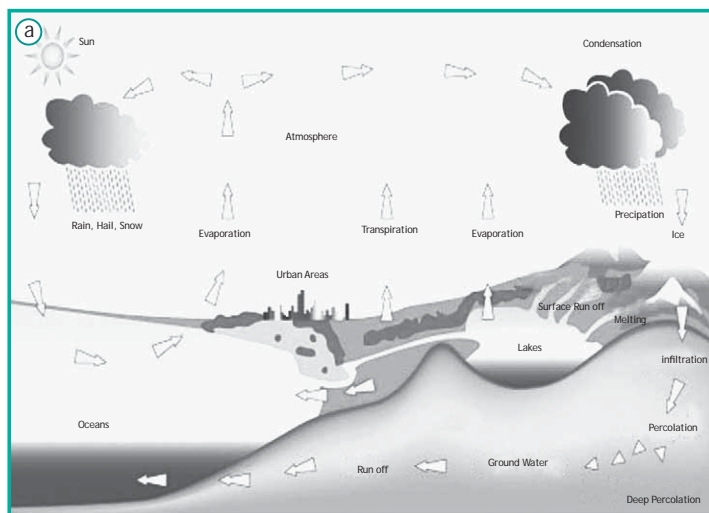
## Activity 10

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.

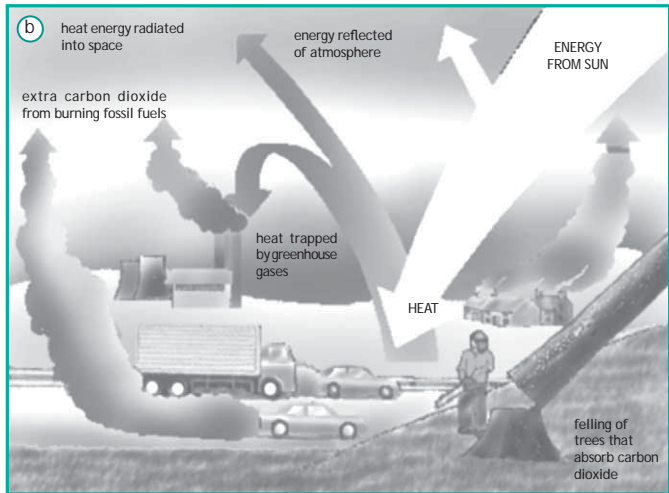
## Activity 11

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

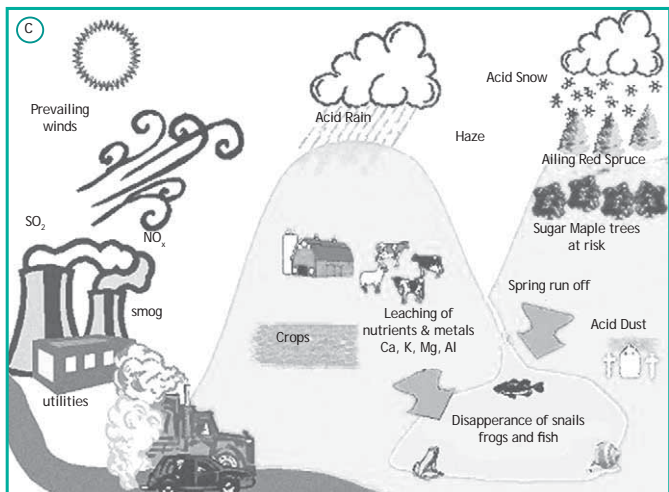


Source: <http://www.yuw.com.au>

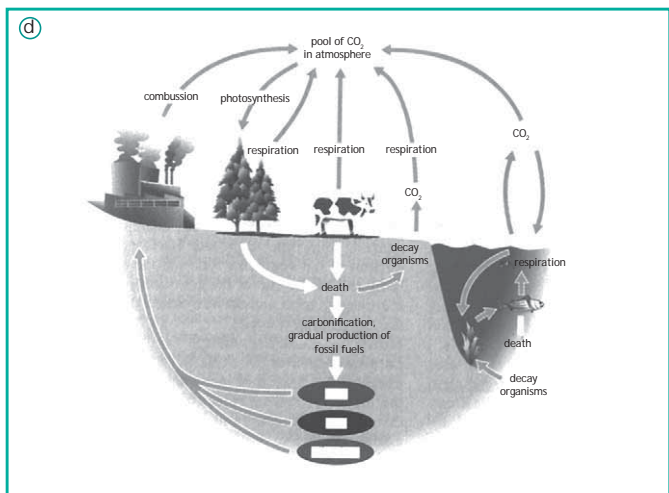




Source: *The Oxford Children's Pocket Encyclopedia*



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



Source: *Science and Technology Encyclopedia, 1998*

## Activity 12

Listen to the tape to 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>\_\_\_\_\_ to 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 vapor 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 vapor 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*, 1998

## Activity 13

Read 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 vapor?
5. Where does the water vapour cool off?
6. What does the cooled water change into?
7. What makes the drops be held 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 and accusing;
- use expressions for admitting and denying wrong doing;
- use expressions for making a promise and swearing;
- perform a monologue of 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 by yourself. 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?  
How would you express the above?

### Activity 2

Read and practise the following dialogue.

Mr Suherman : Dadi... 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 different social phenomena.
- Dadi : Yes, Sir. I honestly regret doing this shameful thing. I promise I won't do it again.
- Mr Suherman : You'd better keep your promise, or else you'll fail my subject.

### Activity 3

**Work in pairs. Discuss the answers to the following 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 because wrong doing?
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?
8. What phrases does Dadi use to express his regret?
9. What phrases does Dadi use to 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 keeps 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 mosquitoes. All right?

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 doing something wrong 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 Doing Something Wrong

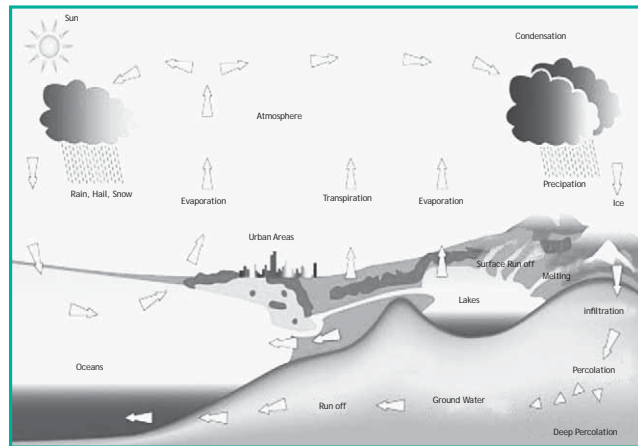
- I admit to (doing something).
- I admit that I ....
- I confess to (something).

### 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 following text.

### 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 clouds.

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

Rain fall also replenishes river water supplies, as does underground water. Snow fall may consolidate into glaciers and ice sheets which, when they melt, release their water into the ground, into stream or into the seas.

Taken from *Geographica's Pocket World Reference*, 2007

## Activity 7

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

1. Why does the majority of evaporation take place over seas?
2. How do clouds form?
3. How many major types of cloud formation are there?
4. What types of clouds are associated with rainy weather?
5. What 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 the phonetic symbols. Then pronounce the words.

1. falls /fɔ:lz/
2. washes /wɒʃɪz/
3. slopes /sləʊpz/
4. clouds /klaʊdɪz/
5. supplies /sə'plaɪs/
6. glaciers /'glæsjəz/
7. evaporates /ɪ'væpəreɪts/
8. becomes /bɪ'kʌmz/
9. ensures /ɪn'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      |

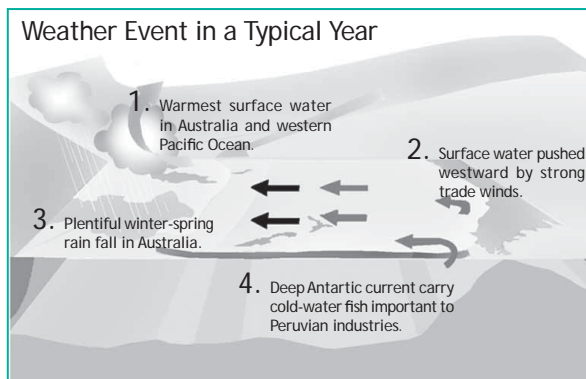
## Activity 10

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



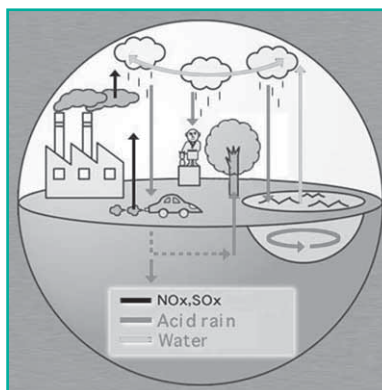
## Reading

In this section, you will learn how to:

- identify the structure of explanation texts;
- read and study explanation texts;
- read and identify meaning of picture diagrams.

### Activity 1

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



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 its 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 also emitted as one of the 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*, 1998

## Activity 4

Work in pair. 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 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

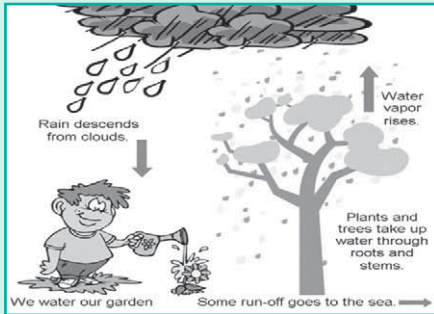
Read and study the following structure of explanation text.

Texts	Structure of Explanation Texts
<ul style="list-style-type: none"><li>• 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)</li><li>• 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)</li><li>• 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)</li></ul>	<ul style="list-style-type: none"><li>• <b>General Statement</b> provides a general statement to position the reader. It focuses on generic, non human participants.</li><li>• <b>Explanation</b> gives a sequence explaining of why or how something occurs. It is comprised mainly of material and relational process, temporal, causal circumstances and conjunctions.</li></ul>

## Activity 6

Read the following text.

### 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 is warm 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*, 1999

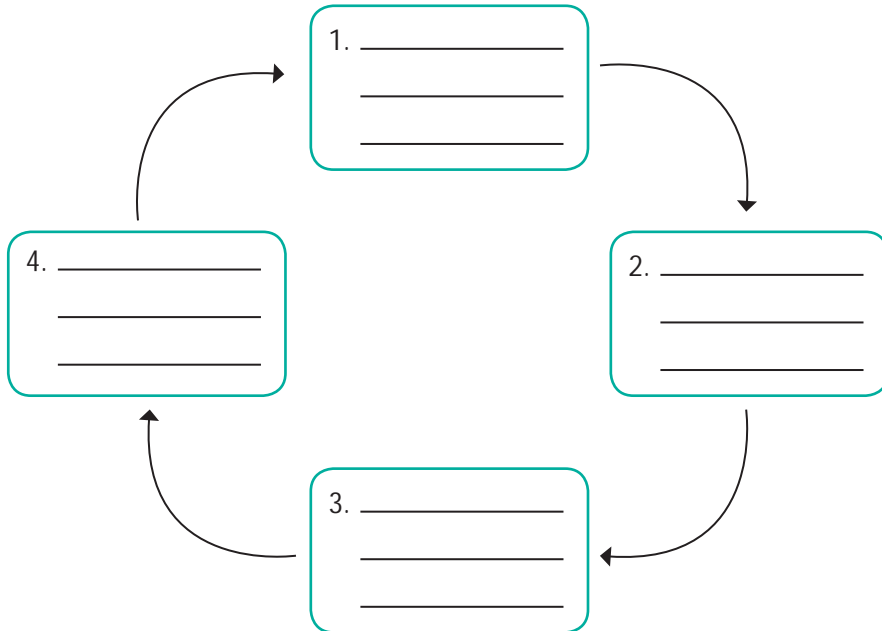
## Activity 7

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

1. Rain doesn't always comes from clouds.
2. Steam rises from the hot water.
3. The water in the oceans is warm 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 it in with events happening in the water cycle.



## Activity 9

Read the following text.

### The El Niño and La Niña Phenomena

Deviations from normal temperature patterns of the southern Pacific Ocean, between Australia and South America, result in the phenomenon called El Niño. Under normal conditions, eastern trade winds blow across the Pacific. These drive the sun-warmed surface water from the central Pacific to the coast of northern Australia. When clouds form above this area of warm water and move over Indonesia, Papua New Guinea, and

Australia, they bring rain with them. Every two to seven years, however, this pattern is interrupted by the El Niño event. During El Niño, the Pacific Ocean of Australia does not warm as much as it normally does. Instead, it becomes warmer right up to the coast of Peru in South America. At the same time, the easterly trade winds that blow across the Pacific reverse their direction. This causes high-pressure systems to build up to the north of

and across the Australian Continent, preventing moist tropical air reaching the continent. These conditions in turn result in storms, and in rain falling in the eastern Pacific Ocean and in South America instead of in Australia, Papua New Guinea, and Indonesia, which suffer drought conditions.

While the effect of El Niño are sometimes weak, at the other times they are very strong. During a severe El Niño period, extreme drought conditions prevail, as in 1982–83 and 1997–98. In contrast, heavy rainfall and flooding occurred in parts of North and South America. In 1997, there were severe storms and

floods in Mexico and further north along the west coast of the United States.

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. Thus, much more cloud develops than usual, and this brings considerably more rain to Australia and neighbouring countries.

Taken from *Geographica's Pocket World Reference*, 2007

## Activity 10

Answer the questions individually.

1. What cause the El Niño phenomenon?
2. Explain how rain falls in Indonesia, Papua New Guinea, and Australia.
3. Explain why Australia, Papua New Guinea and Indonesia suffer drought conditions during El Niño year.
4. What natural disasters did Mexico suffer in 1997 as the result of El Niño?
5. Explain how La Niña effect takes place.

## Writing

In this section, you will learn how to:

- follow the stages of writing an explanation text;
- write an explanation text.

### Activity 1

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

#### The El Niño Phenomenon

##### 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 "pulled 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 *Phillip's Science and Technology Encyclopedia*, 1998

## 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 its explanation.

- Most nitrogen *is also emitted* as one of the nitrogen oxides (NO or NO<sub>2</sub>), both of 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	Patterns
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 tense 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 passive sentences or clauses in it. Write them in your workbook.

### UN Shot

- Rudi : Why are you so late today?  
 Tino : Sorry, Rud. 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)

### What Causes Air to Rise?

There are four ways in which the 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 flow 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 flow pressure, clouds will form and rain may fall.

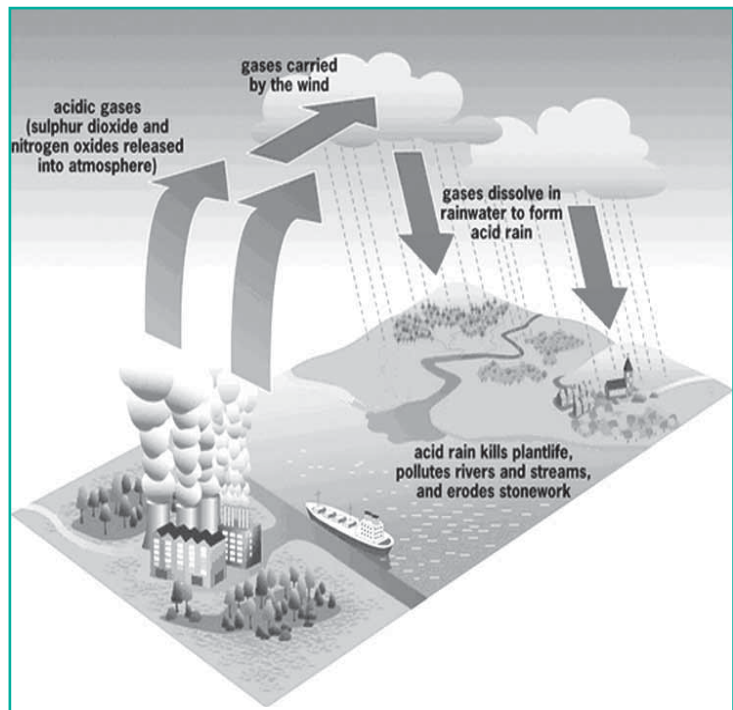
## Activity 6

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

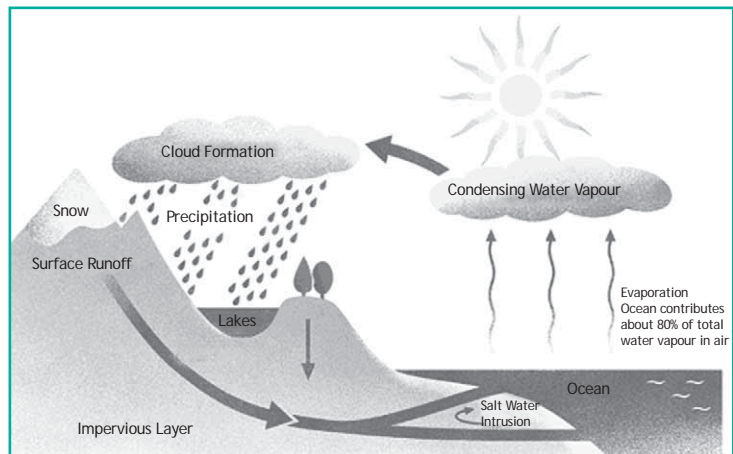
### New Horizon

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/>

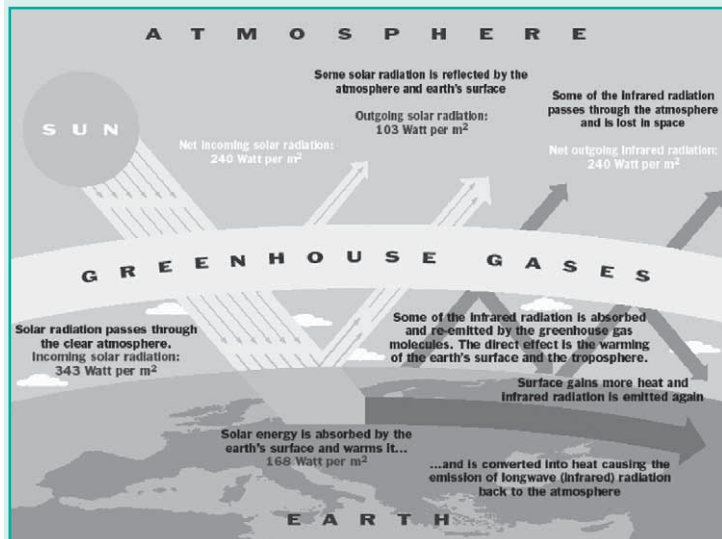
## Activity 7

Now, find an explanation text from magazines, newspaper or encyclopedia and make a diagram of the text. Look at and study the following example.

### The Greenhouse Effect

The greenhouse effect is a warming of the air around us. It gets its name from the greenhouses that people use to grow plants. These greenhouses let in heat from sunlight and trap it inside. Earth's atmosphere—the layer of air that surrounds our planet—also traps heat.

Greenhouse effect is raised temperature at a planet's surface as result of heat energy being trapped by gases in the atmosphere. Certain gases cause the atmosphere to act like the glass in a greenhouse. As a result, the temperature of a planet's surface may be higher than it otherwise would be—on Earth about 33° C (59°F) higher. The main gases that produce the greenhouse effect on Earth are water vapour and carbon dioxide. Scientists suspect that increased discharge of carbon dioxide from human activity (notably motor transport and industry) is contributing to global warming.



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

## Chapter Summary

### 1. Language Functions

- a. Blaming and Accusing
  - I think you're the only person who could have done it.
- b. Admitting and Denying of Doing Something
  - I admit to do that things, but I didn't do it in purpose.
- c. Making a Promise and Swearing
  - I promise that I didn't do that.

### 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

## 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 and swearing;
3. respond to explanation texts;
4. perform a monologue of explanation text;
5. read explanation texts;
6. write an explanation text;
7. 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 or swear?
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 friends.

# Chapter 3

## Let's Discuss Some Issues



Source: <http://prasetya.brawijaya.ac.id>

### *In This Chapter*

#### **Listening:**

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

#### **Speaking:**

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

#### **Reading:**

- Reading discussion texts
- Reading a short functional text: poster and graph

#### **Writing:**

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

## Listening

In this section, you will learn how to:

- listen to expressions for saying curiosity and showing attitudes;
- listen to expressions for discussing possibilities;
- listen to oral 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 about abortion."
2. "What I'd really like to find out are the facts about abortion in Indonesia."
3. "I think it's possible that our government will have a policy on abortion cases."

### Activity 2

Listen to the dialogue from the tape 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

You are going to listen to the dialogue from the tape again. Complete it while you are listening. Compare your answer with your friend's.

Nadia : 1 \_\_\_\_\_ what your opinion on abortion is.

Adi : 2 \_\_\_\_\_ I oppose it.

Nadia : So, is that why you voted for a president candidate who is pro-life?

Adi : Yeah. 3 \_\_\_\_\_ the government won't pass a law legalising abortion.

Nadia : But I heard the House is discussing a bill to legalise abortion for medical reasons.

Adi : Really? 4 \_\_\_\_\_ the law won't be misused by some irresponsible people.

## Activity 4

Work in pairs. Listen to the dialogue from the tape. Then complete the text.



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 a lot. 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>\_\_\_\_\_. Yet, if the weather gets worse, <sup>7</sup>\_\_\_\_\_ of changing the plan? Maybe you can go camping.
- Deni : Hmm. <sup>8</sup>\_\_\_\_\_.

## Activity 5

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



## Activity 6



Source: *Cloning: Frontiers of Genetic Engineering*, 1999

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 food.

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. You are going to listen to a text from the tape about genetic engineering. Then fill it out with the paragraphs containing the information.

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 the 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.	_____
8. Genetic engineers may come up with some very tempting ideas.	_____

## Activity 8

Listen to the text from the tape again and take notes of some information based on what you hear on 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 and showing attitudes;
- use the expressions for discussing possibilities;
- retell a discussion text.

### Activity 1

Answer these questions orally.

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

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.*

## Activity 3

Read another dialogue and identify the expressions of curiosity, showing attitudes 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 really approve of genetically modified organism?

Adi : Well, that depends.

Dian : What do you mean? You can say "yes", "no", or "not sure".

Adi : No, I'm sure. It depends on the use of the transgenic or plants. If a country suffers from famine, we can make good use of genically 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 possible. OK. Thank you both. I appreciate your opinions.

Tania : No problem.

Adi : Good luck with your survey.

### 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*

## Activity 4

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

For 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 be 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 3 for saying you are curious.

## Activity 6

Answer the following questions orally.

---

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 make 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 capital punishment.

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) ...

## 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 the 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

Find the meaning of these words in your dictionary.

1. mobile phone
2. retired
3. convenient
4. emergency
5. break down
6. the Net
7. annoying
8. boring
9. switch off
10. freedom

## 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.

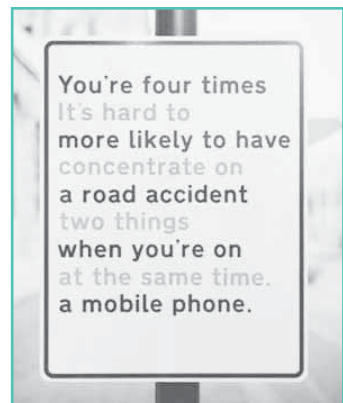
You can start your monologue with the following:  
Well, today I'm going to talk about mobile phones. Nowadays, everywhere you go, you see people using mobile phones. But is it good or bad? Of course there are advantages and disadvantages of mobile phones ....

## 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 discussion texts and identify meaning in a discussion texts;
- identify the structure of discussion texts;
- comprehend lead diagrams.

### 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. a young human or animal before birth
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.

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 \_\_\_\_\_ 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 majority religions are chief opponents of abortion.

### 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))

## Pronunciation *Practice*

Pronounce these words after your teacher.

1. abortion /ə'bɔːrʃn/
2. opponent /ə'pəʊnənt/
3. proponent /prə'pəʊnənt/
4. pregnancy /'pregnənsi/
5. controversial /,kɒntrə'vɜːʃl/
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 circumstances. 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 personhood. They argue that personhood 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 by 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

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

### Your Project

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

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

Reasons against:

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

Reasons for:

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

Conclusion:

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

## Activity 6

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

### New Horizon

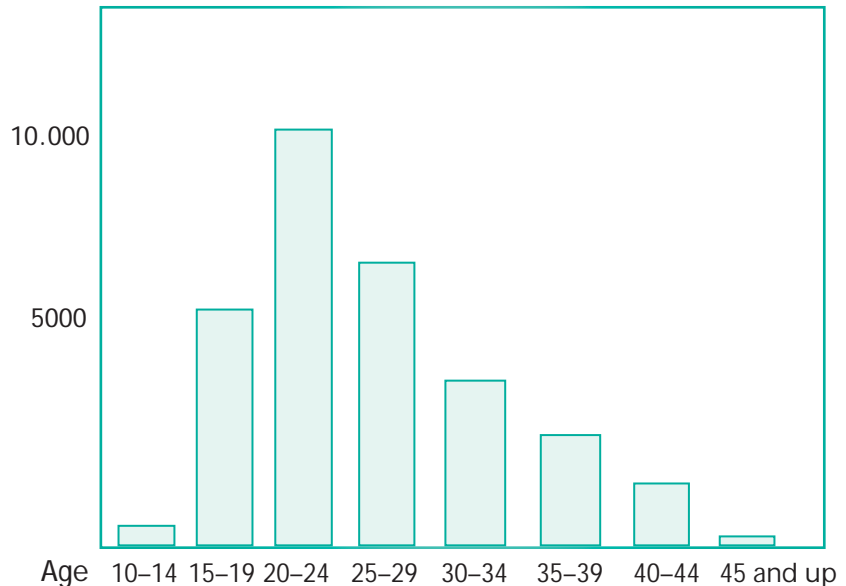
Debate is about change. We are constantly engaged in a struggle to make our lives, our community, our country, our world, our future, a better one. We should never be satisfied with the way things are now—surely there is something in our lives that could be improved.

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

### NORTH CAROLINA RESIDENT INDUCED ABORTIONS 2006

#### Induced Abortion in Unmarried Women

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.ncrti.org/statistics.htm>

1. Which age group has the most abortions?
  - a. the most number
  - b. the least number
2. What is the total number of unmarried woman being induced abortions?
3. What is the percentage of women aged 10–14 having induced abortions?
4. How many women aged 35–39 have had induced abortions?
5. What do you think of the findings? Put forward 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>

## Activity 8

Read the following text attentively.

	<b>Birth Control</b>
Issue	<p>Most people agree that some form of family limitation or spacing is desirable for the good of the family and society. But individuals and groups—especially religious groups—differ sharply on the methods of birth control that they consider moral and acceptable.</p>
Statement for and against	<p>Couples that practice birth control do so for various reasons. They may want to limit or space their children, or to have no children at all. Young couples often postpone having children so that both partners can work full-time. Other couples space their children so they can give each child as much attention as possible. Some women are advised by their doctors to avoid pregnancy for health reasons. In many countries with rapidly growing populations, the government encourages couples to limit the size of their families.</p> <p>Even though birth control has gained in acceptance, opposition to the practice is continuous. Some people fear that birth control encourages sexual relations outside marriage or that government might impose birth control. Some religious groups oppose birth control on moral grounds.</p>
Conclusion/ Recommendation	<p>Some religious groups teach that artificial methods of birth control are immoral because they separate the two purposes of intercourse in marriage—conjugal love and the procreation of children. Although they oppose all artificial birth control, they consider natural family planning acceptable.</p>

Adapted from *The World Book Encyclopedia*, 2007

## Activity 9

Draw your own conclusion of the text you have just read.

To introduce a concluding statement, use *in conclusion*, *by way of conclusion*, or *to conclude*.

- By way of conclusion, I'd just like to add that the answers to the questions I have raised would still appear to be a long way off.

For example:

- In conclusion, I'd like to say that everyone should be able to work if they want to.

## Activity 10

Find the synonyms of these words in the text.

- |                |                           |
|----------------|---------------------------|
| 1. restriction | 8. disagreement           |
| 2. disagree    | 9. decree                 |
| 3. ethical     | 10. basis                 |
| 4. delay       | 11. synthetic             |
| 5. interest    | 12. the act of having sex |
| 6. gestation   | 13. matrimonial           |
| 7. incite      | 14. propagation           |

### Englishclub.com

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.

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

## 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.

All of the sentences above have the same meaning. We use conjunctions *even though*, *although*, *though* to show opposition or an unexpected result.



5. They could have a *good* conversation.
  - *Black, tired, good, unknown, and whole* are **adjectives**.
  - An adjective can be placed after an **article** or before a **noun**.
  - An adjective can modify **nouns** as Subjects or Objects.
  - The adjectives placed after **to be** are Predicate.

## Activity 11

### UN Shot

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

- a. However
- b. Moreover
- c. Otherwise
- d. Therefore
- e. Although

(UN 2003/2004)

Combine the two sentences in each number. Use *even though, although* or *though*.

1. Most people agree with family limitation.  
Many religious groups consider birth control immoral.
2. Some religious groups oppose all artificial birth control.  
They consider natural family planning acceptable.
3. 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.
4. In many countries the government campaigns for birth control.  
Some people fear that birth control devices encourages sexual relations outside marriage.
5. Birth control usually refers to artificial methods.  
Nature itself has built-in control for limiting and spacing births.
6. Many countries allow abortion. Abortion laws vary from country to country.
7. 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.
8. Many people oppose abortion. They approve of abortion if a woman's life is endangered by her pregnancy.

## Writing

In this section, you will learn how to:

- write a discussion text.

### Activity 1

Look at the picture and answer the questions.



Source: CD Image

1. What are the things in 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 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 to write 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!

So what are the advantages of mobile phones?

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

*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.

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

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 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 text 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

### 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.

people could make them by hand. This kind of 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 workplace. 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 the advantages of computers at home and which are the disadvantages. 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!

Advantage	Disadvantage
_____	_____
_____	_____

## Activity 6

Write a discussion text based on the statements of differing points of view in Activity 4.

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. Consult with your teacher.

## Chapter Summary

### 1. Language Functions

- a. Express Curiosity and Showing Attitudes
  - I'd like to know about your vision.
  - I'd just like to say that I really appreciate your opinion.
- b. Expressions for Discussing Possibilities
  - Yes, there is a possibility to this matter.

### 2. Genre

Discussion

Social function : to present (at least) many different aspects of an issue

Generic structure :

- Issue : introduces the statement and previews of issue
- Arguments : states of 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 showing attitudes;
2. respond to discussion texts;
3. use expressions for discussion possibilities;
4. perform a monologue of discussion text;
5. read discussion texts;
6. write a discussion text;
7. identify an advertisement, poster, and pamphlet.

**Now, answer the questions.**

1. What expressions do you use to express your curiosity and show your attitude ?
2. What do you say if you want to state a 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 friends.**

# Review 1

## A. Listening

Listen carefully to the tape to answer the questions.

You are going to listen to some short dialogues from the tape. 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. Why?
    - c. Sure.
    - d. Excuse me.
  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 are they?
- Questions 6–10 are based on the listening text you are going to hear.
6. What is the text about?
    - a. A garden.
    - b. A menagerie.
    - c. A gardener and a bear.
    - d. Quinces and melons.
  7. Where did the gardener live?
    - a. In the western part of Persia.
    - b. In the eastern part of Persia.
    - c. In the eastern part of Iraq.
    - d. In the southern part of Iran.
  8. Why did the gardener make friends with the bear?
    - a. Because he got bored growing flowers and plants.
    - b. Because he wearied of having no one to talk to.
    - c. Because the bear fed him on quinces and melons.
    - d. Because his children wanted a pet.
  9. What did the bear do to express his gratitude to the gardener?
    - a. He helped the gardener grow flowers and plants.
    - b. He stood by and drove off the flies when the gardener took a nap.



- c. He guarded the gardener's garden.
  - d. He invited the gardener to come into his nest.
10. How was the gardener killed?
- a. The bear ate him.
  - b. The bear hurled a stone at his nose.
  - c. The bear scratched him.
  - d. The bear was angry with him and killed him.

**Questions 11–13 are based on the listening text you are going to hear.**

11. Where do fossil fuels come from?
- a. The dead plants and animals which were buried hundreds years ago.
  - b. The faeces of prehistoric animals.
  - c. The rotten parts of dead animals.
  - d. The parts of dead plants and animals that are left over millions of years.
12. Where does the energy of fossil fuels come from?
- a. The process of decomposition of dead plants and animals.
  - b. The minerals they absorbed from soil.
  - c. The Sun.
  - d. The energy obtained from underground hot rocks.
13. In what form is the stored energy from the Sun released?
- a. In the form of heat.
  - b. In the form of electricity.
  - c. In the form of nuclear energy.
  - d. In the form of light.

**Questions 14–15 are based on the listening text you are going to hear.**

14. Which statement is true according to the text?
- a. Nuclear energy produces gases contributing to the greenhouse effect.
  - b. Nuclear energy releases poisonous gases to the air.
  - c. Nuclear energy is produced from changes in nuclei.
  - d. Nuclear energy produces a little amount of energy.
15. The disadvantage of nuclear energy is that \_\_\_\_\_.
- a. it produces a large amount of energy.
  - b. the nuclear waste that is produced is very difficult to store safely.
  - c. it is very cheap to make an old nuclear reactor safe.
  - d. it does not produce poisonous gases.

## B. Reading

Answer the questions by choosing the best answer.

---

Questions 16–20 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 a good place to live. 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 where there were broad fields of cogon grass and an abundance of water, and there they made their home. Their children still live in that place 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 women’s baskets (baraan). When they found a good spot, they settled down. Their descendants, still dwelling there, 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>

16. How many children did Toglai and Toglibon have?
- Two.
  - Four.
  - Six.
  - It is not stated in the text.
17. Who are descended from the Spaniards and Americans?
- Toglai and Toglibon's first children.
  - The children who were born after the first children left.
  - The children who were called Magindanau.
  - The children who remained at Cibolan.
18. Why did the children of Toglai and Toglibon leave Cibolan?
- Because the Spaniards came to the Philippines.
  - Because there came a great drought which lasted for three years.
  - Because the region where they lived was inundated with water.
  - Because their parents passed away.
19. "Surely," said the people, "*Manama* is punishing us, and we must go elsewhere to find food and a place to dwell."
- What does *Manama* probably mean?
- Father.
  - Mother.
  - God.
  - Spirit.
20. Why didn't the last two children leave Mount Apo?
- They were too weak to travel.
  - They loved their land very much.
  - They waited for rain fall.
  - They found a stalk of sugarcane.

Questions 21–25 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 - caps. 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 as 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

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

Questions 26–30 are based on this text.

### Insecticides

Insecticide is a substance that kills insects. Insecticides are sometimes called pesticides.

Farmers and gardeners usually use insecticides to protect plants and animals. Apple trees must be sprayed, or many of the apples will become "wormy" with moth larvae (young). Many livestock owners spray their livestock or dip them in an insecticide solution to protect them from flies, lice, mites, and ticks. These pests spread such diseases as cattle fever and sheep scab. Diseases such as malaria and typhus can be controlled by using insecticides to treat the breeding places of the insects that spread the diseases.

Agricultural pesticides prevent a monetary loss of about \$9 billion each year in the U.S. For every \$1 invested in pesticides, the American

Farmer gets about \$4 in return. These benefits, however, must be weighed against the costs to society of using pesticides, as seen in the banning of ethylene dibromide in the early 1980s. These costs include human poisonings, fish deaths, honey bee poisonings, and the contamination of livestock products. The environmental and social costs of pesticide use in the U.S. have been estimated to be at least \$1 billion each year. Thus, although pesticides are valuable for agriculture, they also can cause serious harm.

Taken from *The World Book Encyclopedia*, 2007

26. What is insecticide?
- A substance that kills weeds.
  - A substance used to kill insects.
  - A substance used to eradicate malaria and typhus.
  - A substance used to fertilise land.
27. Apple trees must be sprayed, or many of the apples will become "wormy" with moth larvae.
- Wormy means \_\_\_\_\_.
- Be like worms
  - Eaten by worms
  - Killed by worms
  - Full of worms
28. Many *livestock* owners spray their ....
- What is the Indonesian equivalent of livestock?
- Kehidupan*.
  - Mata Pencaharian*.
  - Nafkah*.
  - Ternak*.
29. What is the ratio of the cost and the benefit of the using of pesticides?
- The ratio is 1:4.
  - The ratio is 1:9.
  - The ratio is 4:1.
  - The ratio is 9:1.

30. What is the conclusion of the text?
- Pesticides are useful.
  - Pesticides are dangerous.
  - Pesticides are harmful.
  - Pesticides are valuable, but they can cause serious harm.
31. Ari : My teacher gave me an assignment to write a book review. Can you tell me what book I should review?
- Adi: Well, \_\_\_\_\_ you'd better review The Adventures of Tom Sawyer.
- sorry to say that
  - I'd like to suggest that
  - if I were you
  - I have no objection
32. Dadi : Would you mind making a copy of this book?
- Reni : Oh, \_\_\_\_\_ no part of the book may be copied.
- I have no objection
  - sure
  - I suggest
  - sorry to say that
33. Nadia : Hey, Adi. Do you have any plans for tomorrow.
- Adi : No. \_\_\_\_\_. Why?
- I'm planning on mountain climbing.
  - Nothing's come up yet.
  - I'm thinking of going to Mount Salak
  - Maybe you can go camping
34. Hamka : Hi, \_\_\_\_\_ you would answer a question for me.
- Hatta : It depends. What's it for?
- I think
  - I wonder if
  - I feel
  - I have to say
35. Ari : Hi, Ari Do you know about the weather for tomorrow?
- Adi: \_\_\_\_\_ it's going to be hot and sunny.
- I predict
  - The plan is
  - I'm planning
  - What I'm saying is
36. \_\_\_\_\_ birth control has gained in acceptance, opposition to the practice continues.
- Despite
  - For
  - Although
  - Since
37. Most people agree with family limitation. \_\_\_\_\_, many religious groups consider birth control immoral.
- Nevertheless
  - Moreover
  - Therefore
  - Hence
38. We went out \_\_\_\_\_ the rain.
- Although
  - Because
  - In spite of
  - Because of
39. \_\_\_\_\_ I'd like to say that everyone should read the book.
- As a conclusion
  - To come to the conclusion
  - Concluding
  - To conclude

40. Ultimately, all the carbon compounds \_\_\_\_\_ by decomposition, and the carbon is released as CO<sub>2</sub> to be used again by plants.
- break down
  - broke down
  - is broken down
  - are broken down
41. Water \_\_\_\_\_ into the atmosphere by plants through photosynthesis.
- is also released
  - is releasing
  - releases
  - has released
42. 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.
- has been used
  - had been used
  - could be used
  - was first used
43. A nucleus \_\_\_\_\_ of protons and neutrons.
- is made up
  - makes up
  - made up
  - was made up
44. Rani : How often do you wash your hair, Dani?
- Dani : I like \_\_\_\_\_ my hair twice a week.
- washing
  - to wash
  - to be washed
  - being washed
45. Mus : If I had known that Adi were ill, I'll have gone to see him.
- The real situation was that \_\_\_\_\_.
- Mus had not known that Adi was ill
  - Mus didn't know that Adi was ill
  - Mus knew that Adi was ill
  - Mus doesn't know that Adi was ill
46. I don't have a car, but if I \_\_\_\_\_.
- have one I will drive to Yogyakarta on my vacation
  - had one I would drive to Yogyakarta on my vacation
  - have had one I would drive to Yogyakarta on my vacation
  - had one I would drive to Yogyakarta on my vacation
47. If I had known her, I \_\_\_\_\_ to her.
- would speak
  - will speak
  - would have spoken
  - spoke
48. If Budi arrives on time, I \_\_\_\_\_ to him.
- will talk
  - am talking
  - would talk
  - talked
49. If I knew English better, I \_\_\_\_\_ .
- would read some English novels
  - will read some English novels
  - would have read some English novels
  - wouldn't read some English novels

50. Tomb Raiders \_\_\_\_\_ by Steven Spielberg.
- a. is not directed
  - b. is directed
  - c. was not directed
  - d. is being directed

Find passive sentences in the following text.

### Greenhouse Effect

The Greenhouse effect is raised temperature at the planet's surface as result of heat energy being trapped by gases in the atmosphere. Certain gases cause the atmosphere to act like the glass in a greenhouse. As a result, the temperature of a planet's surface may be higher than it otherwise would be—on Earth about 33° C (59°F) higher. The main gases that produce the greenhouse effect on Earth are water vapour and carbon dioxide. Scientists suspect that an increased discharge of carbon dioxide from human activity (notably motor transport and industry) is contributing to global warming.

Greenhouse gases are fairly transparent to the short-wavelength, visible and ultraviolet light that brings most of the Sun's energy, though about 25% is reflected by the atmosphere, and 25% is absorbed by it. About 5% is reflected from the Earth, which absorbs the rest. Some of this absorbed energy

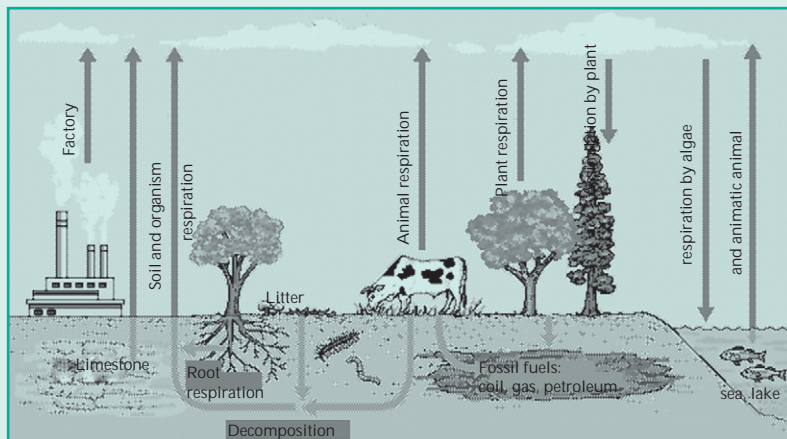
rises again in thermals or in the heat of evaporated moisture. The rest is reradiated as long-wavelength infrared rays. The infrared radiation emitted by the Earth is partially transmitted straight back into space. A much greater amount is absorbed by the greenhouse gases, which are very efficient absorbers of the long infrared wavelengths. Some of the absorbed heat is reradiated into space, but a lot is radiated downwards to fuel global warming. Half the world's population lives on low-lying coastal areas, such as the Bay of Bengal which is particularly vulnerable to flooding. Global warming could cause the sea level to rise. A 2m (6ft) rise in sea level would inundate close to 20% of Bangladesh and require tens of millions to be evacuated. A larger rise of 5m (16ft) would drown close to half the country.

Taken from *Science and Technology Encyclopedia*, 1998.



### C. Writing

Write an explanation text based on the diagram. Continue the following text.



Source: Microsoft ® Encarta ® Reference Library 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 (CO<sub>2</sub>) found in the atmosphere or dissolved in water ....

.... Ultimately, all the carbon compounds are broken down by decomposition, and the carbon is released as CO<sub>2</sub> to be used again by plants.

Taken from Microsoft ® Encarta ® Reference Library

2008

# Chapter 4



Source: <http://www.scan.tucos.com>

## It's a Great Story

### *In This Chapter*

#### **Listening:**

- Listening to expressions for persuading, encouraging and hoping
- Listening to expressions for criticising and deterring
- Listening to monologues of narrative texts

#### **Speaking:**

- Persuading, encouraging and hoping
- Using expression for criticising and deterring
- Performing monologues of narrative texts

#### **Reading:**

- Reading narrative texts
- Reading a short functional text: announcement

#### **Writing:**

- Writing a narrative text
- Writing a short functional text: announcement

## Listening

In this section, you will learn how to:

- listen to persuasion, encouragement and hope;
- listen to criticism and deterrence;
- listen to monologue of narrative texts.

### 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 persuades 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 criticises you for being pessimistic. What do you say to respond to her?
4. You say you intend to stop writing short stories. Your sister advises 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 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

Listen to the dialogue from the tape. Complete the text of the dialogue while listening. Compare your answers with your friend's.

- 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 please 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 for 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.

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

## 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 from the tape. Choose the most appropriate responses to the expressions in the dialogue.

1. Ryan : \_\_\_\_\_
  - a. I'll consider that.
  - b. If I were you, I wouldn't do that.
2. Sandy : \_\_\_\_\_
  - a. Well, I'll try.
  - b. Come on.
3. Cindy : \_\_\_\_\_
  - a. Come on ... Don't give up.
  - b. Sure!
4. Desi : \_\_\_\_\_
  - a. Thanks for your support.
  - b. Certainly. I hope so.
5. Ferdy : \_\_\_\_\_
  - a. OK. I won't give up.
  - b. All right then. I won't do that.

## Activity 6

Answer the following questions.

1. Do your parents teach you to work hard?
2. How do they teach you to work hard?
3. Do you think hard work brings its own reward?

## Activity 7

Listen to the story from the tape. Then fill in the missing words.

### The Farmer and His Sons

There was once an old, <sup>1</sup>\_\_\_\_\_ farmer who had always worked hard in his <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 from the tape again. Then fill in the table based on the story. Discuss the answers with your 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 Rp5,000,000

Welcome to penulispemula.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 narrative text.

### Activity 1

Answer the questions.

---

If you are in the following situation, what will you say?

1. You read a notice informing a short story contest. You want your brother to enter the competition but he refuses to take part. You 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 a 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, 2006*

- Cindy : Hi, Sandi. How are you?  
Sandi : Great. And you?  
Cindy : Ahahaha, 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. How come? But, don't worry about it. You'll win another contest and you'll not forget next time, won't you?  
Cindy : Yes, that's for sure. But, I don't 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 girl. 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 was 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 to it?
3. What does Sandi say to encourage Cindy?
4. What does Cindy say to respond to it?
5. Cheryl thinks of quitting writing short stories. What does Sean 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

Practice the following short dialogue with your partner. Pay attention to your intonation and expression.

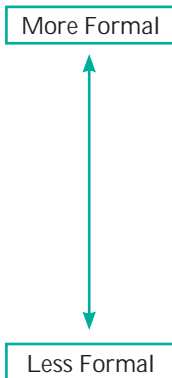
### Your Project

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 perform a role play.

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.

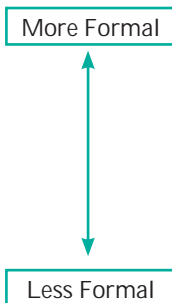
## What to Say

Study the following expressions for persuading, encouraging, advising someone not to do something (detering).



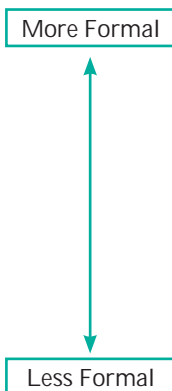
### Expressions for Persuading

- 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 ...?



### 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.



### Expressions for Advising Someone Not to do Something (Detering)

- 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 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 italicised 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

Answer these questions before you read the story.

What will you do if:

- You have a lot of money?
- You have no money but your father have a lot?

## Activity 8

Pay attention while your friend retells the following story in her/his own words. The following questions will help your friend retelling again 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. Describe the character of Cheung Tsai.
4. Why did Mr Cheung get angry?
5. What does this story teach us?

## Activity 9

Find the words in the text which have the following meaning.

1. A man or a boy (\_\_\_\_\_)
2. Not taking care; thoughtless (\_\_\_\_\_)
3. To learn information, after trying to discover it or by chance (\_\_\_\_\_)
4. Arrangement for doing something (\_\_\_\_\_)

5. To use something that belongs to someone else and that you must give back to them later (\_\_\_\_\_)
6. To give the use of something to somebody for a short time (\_\_\_\_\_)
7. Not give, accept or do something (\_\_\_\_\_)
8. Filled with anger (\_\_\_\_\_)
9. Large bag of strong material for carrying coal, potatoes etc. (\_\_\_\_\_)
10. Pay back (money) (\_\_\_\_\_)

## Activity 10

Fill in the table with the events of the story occurred in each paragraph.

Paragraph	Event
Paragraph 1	_____
Paragraph 2	_____
Paragraph 3	_____
Paragraph 4	_____
Paragraph 5	_____
Paragraph 6	_____

## Activity 11

Retell your own favourite story in front of the class.

### Family Storytelling Contest

We invite people of all ages to tell us a story: a narrative of their family's history or traditions or a story from their imagination.

Prizes:

1st - \$500-plus publication on our web site

2nd - \$300-plus publication on our web site

3rd - \$100-plus publication on our web site

Deadline - Entries must be received by April 4, 2008

Info: <http://www.intergenerationday.org>

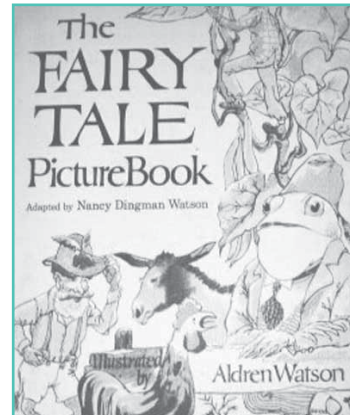
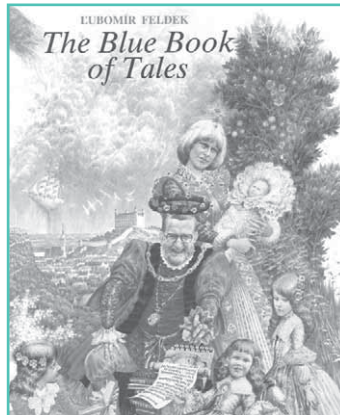
## Reading

In this section, you will learn how to:

- understand the structure of narrative texts;
- identify meanings in narrative texts;
- predict the content of the texts.

### 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 is it?
3. Can you tell the class what it is about?

### Activity 2

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?
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 the left column in Activity 5. Make any 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.

## Activity 7

Read another story and identify the text structure of the story.

### The Story of Mbok Gendong

Orientation — One day in a village lived an old grandmother. She was called mbok Gendong. She was a widow.

Evaluation — One particular day, she bought a fish net to catch fish. She wanted to replace her husband work. Since that time mbok Gendong always went to the beach to catch the fish. She threw the net and drew it back. Once, when she drew the net back, there was a gold snail hooked in her net. She put that snail in the clean water container, then she took it home. The day after that, she quit as a fisher and sold a teak leave again. But, it was not saleable. Then, she was back home with a disappointed feeling.

Complication — When she got home, she found there was delicious food on the table. She asked around who made it but no one answered. She was pucky and careless, so she ate it. This happened everyday, so she was eager to know who prepared the food. She pretended to leave home. But quickly she returned back again. She peeped through the fence hole. She was very surprised to see the snail princess at her house. The princess was Chandra Kirana, "I was changed by a witch to be a snail, before I met you," said the Princess. Then, mbok Gendong said, "Would you be my foster child?" The princess accepted.

One morning, there was a beggar who asked for food. Chandra Kirana gave him some food. Suddenly, the beggar changed into a handsome man. Actually, he was Morgan Kusuma prince. He was Chandra Kirana's husband.

Resolution — Finally, the prince and princess, Morgan Kusuma and Chandra Kirana lived happily and they took mbok Gendong with them.

Taken from *Indonesian Folk Tales*, 2006

Topic:	
<b>Orientation</b> (set the scene and introduces the participants)	_____
<b>Evaluation</b> stepping back to evaluate the plight	_____
<b>Complication</b> a crisis/problem of the story	_____
<b>Resolution</b> the crisis is resolved	_____

### 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))

## 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*. 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*.

Topic:	Premodifier	Noun	Postmodifier
Possessive Noun	(the) girl's	stepmother	
Adjective	(a) big	belly	
Adjective of Comparison	(the) eldest	daughter	
Adjective Clause		(the) water	where he caught himself a lot of fish
Noun	(the) crocodile	man	
Present Participle	(the) dining	room	
Past Participle	(the) cursed	goddess	
Prepositional Phrase		(a) hole	in the entrance

## Activity 8

Complete the following story using appropriate noun phrase in the box.

- the big Crane
- his teeth
- terrible pain
- the reward
- a small bone
- 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.

Then 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."

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

## Pronunciation *Practice*

Pronounce the following words with the -d ending.

1. killed /kɪld/
2. loosened /lu:sənd/
3. promised /prɒmɪsd/
4. showed /ʃəʊd/
5. swallowed /ʃwɒləʊd/
6. tried /traɪd/

## Activity 9

Read the story and find the noun phrases.

### 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 losses. Well, the Farmer thought it best to make 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 avenge 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 10

Read the announcement. Then answer the questions.

**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/>**

### New Horizon

If you surf the Internet, you'll find some sites that challenge you to participate in story writing contests. Some of them are free.

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

1. What is the announcement about?
2. What is the prize for the winner?
3. Do you have to pay to enter the contest?
4. How many short stories can you send at most?

5. What is the Indonesian equivalent of a postmark?
6. What is the name of a person you can contact to ask for information about the contest?
7. What is her address?

## Writing

In this section, you will learn how to:

- follow the stages of writing a narrative text;
- write a short story.

### 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 your 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 capitalization 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. Check to see that the vocabulary is appropriate and the organization is clear and logical. Use the thesaurus to help you select suitable vocabulary. You can also exchange and edit each other's script.

- **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 a wrong thing 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 honourable 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 informing a writing contest. Include the points you have just learned in the previous activity.

## Chapter Summary

### 1. Language Functions

- a. Persuading, Encouraging and Hoping
  - Why don't you try once again. I know you can do it.
  - Come on. Don't give up.
- b. Using Expression for Criticising and Deterring
  - I don't think this is a good writing. It's confusing.
  - I don't think you should 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:**

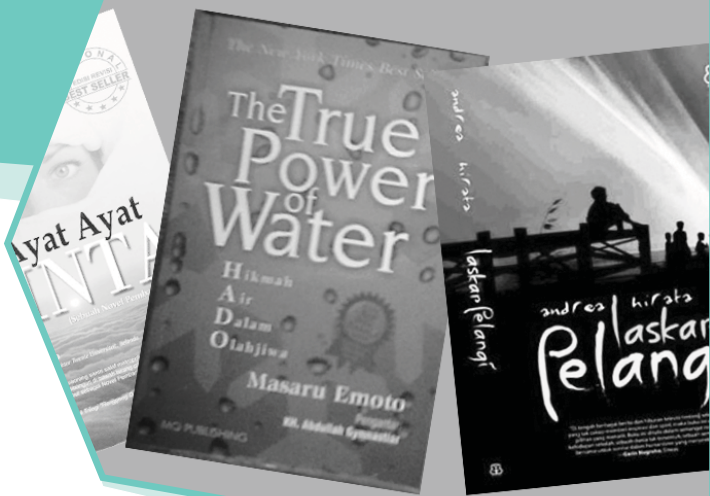
1. respond to expressions for persuading, encouraging and hoping;
2. respond to narrative texts;
3. persuading, encouraging and hoping;
4. perform a monologue of narrative text;
5. read narrative texts;
6. write a narrative text;
7. identify an advertisement, poster, and pamphlet.

**Now, answer the questions.**

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

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

# Chapter 5



## The Book Is Amazing

Sources: [www.pdat.co.id](http://www.pdat.co.id), [djjas.net](http://djjas.net),  
[rayday.files.wordpress.com](http://rayday.files.wordpress.com)

### *In This Chapter*

#### Listening:

- Listening to expressions of regret
- Listening to expressions of giving or asking plans, purpose and intentions
- Listening to expressions for predicting, speculating and judging
- Listening to monologues of review texts

#### Speaking:

- Using expressions of regret
- Giving or asking plans, purpose and intention
- Predicting, speculating and judging
- Performing a monologue of review text

#### Reading:

- Reading review texts
- Reading short functional text: pamphlet and advertisement

#### Writing:

- Writing a review text
- Writing a short functional text: pamphlets and advertisements

## Listening

In this section, you will learn how to:

- listen to expressions of regret;
- listen to expressions of giving or asking plans, purpose and intention;
- listen to expressions of predicting, speculating and judging;
- listen and respond to oral review texts.

### Activity 1

Answer the questions.

If you were in the following situations, what would you say?

1. Your friend told you that he was late to submit the review his teacher had assigned. He regretted going camping so he couldn't finish it at the weekend.
2. Your friend wanted to know what you would do after leaving high school.
3. Your friend told you that he had a plan to study Indonesian literature after leaving high school. You wanted to know what it was that he wanted by studying Indonesian literature.
4. Your friend predicted the admission test to the university would be very much like the test of last year.
5. Your friend was reading a novel. He said it was an inspiring book.

### Activity 2

Listen to some dialogues from the tape. Then 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

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 the test of last year.

Adi : 12 \_\_\_\_\_ . We can speculate that the questions will follow a set of pattern.

Dudi : 13 \_\_\_\_\_ .

## 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 from the tape. Choose the appropriate response to the expressions you hear.

---

For 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 from the tape. Answer these questions based on the dialogue you hear.

1. Where does the dialogue probably take place?
2. Who is 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), [dijas.net](http://dijas.net), [fayday.files.wordpress.com](http://fayday.files.wordpress.com)

1. Have you read one of the books above?
2. What is the type of the books above?
3. Do you like books of such a type? Do you like the kinds of books?
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?

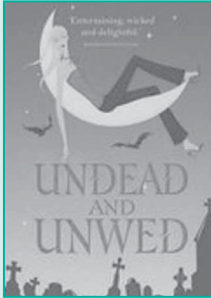


## Activity 7

You are going to listen to another review text from the tape. Fill in the gaps while listening and answer the questions.

### Undead and Unwed

Mary Janice Davidson



U n d e a d ,  
unwed and I also  
wish I could say  
1 \_\_\_\_\_. Okay  
so here I think I  
have finally sunk  
to the bottom  
of the barrel to  
try to 2 \_\_\_\_\_.  
and complete my  
challenge. I do have a bit of a thing for  
vampire novels! And that said I bought  
three 3 \_\_\_\_\_ first in the series, to see  
if it would help me catch up and bring  
me back 4 \_\_\_\_\_.

Seriously, this was one of the  
5 \_\_\_\_\_ novels I have ever read! It was  
OK and fun, but I feel like a complete  
6 \_\_\_\_\_ 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 7 \_\_\_\_\_.

Maybe one day when I've 8 \_\_\_\_\_  
how bad this book was and just how  
trashy, I'll 9 \_\_\_\_\_ a few more in the  
series! But seriously guys I wouldn't  
10 \_\_\_\_\_ it!

Taken from *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?

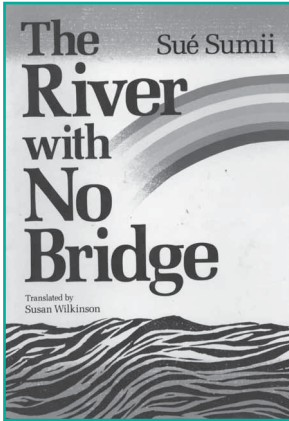
### Pronunciation *Practice*

Pronounce the following words after your teacher.

1. bottom /'bʌtəm/
2. barrel /'bærəl/
3. challenge /'tʃæɪəndʒ/
4. fraud /frɔ:d/
5. undead /ʌndəd/
6. unwed /ʌnwəd/

## Activity 8

Listen to short review of a novel *The River with No Bridge* from the tape. Then decide whether each of the statements is true or false.

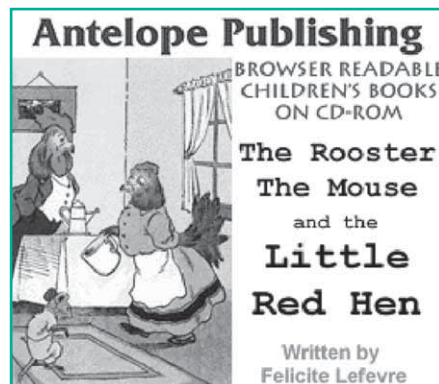


Source: *The River with No Bridge*,  
1997

1. The book was originally written in Japanese.
2. *The River with No Bridge* is much better than other novels but the translation is not so good.
3. Three people comment on the novel. Two of them praise the translation.
4. Susan Wilkinson is the author of the novel.
5. The novel provides much information about Japanese society.
6. Late Dunlop and James O'Brien are the translators of *The River with No Bridge*.
7. Van C. Gessel is the author of *The Showa Anthology*.
8. *The Late Chrysanthemum* is an anthology of Japanese poems.

## Activity 9

Look at and study the pamphlet and answer the following questions.



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

1. What is the pamphlet about?
2. What kind of book is on the pamphlet?
3. What is the title of the book?
4. Who is the writer?
5. Find a review of a children's book and read it to the class.

## Speaking

In this section, you will learn how to:

- express regret;
- use expressions of giving or asking plans, purpose and intention;
- predict, speculate and make a judgement;
- perform oral review texts.

### Activity 1

Read each of the situations. Then answer the questions or follow the instruction.

1. You tell your friend that your teacher punished you because the book review you submitted was plagiarised 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 do 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. "Is that what 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

Practice 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 plagiarised 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 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

### 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

- and idea
- a reason
- little chance
- an alternative
- a qualification

(UN 2004/2005)

Read the following dialogue and answer the questions.

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 they damage air can also cause acid rain. they damage lakes and rivers 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:

- Where does the dialogue probably take place?
- Who are involved in the dialogue?
- What do they talk about?
- What is Adi's plan?
- What does Nadia say to tell her plan?
- Does Adi predict and speculate something?
- What is Nadia's judgement at the end of conversation?

## What to Say

More Formal



Less Formal

More Formal



Less Formal

More Formal



Less Formal

### Expressing Regret

- If I had (hadn't) ..., I would (wouldn't) have ...
- I regret doing ....
- I regret ....
- I wish ....

### Expressing Plans, Intention, and Purposes

- Do you have any plans ...?
- What do we want to achieve?
- What's the plan?
- Is that what you want?

### Predicting and Speculating

- We can speculate that ....
- I would say ....
- I predict that ....

### Making a Judgement

- It's ... (, amazing, awesome etc).
- It's ... (boring, unexciting, poorly written etc).
- It's a/an ... (touching story, inspiring book etc).

## Activity 5

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.

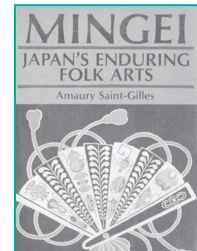
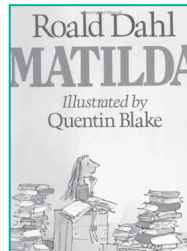
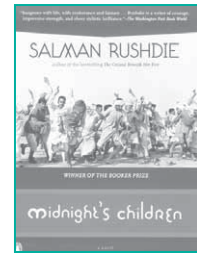
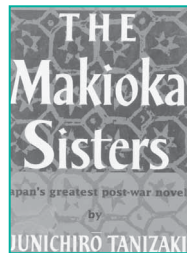


Source: <http://www.amazon.com/>

1. Have you ever read this book?
2. What kind of book you think?
3. What do you think it is about?
4. Who is the author?

## Activity 7

Study the book covers and say 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/>

### Your Project

It's a group project. Find other expressions use expressions of 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.

Fiction	Non-Fiction
science fiction	biography
romances	autobiography
historical novels	travel books
crime thrillers	hobbies and crafts

## Activity 8

Read the following text aloud and answer the question that follow. Then retell it in your own words in front of the class.



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

ERAGON:  
Inheritance, Book One  
Christopher Paolini  
Knopf Books for Young  
Readers  
Science Fiction  
ISBN: 0375826688 528 pages

### Eragon

along-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

1. What kind of text is it?
2. Have you ever read a book review?
3. What is the book review for?
4. What do you usually find in a book review?



## Activity 9

Work in pairs. Copy and complete the chart below based on the book review in Activity 8.

Title	:	_____
Author	:	_____
Setting	:	_____
Main character	:	_____
Main event	:	_____
Reviewer's opinion	:	_____

## Activity 10

Work in pairs. Ask and answer about books you have read. The words in the boxes may help you.

interesting  
wonderful  
humorous  
sensitive  
exciting

difficult  
boring  
unexciting  
poorly illustrated  
poorly written

You : Have you read \_\_\_\_\_?  
Your friend : What kind of book is it?  
You : It is \_\_\_\_\_.  
Your friend : What is it about?  
You : \_\_\_\_\_.  
Your friend : Who is the main character?  
You : \_\_\_\_\_.  
Your friend : Did you enjoy it?  
You : \_\_\_\_\_ However, \_\_\_\_\_.

## Activity 11

Discuss the following in groups of four.

---

Bertrand Russel once said, "There are two motives for reading a book: one, that you enjoy it, the other that you can boast about it."

Do you agree?

What do you read books for—wisdom, humour, ideas, excitement, facts....?

## Activity 12

Here are some pairs of words which look as if all of them rhymed, but they don't. Choose which pairs are rhymed and which are not.

---

- |                 |                   |
|-----------------|-------------------|
| 1. cut – put    | 6. word – lord    |
| 2. droop – soup | 7. blood – mud    |
| 3. boot – foot  | 8. file – style   |
| 4. said – maid  | 9. bear – fear    |
| 5. steak – make | 10. taste – waist |

## Activity 13

Read a novel. You can read either an English novel or an Indonesian one. Then, review it. Report your review orally.

---

Your book review should contain the following:

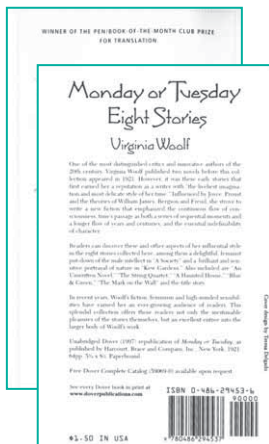
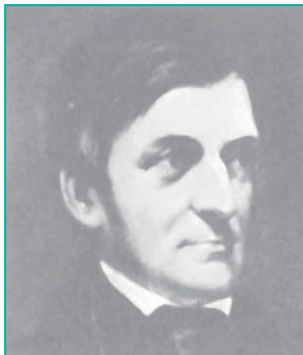
1. The title, the author and the publisher
2. Type of book: fiction or non-fiction, thriller, adventure story, romance
3. The setting—where the story takes place
4. The summary—what the story is about
5. Main character: who they are and what they are like
6. Your opinion on the book

# 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*, 1996; *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 which books 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.



Source: <http://www.ff.books.co.uk/>

ALL THROUGH THE NIGHT

Mary Higgins Clark

Pocket Books

Fiction

ISBN: 0671027123

206 pages

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

### Activity 3

Work in pairs. Discuss the answer 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.

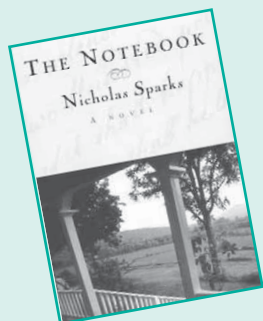
### Activity 5

Find the paragraphs in the review which contain the following information.

1. Mary Higgins Clark's novel has similarity to *Murder She Wrote*.
2. We know the formula of *Murder She Wrote*. Nevertheless, we never get bored watching the show.
3. *All Through the Night* has three plots concerning a stolen chalice, a missing baby and a will which seems to be fraudulent.
4. The main characters of *All Through the Night* are Alvirah and Willy Meehan.
5. The way the author tells the story is fast.
6. The reviewer recommends the readers read the novel.

## Activity 6

Read the following book review.



THE NOTEBOOK  
Nicholas Sparks  
Warner Books  
Romance  
ISBN: 0446605239

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

When author Nicholas Sparks sat down to write *The Notebook*, a tender love story inspired by the enduring relationship of his wife Cathy's grandparents, he wanted his readers to walk away with a renewed spirit of hope.

"I'll never forget watching those two people flirt," he recalls. "I mean, you don't see that very often. They'd been married 67 years, and yet they still loved each other. I wanted to write a book about that kind of love. I wanted people to know that unconditional love does exist."

So Sparks created *The Notebook*, the simple story of Noah Calhoun, a soft spoken North Carolina outdoorsman who carried his love for the willowy Allie Nelson with him long after their youthful romance had ended. He paralleled Noah's silent passions with

Allie's haunting thoughts—feelings she could not escape even after she became engaged to another man. He asked his readers to consider what it might mean if these relatively happy, middle-aged people found their destinies once again overlapped.

He presented a question all but universal in appeal: What would happen if two people were given a second chance at the love of a lifetime?

Sparks deftly answers that question. But it's the inspiration drawn from his real life grandparents that makes *The Notebook* more than just a novel of flames reignited. The novel opens and closes with an elderly Noah Calhoun reading aloud from his personal journals and "notebooks." And as he shares the delicate details, the good with the bad, it's clear he is as enchanted with Allie in old age as he was on the day they met.

"And that's the legacy of *The Notebook*," according to Nicholas Sparks. "When love is real, it doesn't matter what turns the road takes. When love is real, the joys and possibilities are endless."

— Reviewed by Kelly Milner Halls

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

## Activity 7

Find the meaning of some unfamiliar words in the text of the book review. Then, keep them in your vocabulary record.

### Example

**tender** /'tendə | | -ər/(adj) = *lunak, memar, lemah lembut*—soft; not hard or tough, sore, painful when touched, loving, gentle

- e.g. 1. The meat is tender.  
2. His injured leg is still tender.  
3. She had a tender heart.

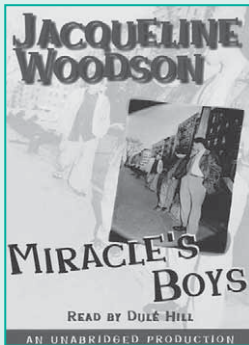
## Activity 8

Find out the information you get from each paragraph of the review. Copy this chart and complete it with the information.

Paragraph	Information
1	• The theme of the book being reviewed.
2	• The purpose of the author in writing the novel.
3	_____
4	_____
5	_____
6	_____

## Activity 9

Read the following praise for Jacqueline Wilson's book 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;
- write review texts.

### 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 the best. Compare your sentences with your friends. You may use the following words.

- *fascinating*
- *interesting*
- *wonderful*
- *exciting*
- *entertaining*
- *engrossing*

For examples:

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.

Introductory Paragraphs	<p><b>To Kill a Mockingbird</b> by Harper Lee Warner Books Reviewed by Rodman Philbrick</p>	Identify the title, the author and the publisher of the book.
	<p>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.</p>	Summarise the main idea/ theme of the book you are reviewing.
	<p>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.</p>	Write your thesis (what you think of the book).
Body Paragraphs	<p>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 <i>To Kill a Mockingbird</i>.</p>	Summarise the important point of the book.
	<p><i>To Kill a Mockingbird</i> 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."</p>	Explain the writer's purpose for writing the book. Give your opinion on whether the writer achieved her/his purpose in writing the book.
	<p>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 <i>To Kill a Mockingbird</i> rings true, and why it all seems so real.</p>	

Conclusion

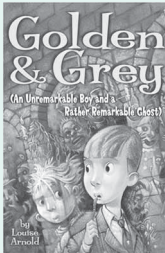
Even though the story took place many years ago, you get the idea that parts of it could happen today, in any town where people distrust and fear each other's differences.

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

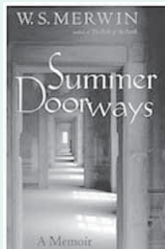
Work in groups of four. Figure out what type of book each of these.



### *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 named 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: [www.amazon.com](http://www.amazon.com)

## Activity 5

### 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)

Read the book reviews once again and discuss the questions in group.

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?

### Grammar Review

#### Adjectives Ending in *-ing* and *-ed*

Study these sentences. Pay attention to the word 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.

There are many pairs of adjective ending *-ing* and *-ed*.

For examples:

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

## Activity 6

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 \_\_\_\_\_ 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.

## Activity 7

Prepare to write a book review. Study the following tips first.

### How to Write a Book Review

#### Steps to Follow

- Choose the book.
- Read the book.
- Make notes about the book.
- Think about the content of the book in an effort to arrive at an appropriate theme for the review.
- Organise your notes into an outline which incorporates your theme.
- Write the review.
- Edit and revise the review before recopying it.

#### What to Put in a Book Review

- You should identify the book by giving:
  - ▶ the author
  - ▶ the full title
  - ▶ the publisher
  - ▶ the place and date of publication
  - ▶ the edition
- You might use some or all of the following approaches in your review:
  - ▶ outline the contents of the book
  - ▶ evaluate and make critical comments on the book
  - ▶ use quotations or references to the new ideas in the book to illustrate your theme
  - ▶ identify the author's qualifications, and any other personal information that is relevant to your discussion of the book
  - ▶ place the book with reference to the author's other writings
  - ▶ compare the book with a similar work by a contemporary
  - ▶ point out the author's intentions, including the audience for which the book is intended
  - ▶ relate the work to a social or literary trend

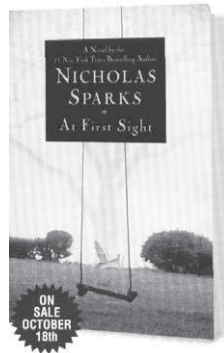
### Your Project

It's an individual project. Write a review of a book you like best. Follow the steps you have learned. Write the details and add pictures or any related references. The best review will be released in the school magazine.

## Activity 8

Read the following advertisement.

### NEW FROM THE AUTHOR OF THE #1 NEW YORK TIMES BEST SELLER *TRUE BELIEVER*



0-446-53242-8 • \$24.95

(In Canada: \$33.95)

- Fiction 288 pages
- 5-1/2" x 8-3/4"

Rights: COBE

### *True Love Changes Everything*



also available as aTime  
Warner AudioBook™,  
in a Large Print Edition,  
and as an eBook

Unabr. Cass.: 1-58621-697-x  
\$29.98 (In Canada: \$39.98)

Unabr. CD.: 1-58621-698-8  
\$39.98 (In Canada: \$54.00)

Large Print.: 0-446-57877-0  
\$26.95 (In Canada: \$36.95)

Read an Excerpt Online at  
[www.twbookmark.com](http://www.twbookmark.com)

Source: *Publishers Weekly*, September 26, 2005

## Activity 9

Copy the following table and then fill it out based on the advertisement in Activity 10.

Title	:	_____
Author	:	_____
Publisher	:	_____
Price	:	_____
Pages	:	_____
ISBN	:	_____

## Chapter Summary

### 1. Language Functions

- a. Expressing regret
  - I regret being rude and underestimating you.
- b. Giving or asking plans, purposes and intentions
  - Do you have any plans for the next programme?
- c. Predicting, speculating and judging
  - I predict that the book will be a best seller.

### 2. Genre

#### Review

Social function : to criticise 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 thorough an analog with a non-art object or event.
- Interpretive Recount : summarise 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, intentions, predicting, speculating and judging;
2. respond to review texts;
3. perform a review of narrative text;
4. read review texts;
5. write a review text;
6. identify an advertisement, poster, and pamphlet.

Now, answer the 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, consult your teacher or discuss with your friends.

# Review 2

## A. Listening

Listen carefully to the teacher 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. It'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 the listening text you are going to hear.

10. What is Midtown Manhattan?
  - a. A film company.
  - b. A theatre.
  - c. A book publisher.
  - d. An art director.
11. What position is offered in the advertisement?
  - a. Managing Director.
  - b. Editor.
  - c. Art Director.
  - d. Senior Editor.
12. What is the Midtown Manhattan's fax number?
  - a. 212-575-9271
  - b. 212-575-9270
  - c. 212-575-9217
  - d. 212-575-9272



## 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 off 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. Gives 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 5?
- 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

Harper Collins

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 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 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 fairy tale 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 to 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 [www.teenreads.com](http://www.teenreads.com)

18. Who wrote *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 is a klutzy girl?
- 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 24–30 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 days?" 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 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 ones.
  - 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 in
  - Be proud to go to the
  - It's to drive to
  - How nice to walk in
29. Mr Budi : You didn't write the essay, did you? You copied some else's piece of writing.
- Adi : \_\_\_\_\_.
- Thanks for telling me.
  - Really?
  - I'm afraid that wasn't true.
  - Come on.
30. Adi : I have to admit I copied Agus's essay. I do apologise.
- Mr Budi : \_\_\_\_\_.
- 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 won't do the shameful deed next time.
- 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.

- a. excited  
b. exciting  
c. disappointing  
d. disappointed
34. Nina is going to Medan tomorrow. She has never been there before. She is really \_\_\_\_\_ about going.  
a. depressed  
b. depressing  
c. disappointing  
d. excited
35. \_\_\_\_\_ its extreme popularity, SpongeBob has endured much controversy.  
a. Because  
b. Despite  
c. Although  
d. Though
36. The film wasn't good. We were disappointed \_\_\_\_\_ the film.  
a. with  
b. of  
c. to  
d. in
37. Adi : What's the matter, Danis?  
Danis : I'm thinking of leaving school. I've got to start earning my living.  
Adi : \_\_\_\_\_  
a. I wouldn't do that if I were you.  
b. Come on.  
c. I have no objection.  
d. It's crazy!
38. Nadia : \_\_\_\_\_ after leaving school, Danis?  
Danis : I'm thinking of going into teaching.
- a. What's your prediction  
b. What's your plan  
c. What do you think  
d. 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 : \_\_\_\_\_  
a. I feel the same way.  
b. No use crying over spilt milk.  
c. It's a touching story.  
d. I think it's well grounded.
40. Adi : Have you seen *Kuntilanak*? The film is absolutely terrible.  
Nadia : \_\_\_\_\_ It's extremely bad.  
a. Really?  
b. Same here.  
c. I don't think so.  
d. 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.  
Nadia : I think it's well grounded.  
a. I plan  
b. I intend  
c. I hope  
d. I predict that
42. Danis : Who repaired the bicycle for you?  
Nadia : Nobody. \_\_\_\_\_  
a. Dad repaired it.  
b. 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 in 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

**B. Read the 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://dannypress.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. How 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?

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# Glossary

**abortion** /ə'brɔ:fn/ (n) an operation on a pregnant woman so that she will not have a baby

**abuse** /ə'bjʊ:s/ (n): improper or excessive use or treatment

**accomplished** /ə'kʌmplɪʃt/ (adj): having considerable talent and skill

**accusation** /ækju'zeɪn/ (n): a statement accusing a person of a fault, wrongdoing or crime

**accuse** /ə'kjʊ:z/ (v) to say that sb has done sth wrong, is guilty of sth or has broken of the *him of lying*

**acid** /'æsɪd/ (adj) having a bitter sharp a taste; sour: a lemon is an acid fruit

**advantage** /əd'vɑ:ntɪdʒ/ (n) a condition or circumstance that puts one in a favourable position compared to other people

**advertisement** /ædvər'taɪzmənt/ (n) a piece of information in a news paper, or a poster, etc.

**advise** /əd'vaɪs/ (v) to tell sb what you think he/she should do

**after** /'æftər/ (n) later than sth: shelly called just after six o'clock

**against** /ə'geɪnst/ (n) touching or leaning on sb/sth for support

**agree** /ə'grɪ/ (n) to have the same opinion

**amazing** /ə'meɪzɪŋ/ (adj) causing you to be very surprised: she has shown amazing courage

**announcement** /ə'naʊnsmənt/ (n) a statement that tells people about sth

**argument** /'ɑ:ɡyʊmənt:/ (n) an angry discussion between two or more people who disagree with each other

**attitude** /'ætətʊd/ (n) the way that you think, feel or be have: social attitudes and beliefs she has a very positive attitude toward her work.

**author** /'ɔ:ə/ (v) to be the author of a book, a report, etc

**awful** /'ɔ:fl/ (adj) terrible; very serious: a have some awful news for you

**allowance** /ə'ləʊəns/ (n): a small sum of money paid regularly by parents to a child so that the child can make his or her own purchases

**animated** /'ænɪmeɪtɪd/ (adj): full of liveliness or activity

**appreciate** /ə'pri:ʃieɪt/ (v): to recognize with gratitude (certainly appreciates your kindness)

**approve** /ə'pru:v/ (v): to give formal or official sanction to : ratify

**artificial** /ɑ:t'fɪʃəl/ (adj): humanly contrived often on a natural model; man-made

**aspire** /ə'spaɪə/ (v): to seek to attain a particular goal

**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)

**bare** /beə/ (adj): not covered by clothing

**barn** /bɑ:n/ (n): a usually large building for the storage of farm products or feed and usually for the housing of farm animals or farm equipment

**basis** /'beɪsɪs/ (n): the bottom of something considered as its foundation

**bear** /beə/ (v): to give birth to

**biodiversity** /baɪəʊdər'vɜ:sɪti/ (n): biological diversity in an environment as indicated by numbers of different species of plants and animals

**block** /blɒk/ (v): to make unsuitable for passage or progress by obstruction

**bloom** /blu:m/ (v): to produce or yield flowers

**blossom** /'blɒsəm/ (v): to open into flower

**boundary** /'baʊndəri/ (n): something (as a line, point, or plane) that indicates or fixes a limit or extent

**bouquet** /'bəʊ'keɪ/ (n): a bunch of cut flowers that have been specially chosen or arranged

**campaign** /kæm'peɪn/ (n): a connected series of operations designed to bring

about a particular result (election campaign)

**capital punishment** /'kæpɪtl pʌnɪʃmənt/ (n): punishment by legal killing

**capsize** /kæp'saɪz/ (v): to cause to overturn

**case** /'keɪs/ (n): a set of circumstances or conditions

**catastrophe** /'kæ:təstrəfi/ (n): a terrible event in which there is a lot of destruction or many people are injured or die

**chamber** /'tʃeɪmbə/ (n): room

**character** /'kærɪktə/ (n): one of the people portrayed in a book, play, or film

**cloud** /klaʊd/ (n) to make sth less enjoyable; to spoil sth: the festival was

clouded by violence between rival gangs

**charming** /'tʃɑ:mɪŋ/ (adj): having the power to delight or attract people

**circumstance** /'sɜ:kəmstæns/ (n): a condition, fact, or event accompanying, conditioning, or determining

**climate** /'klaɪmət/ (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

**exciting** /ɪk'saɪtɪŋ/ (adj) causing strong feelings of pleasure and interest that's very exciting news

**explanation** /ˌɛksplə'neɪʃn/ (n) making sth clear or giving a reason for sth: that idea doesn't need much explanation

**fairy tale** /'feərɪteɪl/ (n): a story for children about fairies or other imaginary beings and events, often containing a moral message

**faithful** /'feɪəfʊl/ (adj): consistently trustworthy and loyal, especially to a person, a promise, or duty

**fancy** /'fænsi/ (adj): expensive and fashionable

**fare** /feə/ (n): cost of travel

**fate** / / (n): force predetermining events

**fertilise** /'fɜ:tɪlaɪz/ (v): to unite a female gamete with a male gamete, thus enabling

the development of a new individual to take place

**fetch** /fetʃ/ (v): to go after and bring back somebody or something

**fond** /fɒnd/ (adj): feeling love, affection, or a strong liking for somebody or something

**for** /fə/ (prep): in favour of, or in support of something

**formation** /fɔ:'meɪʃən/ (n): the process by which something develops or takes a particular shape

**fragile** /'frædʒaɪl/ (adj): easy to break, damage, or harm, usually because delicate or brittle

**fragrance** /'freɪgrəns/ (n): a pleasant smell

**genetic engineering**

**gender** /'dʒendə/ (n): the sex of a person or organism, or of a whole category of people or organisms

**global warming** /gləʊbl 'wɔ:mɪŋ/ (n): an increase in the world's temperatures, believed to be caused in part by the greenhouse effect and depletion of the ozone layer

**gratitude** /'grætɪtju:d/ (n): a feeling of being thankful to somebody for doing something

**graze** /greɪz/ (v): to eat grass and other green plants in fields, or eat the grass and plants of a particular field or fields

**groan** /grəʊn/ (v): utter a moan

**guilty** /'gɪltɪ/ (adj): responsible for a crime, wrong action, or error and deserving punishment, blame, or criticism

**hail** /heɪl/ (v): to praise or approve a person, action, or accomplishment with enthusiasm

**harmful** /'hɑ:mfʊl/ (adj): causing damage or injury

**head** /hed/ (v): to move or go in a specified direction or to a specified position

**hope** /hoʊp/ (n) a person or thing that gives you hope

**horrible** /'hɒrəbl/ (adj): very bad, very unpleasant, or caused by anxiety or fear about something bad

**icon** /'aɪkɒn/ (n): a picture or symbol

that is universally recognized to be representative of something

**imply** /ɪmˈplaɪ/ (v): to make something understood without expressing it directly

**in vain** /ɪn veɪn/ (adv): fruitlessly, pointlessly, or unsuccessfully

**incite** /ɪnˈsaɪt/ (v): to stir up feelings in or provoke action by somebody

**induce** /ɪnˈdjuːs/ (v): to persuade or influence somebody to do or think something

**innocent** /ɪˈnəsənt/ (adj): not guilty of a crime or offence

**instruction** /ɪnˈstrʌkʃn/ (n) teaching or being taught: we offer instructions in all styles of dance

**interesting** /ɪntrəstɪŋ/ (adj) enjoyable and entertaining to do, think about, talk to, etc.;

**issue** /ˈɪʃuː/ (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 heard est case he had ever had to judge

**judgement** /ˈdʒʌdʒmənt/ (n) the ability to form sensible opinions or to make wise decisions

**lesson** /ˈlesn/ (n) a period of time when you learn or teach sth, usually not in school she teaches piano lesson

**legalise** /ˈliːgəlaɪz/ (v): to make an activity legal by making or changing a law

**lifeboat** /ˈlaɪfbəʊt/ (n): a boat used for rescuing people from ships in trouble at sea

**lofty** /ˈlɒfti/ (adj): behaving in a falsely superior or haughty manner

**manipulate** /məˈnɪpjʊleɪt/ (v): to control or influence somebody or something in a clever or devious way

**manufacture** /ˌmænɪʃʊˈfæktʃə/ (v): to make something into a finished product using raw materials, especially on a large industrial scale

**mate** /meɪt/ (n): a friend, also used as a friendly, or sometimes hostile, form of address to a man

**moisture** /ˈmoɪstʃɜː/ (n): wetness, especially droplets of condensed or absorbed liquid or in a vapour

**motive** /ˈməʊtɪv/ (n): the reason for doing something or behaving in a particular way

**neglect** /nɪˈgлект/ (n): the failure to give proper care or attention to somebody or something

**narrative** /ˈnærətɪv/ a story or an account

**opponent** /əˈpəʊnənt/ (n): somebody who is against a particular course of action or who does not support a particular cause or belief

**orphan** /ˈɔːfən/ (n): child whose parents are both dead or who has been abandoned by his or her parents, especially a child not adopted by another family

**pattern** /ˈpætɪn/ (n): a regular or repetitive form, order, or arrangement

**phenomenon** /fɪˈnɒmɪnən/ (n): a fact or occurrence that can be observed

**pile** /paɪl/ (v): to heap or stack things one on top of another

**pilgrim** /ˈpɪlgrɪm/ (n): somebody who goes on a journey to a holy place for religious reasons

**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.

**portray** /pɔːˈtreɪ/ (v): to represent somebody or something in words

**postpone** /pəʊstˈpəʊn/ (v): to put something off until a later time or date

**precipitate** /ˈprɪsɪpɪtɪt/ (n): 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

**predict** /prɪˈdɪkt/ (verb) to say that sth will happen (often because have special knowledge to predict the results of the election scientist still cannot predict when earthquakes will happen)

**prevail** /prɪˈveɪl/ (v): to remain in general use or effect

**pro-choice** /prəʊtʃɔɪs/ (adj): advocating open legal access to voluntary abortion

**proficiency** /prəˈfɪʃənsi/ (n): competence in something, or knowledge of it

**pro-life** /prə'laɪv/ (adj): in favour of bringing the human foetus to full term, especially by campaigning against abortion and experimentation on embryos

**promise** /'prɒmɪs/ (verb) to show sign of sth, so that you expect it to happen: the picnic promises to be a lot of fun

**propagate** /prɒpə'geɪt/ (v): to reproduce a plant or animal or, cause one to reproduce

**proponent** /prə'pɒnənt/ (n): somebody who advocates something

**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

**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

**setting**

**severe** /sɪ'vɪə/ (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

**soil** /sɔɪl/ (n): the top layer of most of the earth's land surface, consisting of the unconsolidated products of rock erosion and organic decay, along with bacteria and fungi

**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

**unborn** /ʌn'bɔ:n/ (adj): not yet born, but usually already conceived and gestating

**unconditional** /ʌnkən'dɪʃənl/ (adj): complete or guaranteed, with no conditions, limitations, or provisos

**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

**velvet** /'velvɪt/ (n): a cotton, silk, or nylon fabric with a dense soft usually lustrous pile and a plain underside

**wander** /'wɒndə/ (v): to move from place to place, either without a purpose or without a known destination

**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

**wonderful** /'wʌndərfʊl/ (adj) very good, giving great pleasure

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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 3

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

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 borrow 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 of 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

### Activity 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 favorite 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 risers, 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

### Activity 12

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.
- 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](http://www.greenpeace.org.uk); *Foodwatch*,

2001

## Review 1

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 1 (Questions 6–10)

In the eastern part of Persia there lived at one time a gardener whose one joy in life was his flowers and fruit trees. He had neither wife, nor children, nor friends; nothing except his garden. At length, however, the good man wearied of having no one to talk to. He decided to go out into the world and find a friend. Scarcely was he outside the garden before he came face to face with a bear, who, like the gardener, was looking for a companion. Immediately a great friendship sprang up between these two.

One afternoon it happened that an unusually large fly alighted on the gardener's nose. The bear drove it off, but it only flew to the gardener's chin. Again the bear drove it away, but in a few moments it was back once more on the gardener's nose. The bear now was filled with rage. With no thought beyond that of punishing the fly, he seized a huge stone, and hurled it with such force at the gardener's nose that he killed not only the fly, but the sleeping gardener.

It is better to have a wise enemy than a foolish friend.

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

## Listening Text 2 (Questions 11–13)

The sun also provides the energy stored in fossil fuels. Coals, petroleum, and natural gas are fossil fuels.

Fossil fuels come from the remains and ancient plants and animals over millions of years ago.

These are what happened:

1. Hundreds of millions of years ago, before people live on earth, trees and other plants absorbed energy from the Sun, just as they do today.
2. Animals ate plants and smaller animals.
3. After the plants and animals died, they slowly became buried deeper underground.
4. After millions of years, they turned into coal and petroleum.

Although the buried prehistoric plants and animals changed form over time, they still stored energy.

When we burn fossil fuels today, the stored energy from the Sun is released in the form of heat. The heat produced warm to our homes and other building and also electricity for our lights and appliances.

*Adapted from Kingfisher Science Encyclopedia, 1997*

## Listening Text 3 (Questions 14–15)

Nuclear energy is the name given to energy that is produced from changes in nuclei, the small, heavy centres of atoms.

The advantages of nuclear energy are that it produces a large amount of useful energy from a very small amount of fuel and does not produce gases contributing to the greenhouse effect. The disadvantages are that the nuclear waste is very difficult to store safely.

It is very difficult and expensive to make an old nuclear reactor safe and there is always a small chance of serious accident if something goes wrong.

*Adapted from Kingfisher Science Encyclopedia, 1997*

## Chapter 4

### 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 the 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 5

### 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 *dancingsifaka.typepad.com*

### Activity 8

"This novel is an extraordinary piece of writing—in a splendid translation—that speaks simultaneously to the mind and the heart. It is a book that is not easily put down, and not likely forgotten."

--Van C. Gessel, editor and compiler of *The Showa Anthology*

"This is a significant book for anyone interested in Japanese society and literature."

—James O'Brien, translator of *Crackling Mountain and Other Stories*

"By a gift of sympathy and talent, Susan Wilkinson is evocatively faithful to the spirit of the original and its longing, loving remembrance of things past."

—Lane Dunlop, translator of *The Late Chrysanthemum: Twenty-one stories from the Japanese*

Taken from *Microsoft Encarta Reference Library, 2008*

### Review 2

#### (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 2 (Questions 6–9)

Yann Martel's imaginative and unforgettable *Life of Pi*'s book 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/>

### Listening Text 3 (Questions 10–12)

Enjoy a challenge? Midtown Manhattan theatre and film book publisher seeks an Art Director to design book covers and interiors, catalogues, and print ads. Approximately 20 titles a year. Must have experience in book design from the concept stage to the finished product. At least three years in house trade book design experience required. Work closely with in house staff, freelancers, printers. Must have expert Quark, Photoshop, and Illustrator skills for the Mac. Please respond to [mmessina@halleonard.com](mailto:mmessina@halleonard.com) or fax to 212-575-9270. No phone calls please.

Taken from *Publishers Weekly*, January 12, 2004

# 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. Answer 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 7

1. It was happened in the past, a long ago.
2. A farmer named Liu.
3. Answer may vary
4. We have to be patient person and follow the process.

##### 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 dum 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

- b
- b
- c
- c
- a
- b
- c
- b

### Activity 10

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

- At the same time
  - Later
  - Then
  - Afterwards
- First
  - Then
  - next
  - Afterwards
  - After a wed days
  - Finally

### Activity 4

The correct order of the story is 8-10-2-9-4-1-3-7-5-6

### Activity 6

- e
- d
- c
- a
- b

### Activity 7

- Pilot has to start engine before takes off.
- After working hard, the man eats much food .
- Mr Efendi always checks the battery before starts the car engine
- After having lunch, we will go to the cinema.

- The children took a bath before having breakfast.
- Before taking medicine, the patient must have meal.
- After turning off the lamp, she went to bed.
- Mr Herman locked the door before leaving the house.
- The workers usually go home after finishing their job.

### Activity 11

- It's about a short story writing contest.
- It will be closed on August 1, 2008.
- It must relate to the Mississippi River, the River Valley, or a sister River: its landscape, people, culture, history, current events, or future.
- A regional team of published writers.
- By Susan Swartwout, publisher of Southeast Missouri State University Press.
- 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.
- We can send it to Southeast Missouri State University Press MS 2650, One University Plaza Cape Girardeau, MO 63701.

## Chapter 2

### How the Water Cycle Works

#### Listening

##### Activity 2

- The CD he lent to Rifki is broken.
- It was chewed by Rifki's sister's dog.
- No, he doesn't.
- No, he won't.
- Yes, he does.

##### Activity 3

- wrong
- fair
- lent
- chewed
- problem
- fault
- terrible
- responsibility
- stay out
- apologize
- admitted
- accepted

##### Activity 4

- It's my sister's fault.
- OK. It's my fault, isn't it?
- It's good you admitted that.
- I must apologize.

##### Activity 5

- c
- c
- b

##### Activity 7

It talks about the water cycle.

##### Activity 8

- where
- lie in
- cycle
- begins
- lakes
- rivers
- vapor
- this
- rises
- clouds

### Activity 10

1. False
2. True
3. False
4. False
5. True

### Activity 11

1. Picture b
2. Picture d
3. Picture a
4. Picture c

### Activity 12

1. cycle
2. the ocean
3. back
4. movement
5. begins
6. water vapor
7. a gas
8. the sky
9. tiny drops
10. warm air
11. cluster
12. a cloud
13. falls
14. cold
15. snow
16. land
17. flows
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 clouds and cumulonimbus are.
5. Nimbostratus clouds will.
6. Precipitation does.

### Activity 10

1. The water in the oceans is warm when the sun shines on it.
2.
  - 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.

## 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.
2. The pH of normal rain is 6.
3. When coal and oil burn, they make sulphur dioxide (SO<sub>2</sub>).
4. If they are in the atmosphere for any time, the gases will oxidize (gain an oxygen atom) and go into solution as acids.
5. Sulphurs acid (H<sub>2</sub>SO<sub>4</sub>) and nitrogen oxides do.
6. 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

- False
- True
- True
- False
- True

#### 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.

#### Activity 10

- Deviations from normal temperature patterns of the southern Pacific Ocean between Australia and South America do.
- Eastern trade winds blows across the Pacific. These drive the sun-warmed surface water from the central Pacific to the coast of northern Australia. When clouds form above this area of warm water and move over Indonesia, Papua New Guinea, and Australia, they bring rain with them.
- During El Nino, the Pacific Ocean of Australia does not warm as much as it normally does. Instead, it becomes warmer right up to the coast of Peru in South America. At the same time, the easterly trade winds that blow across the Pacific reverse their direction. This causes high-pressure systems to build up to the north of and across the Australian Continent, preventing moist tropical air reaching the continent. These conditions in turn result in storms, and in rain falling in the eastern Pacific Ocean and in South America instead of in Australia, Papua New Guinea, and Indonesia, which suffer drought conditions.
- Severe storms and floods.
- La Nina effect 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.

### 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

- I wonder
- Let me just say that
- I do hope
- 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

- Paragraph 1
- Paragraph 2
- Paragraph 3
- Paragraph 4
- Paragraph 5
- Paragraph 6
- Paragraph 6
- Paragraph 7

##### Activity 9

- sustainable
- excessive
- repair
- herbicides
- redundant
- free
- message
- 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

1. a telephone that you can carry around with you and that works by using radio signals
2. having stopped work permanently
3. suitable or practical for particular purposes
4. a serious event that needs immediate action
5. a time when a machine stops working
6. a complicated system of tracks, lines, etc.
7. making you feel angry
8. feeling uninterested and not exciting
9. a switch in order to disconnect electrical power
10. the state of being free

### Activity 10

#### 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) a young human or animal before birth

### Activity 3

- |                  |                  |
|------------------|------------------|
| 1. controversial | 6. defect        |
| 2. opponent      | 7. circumstances |
| 3. abuse         | 8. unborn        |
| 4. bear, incest  | 9. distinguish   |
| 5. abortion vary | 10. conservative |

### Activity 5

**Controversial Issue:** Abortion

#### Reasons for:

An abortion is the unjustified killing of an unborn child.

#### Reasons against:

Abortion may be recommended if a woman's life or health is endangered by her pregnancy.

#### Reasons for:

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 | 3. 1.2%            |
| b. 45 and up          | 4. 1995            |
| 2. 19937              | 5. Answer may vary |

### Activity 10

- |               |                 |
|---------------|-----------------|
| 1. limitation | 8. opposition   |
| 2. differ     | 9. impose       |
| 3. moral      | 10. ground      |
| 4. postpone   | 11. artificial  |
| 5. attention  | 12. intercourse |
| 6. pregnancy  | 13. conjugal    |
| 7. encourage  | 14. procreation |

## 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

## Review 1

### Listening

- |      |      |      |       |       |
|------|------|------|-------|-------|
| 1. c | 4. a | 7. b | 10. b | 13. a |
| 2. c | 5. d | 8. b | 11. d | 14. c |
| 3. a | 6. c | 9. b | 12. c | 15. b |

### Reading

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 16. d | 23. d | 30. d | 37. a | 44. b |
| 17. a | 24. b | 31. b | 38. c | 45. b |
| 18. b | 25. c | 32. d | 39. d | 46. b |
| 19. c | 26. b | 33. b | 40. d | 47. a |
| 20. a | 27. d | 34. b | 41. a | 48. a |
| 21. a | 28. d | 35. a | 42. d | 49. a |
| 22. a | 29. a | 36. c | 43. a | 50. a |

## Chapter 4

### It's a Great Story

### Listening

#### Activity 3

- |                        |                             |
|------------------------|-----------------------------|
| 1. That's great.       | 6. Don't give up!           |
| 2. I failed miserably. | 7. I'll try                 |
| 3. That's too bad.     | 8. I don't think you should |
| 4. Why don't you       | 9. I do hope                |
| 5. I'll consider that  | 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. look                        13. 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.

#### Activity 9

1. fellow                      6. lend
2. careless                    7. refuse
3. found out                 8. very angry
4. think of a plan            9. huge sacks
5. borrow                    10. repay

### Reading

#### Activity 2

1. e. the events in a story and how they develop
2. f. one part of the story in which the events happen in one place

3. g. a person in a book, story, etc.
4. a. describes scene and introduces the participants of the story
5. b. part of the story in which a problem encountered by the characters
6. c. the part in which the characters find the resolution

#### Activity 4

1. He's a boy who is very lazy. People calls 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 watch 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. Answer may vary.

#### Activity 5

1. j      4. d      7. g      10. i
2. b      5. f      8. h
3. c      6. e      9. a

#### 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

### Writing

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



## Chapter 5 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 split 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. Be independent, and be useful
11. It's really an inspiring book.
12. I think it's well grounded.
13. 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 7

- |              |               |
|--------------|---------------|
| 1. unread    | 6. fraud      |
| 2. catch up  | 7. added      |
| 3. different | 8. forgotten  |
| 4. to target | 9. read       |
| 5. trashiest | 10. recommend |

### 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 12

##### Rhymed

- |           |       |
|-----------|-------|
| 2. droop  | soup  |
| 5. steak  | make  |
| 7. blood  | mud   |
| 8. file   | style |
| 10. taste | waist |

### Reading

#### Activity 3

1. All through the Night is.
2. Mary Higgins Clark is.
3. It is a fiction book.
4. It is about Alvirah 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.

#### Activity 8

- Paragraph 3  
The brief summary of The Notebook
- Paragraph 4  
The question presented by Nicholas Sparks
- Paragraph 5  
Spark's answer to the question
- Paragraph 6  
The legacy of The Notebook

### Writing

#### Activity 6

- |                  |                  |
|------------------|------------------|
| 1. a. interested | 4. a. boring     |
| b. interesting   | b. bored         |
| 2. a. depressing | 5. a. exhausting |
| b. depressed     | b. exhausted     |
| 3. a. exciting   | 6. a. interested |
| b. excited       | b. interesting   |

### Review 2

#### Listening

- |      |      |       |
|------|------|-------|
| 1. c | 5. d | 9. a  |
| 2. a | 6. c | 10. c |
| 3. c | 7. a | 11. c |
| 4. d | 8. c | 12. b |

### Reading

- |       |       |       |
|-------|-------|-------|
| 13. d | 26. d | 39. a |
| 14. a | 27. b | 40. b |
| 15. b | 28. a | 41. c |
| 16. a | 29. c | 42. c |
| 17. c | 30. c | 43. c |
| 18. c | 31. c | 44. d |
| 19. a | 32. c | 45. c |
| 20. d | 33. d | 46. c |
| 21. a | 34. d |       |
| 22. b | 35. b |       |
| 23. a | 36. a |       |
| 24. b | 37. a |       |
| 25. b | 38. c |       |

#### B.

1. Harry Potter and the Philosopher's Stone
2. J.K. Rowling
3. Harry Potter
4. Answer may vary
5. Hogwarts School of Witchcraft and Wizardry
6. Answer may vary
7. Danny Yee
8. Answer may vary

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